

Programme Specification

Programme title: BSc (Hons) Clinical Nursing Practice

Academic Year:	2018-19
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	N/A
Final and interim award(s):	BSc (Hons) Clinical Nursing Practice [Framework for Higher Education Qualifications (FHEQ) level 6] BSc Clinical Nursing Practice (Ordinary) [Framework for Higher Education Qualifications (FHEQ) level 6]
Programme accredited by (if appropriate):	N/A
Programme duration:	2 years Part Time
UCAS code:	N/A
QAA Subject benchmark statement(s):	N/A
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	May 2018

Introduction

The BSc (Hons) Clinical Nursing Practice programme is part of the multidisciplinary Specialist Skills and Post Registration Development (SSPRD) Framework within the Faculty of Health Studies. The Framework enables students to undertake a named award with an individualised programme of study that will meet either individual student needs and/or employers' needs for a changing diverse workforce within a modern organisation.

This award allows students, employed in the UK in a healthcare setting, who already hold a nursing qualification recognised by the NMC to 'top-up' to BSc (Hons).

The Faculty of Health Studies is a major provider of education and training for individuals working within the health, social, independent and community/voluntary sector organisations across the Yorkshire and Humber Region and wider. The Faculty focus is on excellence through knowledge, practice, research, leadership and management aims to support the future sustainability of individuals through

lifelong learning and improved employability. Supporting individuals also influences the future sustainability and adaptability of service delivery and individual organisations.

The Faculty wide framework offers a structure that allows students to choose from a large portfolio of modules. The modules are presented in themed areas representing employment practice or work based disciplines. This programme has a combination of core and optional modules. This offers students the option of studying at least one module from across the portfolio which is Faculty wide.

The programme of study and the collection of modules students chose will contextualise learning while addressing the Aims and Learning Outcomes for the programmes which are outlined in the next section of this document. For example the core module, Research Appreciation and Dissemination, will enable students to shape their own focus of study within the module's aims and learning outcomes by applying the principles to their own professional/ employment area.

The flexibility offered by the framework will enable students to take forward their current experience whatever the area of work in collaboration with the University of Bradford. Students will be able to obtain credits for short episodes of study, transfer credits from prior certificated or experiential learning, undertake a single module or combine studying a choice of modules over time. An academic advisor will discuss study options and support students with their module choices.

Programme Aims

The programme is intended to:

A1	Provide a flexible educational framework that is vocationally relevant, which meets students professional development needs, as well as the organisational needs of employers.
A2	Focus upon areas of specialisation within students professional field to develop their reflective skills and theoretical and policy awareness.
A3	Develop students abilities to become a self-directed learner who is motivated to sustain and advance their own professional learning and develop the confidence to support the professional development of colleagues
A4	Develop understanding of the effects of health inequalities and the diversity of experiences and their effects on health and wellbeing
A5	Develop student's skills and knowledge to improve practice, identify and propose solutions to practice problems and plan, implement and evaluate practice.
A6	Provide a framework within which the curriculum, where required, meets the regulatory needs of professional bodies such as the NMC, HCPC, RPSGB.

	The core research module
A8	Develop an understanding of the theories underpinning research including the importance of ethics within research and the ability to demonstrate how the findings can influence practice.

The framework offers the flexibility for students to design their own pathway and the Learning outcomes outlined below are contextualised within the learning outcomes of the modules that students study. Students who have no recent experience of study in a UK HEI, will be required to undertake a Level 5 module before entering the programme.

