

Module specification

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Module Code	NHS7D5
Module Title	Advancing Leadership and Evidence Based Practice
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	Core
Standalone module	Option

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	21 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	21 hrs
Placement / work based learning	87.5 hrs
Guided independent study	91.5 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	15/07/21
With effect from date	01/09/21
Date and details of revision	September 2022 – revised assessment strategy and LO3 from Sep 22 October 2023 – AM0 admin update to LO1 with immediate effect.
Version number	3

Module aims

This module aims to bring together the students' learning as an advanced or trainee advanced practitioner in a context which will support them to consolidate their role as a potential leader in their field of expertise.

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

		Education Pillar	Research Pillar	Leadership Pillar	Clinical Pillar
1	Critically examine your role as leader and developer of practice with reference to the characteristics described in the appropriate pillars of the HEIW Framework for Advanced Clinical Practice in Wales.				
2	Conduct an investigation of the literature to identify a potential service improvement issue.				
3	Present a structured, critically reasoned plan with aims and objectives for how the evidence supporting this service improvement initiative may be gathered in practice.				

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.

LO1 At the end of the module, the student will compile a self-evaluation of their development as an advanced practitioner via a portfolio which will provide evidence for achievement in two pillars of practice including achievement of a minimum of 87.5 hours of practice (pass/refer coursework).

LO2. Students will be able to present robust literature based evidence to support the need for a service improvement intervention (this may be a research, leadership innovation, service evaluation or audit)

LO3. Students will deliver a poster presentation recorded in a video/audio format describing a proposal for gathering evidence when considering this service improvement initiative (15 minutes).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2	Portfolio	Pass/Refer
2	3	Presentation	100%

Derogations

The student must pass all assessments in order to pass the module.

All students must abide by their professional code of conduct, including patient safety, client confidentiality and public trust. If any part of the code is breached, students will receive a referral in that assessment element.

Learning and Teaching Strategies

Learning and teaching strategies for this module will include seminars and group tutorials. Students will be encouraged to explore areas of their learning and practice that they have self-assessed as requiring development. During the group tutorials, students will discuss how they have developed as a practitioner, and seminar groups will explore key theoretical elements to support this learning and application to practice. The spiral curriculum affords the opportunity to revisit prior learning and to develop this for a new context, and has been demonstrated to afford an opportunity to revisit and consolidate learning to the benefit of the student (Coelho and Moles 2016).

Active Learning Framework (ALF)

Synchronous and asynchronous teaching both online and on campus, within our active learning framework will be essential to our blended learning approach. The students will be expected to access the many resources in an asynchronous way, to complement their learning journey and their personal and employment circumstances. A key component of online learning and effective pedagogy is the construction of a community of enquiry (Garrison et al., 1999). The community of enquiry model supports a social constructivist approach and attempts to create an effective learning experience, through the adoption of the three interdependent elements – social, cognitive and teaching presence. Critical thinking and a social presence will start in the classroom or simulation suite and continue in the discussion groups. The programme team will facilitate and direct the course of study to build the community of enquiry.

Indicative Syllabus Outline

Leadership theory and skills

Quality improvement strategies

Writing a proposal

Research and Innovation methodologies

Intervention studies, interpretive enquiries, experimental designs

Methods of Inquiry

Interviews, questionnaires, observational, measures and indicators.

Ethical decision-making

Project management

Critical writing skills.

Negotiation and partnerships and strategic approaches to collaborative working.

Indicative Bibliography:

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

Essential Reads

Weberg, D and Davidson, S (2021) *Leadership for evidence-based innovation in nursing and health professions 2nd Ed.* Burlington: MA. Jones & Bartlett Learning

Jacobsen, K.H. (2017) *Introduction to health research methods: A practical guide.* Burlington: MA. Jones & Bartlett Learning

Polgar, S. & Thomas, S. (2019) *Introduction to Research in the Health Sciences*, 7th Ed. London: Elsevier

Other indicative reading

Health Education and Improvement Wales (2021) *Workforce, Education And Development Services: Introducing advanced practice* Nantgarw: HEIW

<https://heiw.nhs.wales/transformation/workforce-modernisation/introducing-advanced-practice/>

Health Education Improvement Wales (2023) <https://heiw.nhs.wales/workforce/workforce-development/professional-framework-for-enhanced-advanced-and-consultant-clinical-practice/>

NHS England (2017) *Multi-professional framework for advanced clinical practice in England* London: NHS England <https://www.hee.nhs.uk/our-work/advanced-clinical-practice>

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr 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