

Module specification

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Module Code	NHS7D4
Module Title	Negotiated Learning 1
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100260
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Advanced Clinical Practice	Optional
Standalone module	Optional

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	10 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	10 hrs
Placement / work based learning	60 hrs
Guided independent study	130 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	15 th July 2021
With effect from date	September 2021



For office use only	
Date and details of revision	December 2023 – updated module title from Negotiated Module from implementation from Sep 2024.
Version number	2

Module aims

The negotiated module presents an innovative opportunity for students to take control of their individual learning journey and develop their independent learning skills. This module aims to enable students to negotiate learning at an advanced level which is relevant to their personal or professional development or to employer requirements within their field of Advanced Clinical practice. The essence of the module is to enable students to evaluate theories, research and concepts studied and synthesise strategies and/or solutions for practice

Module Learning Outcomes - at the end of this module, students will be able to:

		Education Pillar	Research Pillar	Leadership Pillar	Clinical Pillar
1	Evaluate theories, research and scholarship from the study of clinical practice				
2	Evaluate arguments, assumptions and concepts relevant to the chosen area of study and synthesise questions in order to frame solutions to problems encountered				
3	Utilising a strategic approach to decision-making, derive solutions for clinical or management situations based on a systematic understanding of theories and principles of clinical practice and plan appropriate action				
4	Evaluate the outcomes of clinical or management decisions and policy implementation				

*Colour coding above, relates to the programme level outcomes which differs for each module of the MSc Advanced Clinical Practice programme.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Students will design their assessment strategy in partnership with the module leader. This is important in order to support the student's ability to develop their approaches to learning. The assessment strategy will depend on the students enquiry. For example, a student



undertaking an audit of practice as part of a service improvement plan in practice might produce a report for dissemination to the senior leadership team in practice.

Further example: A student wishing to enhance their colleagues' understanding of a particular condition in clinical practice may produce an educational resource and provide justification for the approach taken in the form of a critically reflective narrative.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Negotiated Learning	100

Derogations

The following derogation will apply for students undertaking the MSc Advanced Clinical practice:

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

Learning and Teaching Strategies

Learning and Teaching Strategies: Negotiated learning will be offered at both the individual and the group level; the learning contract provides the means of supporting negotiated learning. A learning contract is used to address the diverse learning needs of different students, or groups of students, and is designed to suit a variety of purposes both in theoretical and practice-based learning. From the outset, the student is enabled to identify their learning needs and to develop learning objectives and strategies consistent with those needs. The learning contract is essentially an agreement negotiated between the student, and lecturer and on occasion a practice mentor, to ensure that certain activities will be undertaken in order to achieve a learning goal and that specific evidence will be produced to demonstrate that goal has been reached. At the group level, a learning package specification and timetable are developed with the students and /or commissioner to meet learning needs. At both levels learning strategies agreed will be an appropriate combination of the following: directed and self-directed reading, on-line materials, observations and work-based learning, lectures and group or individual tutorials and discussions

Indicative Syllabus Outline

Negotiated within the general area of advanced clinical practice. For example, practitioners who have undertaken a short course in coronary heart disease may choose to use materials from the course as a base for further learning to demonstrate the intellectual skills required for recognition of study at level 7.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

As this is a negotiated module there will not be any set essential reads and reading lists will be discussed with each student. The below are indicative reads:

Other indicative reading

Bolton, G., Delderfield R. (2018) *Reflective Practice: Writing and Professional Development*, 5th Edition. London. Sage.

Denisco, S.M. and Barker, A.M. (2015) *Advanced practice nursing: Essential knowledge for the profession*, 3rd Ed. London: Jones and Bartlett

Laycock, M and Stephenson, J (eds) (2013) *Using learning contracts in higher education*. London: Routledge

Thompson, S., Thompson, N. (2018) *The critically reflective practitioner*. 2nd Edition. Hampshire. Palgrave Macmillan.

Wood, C (2021) 'Advanced Clinical Practice: Leadership and management for nurses working at an advanced level' *British Journal of Nursing* Vol. 30, No. 5
<https://doi.org/10.12968/bjon.2021.30.5.282>

Employability – the University Skills Framework

Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working

Critical Thinking
Emotional Intelligence
Communication