Programme Learning Outcomes

To be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

- LO1 Critically evaluate and integrate key concepts, values and ethics to solve problems relevant to the students professional field, informed by knowledge at the forefront of the discipline.
- LO2 Design, sustain and present complex information, concepts, analysis and argument clearly and in a variety of formats for different audiences.
- LO3 Assess, plan, implement and evaluate the quality of care delivered as an on-going and cumulative process and take responsibility for setting or monitoring and evaluating standards for the provision of care within an area of practice.
- LO4 Deploy accurately established techniques of analysis and enquiry within the students own discipline.
- LO5 Manage their own learning, reflect upon and create opportunities for personal development for themselves and, where appropriate, others in the workplace including the education of colleagues.
- LO6 Work effectively in a team enabling services users, family members, support workers and interprofessional teams to participate in plans and decisions that affect them

Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

- LO7 Apply methods and techniques to review, consolidate, extend and apply knowledge and understanding to initiate and carry out a project or to develop approaches to care.
- LO8 Critically evaluate arguments, concepts, assumptions and data to make judgments, frame questions and achieve solutions to a problem, demonstrating the skills required to exercise initiative and personal responsibility and to make decisions in unpredictable contexts.
- LO9 Demonstrate conceptual understanding of aspects of research and advanced scholarship in students own discipline and the limits, uncertainty and ambiguity of knowledge.

These learning outcomes are aligned with the Framework for Higher Education Qualifications (FHEQ, 2014).

Curriculum

FHEQ	Module Title	Type	Credits	Module Code
6	Research Appreciation and Dissemination	C	30	RES6002-C
6	Adult Cardiology: Examination, Assessment and Intervention	O	30	NUR6005-C
6	Advances in Leg Ulcer Management	O	30	NUR6016-C
6	Advances in Limiting Pressure Damage	O	30	NUR6001-C
6	Advances in Wound Management	O	30	NUR6017-C
6	Applied Knowledge and Skills for Management of the Critically Ill patient	O	30	NUR6021-C
6	Applied Pathophysiology and Pharmacology in Acute and Long Term Conditions	O	30	NUR6022-C
6	Advanced Physical Assessment and Clinical Decision Making Skills	O	30	PRP6014-C
6	Cancer - Understanding Treatment, Management and Care	O	30	NUR6023-C
6	Clinical examination and Case Management (Skin Cancer)	O	30	PRP6015-C
6	Community Nurse Prescribing (Level 6)	O	20	PRE6002-B
6	Competency Based Learning in Clinical Practice	O	30	NUR6025-C
6	Diabetes in Clinical Practice	O	30	NUR6026-C
6	Evidence Based Diabetes Care	O	30	NUR6027-C
6	Haematology & BMT - Understanding Treatment, Management and Care	O	30	NUR6028-C
6	Palliative Care for Children/Young People with a Life Limiting Illness	O	30	NUR6006-C
6	Prescribing for Healthcare Professionals (Levels 6)	O	30	PRE6004-C

6	Safeguarding People	O	30	NUR6031-C
6	Support for learning in practice (blended learning)	O	10	PRP6020-A
6	Support for learning in practice (face to face)	O	10	PRP6021-A
6	Supporting Those Facing Loss: an interdisciplinary approach	O	30	NUR6019-C
6	Symptom Management in Life Limiting Illness	O	30	NUR6020-C
6	Independent Study	O	30	HES6003-C
6	Independent Study	O	20*	HES6002-B
6	Independent Study	O	10*	HES6001-A
6	Ambulatory Care	O	30	NUR6003-C
6	Advanced Communication Skills	O	30	NUR6015-C
6	Supporting Recovery in Mental Health Settings	O	30	NUR6030-C
6	Transitional Care	O	30	NUR6004-C
6	Good Practice in the Physical Health Care of People with a Mental Health Condition/ Learning Disability	O	30	NUR6007-C

*This option will only be available to students who have approved RPL or have undertaken a 10 credit module at the University of Bradford, as part of the approved programme to supplement pre-existing academic credit. Students will only be permitted to complete one independent studies module.

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 120 credits at level 6 and achieved the award learning outcomes.

The curriculum may change, subject to the University's programme approval, monitoring and review procedures.

Learning and Teaching Strategy

The programme is informed by the principles of the University Curriculum Framework and the values of the Faculty of Health Studies which are for teaching and learning to be: Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. This programme of study will expose students to a range of different

research informed teaching, learning and assessment strategies required to achieve the learning outcomes. To a degree these strategies will be dependent on modules studied, however student-centred approaches to learning are a feature of the modules and students will be expected to take responsibility for their learning as they develop their academic skills.

There are a number of approaches to module delivery and these include block attendance, study day attendance, work based learning, distance learning and blended learning. In order to make the programme relevant to the student's clinical practice a tailored curriculum study plan will map and align modules of the programme to the student's area of clinical practice. The need for this alignment arises from the clinical application element of learning and assessment. When devising study plans, students will be informed regarding which delivery methods are utilised for which module and in which semester the chosen modules are being delivered. Students will also be informed about dates and times of compulsory attendance at the University and (or) practice placement. The aims of the teaching and learning strategies have been designed so that students will be given the opportunity to develop theoretical and experiential understanding (Programme LO's 1, 4, 7, 9), advance knowledge and critical thinking (Programme LO's 2, 8), and to develop a range of skills appropriate to their professional field and workplace setting (Programme LO's 3, 5, 6). The modules nested within the Faculty wide framework offer students the capacity to acknowledge and build upon the knowledge and skills students may have acquired through previous learning experiences including those in the work place. Students will also receive feedback on their progress through tutorials, seminars and academic supervision.

The modules reflect the Faculty of Health Studies Research Informed Teaching Strategy. Students may experience these different strategies and learning and teaching methods across their choice of modules which may include any number of the following:

- Lectures: to a group of students, information, ideas, research and concepts will be presented and discussed whilst informed by the core values.
- Facilitated seminars and group discussion, where learning will be through the interpretation and critical application of information and group learning
- Tutorial: a small group of students reflect upon and discuss issues related to their learning
- Use of Web based virtual learning environments: such as VLE or Ning, to access information and to interact with other students undertaking group work or developing wikis.
- Directed reading: where set reading is provided
- Self Directed learning: Where are expected to develop own learning by identifying areas of interest and areas in which knowledge needs to be developed.
- Undertaking a research module which is shaped by a student's own self-directed learning needs and the learning outcomes at Level 6.

Students will be expected to develop an autonomous learning style and become self-directed as a learner.

Assessment Strategy

Student learning will be assessed formatively throughout the programme of study, feedback will be given in seminars and tutorials, following 'mock exams', academic supervision and by e-mail.

Students will be assessed against the learning outcomes and programme aims through the use of a range of different assessment techniques which may include one or more of the following approaches:

1. Written essay
2. A reflective Case study
3. Multiple Choice Question examination
4. Computer based open book examination
5. Seminar Presentation
6. Poster presentation
7. Practice competence
8. Written project report
9. Completion of a Dissertation
10. Research paper/executive summary
11. Objective Structured Clinical Examinations

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

However, there are 2 exception(s) to these regulations as listed below:

1. Students must pass each component and element of assessment at 40% or more to pass the module overall.
2. Students are permitted an automatic second attempt at assessment at the next available opportunity.

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The **minimum** entry requirements for the programme are as follows:

- A registered qualification with the UK professional regulatory organisation, the NMC.

- Currently employed in healthcare in the UK.
- Identified mentor in clinical practice
- Evidence of successful study at a UK HEI in the last 5 years. Students who have not done any level 5 or level 6 study in the UK in the last 5 years are required to undertake a 30 credit, level 5 study skills module before being admitted to the programme.
- Students whose qualifications do not meet the entry requirements above but who have significant experience and other evidence of ability to study at this level.
- Students for whom English is not a first language must have an IELTS score of 6.5 or equivalent with no sub-scores below 5.5.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience. Those students without recent experience of study at a UK HEI will undertake a level 5 module.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme. An Independent Studies option may be offered to supplement pre-existing academic credit approved through by the Recognition of Prior Learning Committee.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)