Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Nursing		
Course Code(s):	HW046M31UV	Part-time	1 Years
Course Title:	BSc Professional Practice in Healthcare (top-up)		
Hierarchy of Awards:	Bachelor of Science Professional Practice in Healthcare		
Language of Study:	English		
Date of DAG approval:	08/Apr/2020		
Last Review:	2022/3		
Course Specification valid from:	2019/0		
Course Specification valid to:	2028/9		

Academic Staff

Course Leader:	Mr Christopher Duncan
Head of Department:	Robert Corbett

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

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- All applicants must be registered with the NMC or HCPC. The level of skills and knowledge required to meet the professional standard required for professional registration is recognised as evidence of your ability to study at degree level.
- You must be employed in a healthcare setting in the United Kingdom (UK).
- Applicants should apply directly to the university and if seeking support from an employer should agree means of financial support (if applicable) and negotiated time to attend university in advance of an application.

Other Requirements

Applicants will need to demonstrate that on entry to the programme they have capability for digital and technological literacy to meet course outcomes. Evidence of digital literacy and technological literacy capability will therefore be aligned to the online application process.

Distinctive Features of the Course:

The BSc programme offers flexibility in allowing you to exit with the BSc Professional Practice in Healthcare top-up degree on successful completion of three 20 credit modules. (Refer to entry requirements above to commence this route).

The BSc non-honours degree comprises a fixed diet of three core modules delivered across three semesters in the academic year to reflect a blend of contemporary teaching and learning content commensurate with current health and social care practice delivery.

The three modules on the programme are:

1. 6HW032 (Evidence base and research practice) in semester 1.
2. 6HW018 (Service Improvement Project) in semester 2.
3. 6HW148 (Long Term Conditions) in semester 3.

The aim of this course is to encourage you to consider your current practice through a critical lens and apply this skill to your professional practice. It is recognised that NMC and HCPC registrants are currently practicing at graduate level commensurate with NMC and HCPC practice standards. The structure of the BSc Professional Practice top-up programme alongside teaching and assessment support allows you to scaffold your knowledge and skills to achieve a graduate qualification at level 6 which is recognised by UK healthcare employers.

The course is structured to align with the students' current and future professional development needs. Course module content will equip you with the skills and knowledge to improve your effectiveness and influence in practice as well as enhancing your employability.

Throughout this course our expert team of lecturers, practice partners and users of services aim to ensure that you have access to a range of learning opportunities to promote your transformation into a graduate registered nurse.

The health service is a dynamic and challenging environment in which to work and time for continuing professional development and academic study is limited. The flexible course delivery enables you to continue in practice whilst benefitting from part-time and self-directed study.

Service improvement is a strong theme throughout the course: your studies will encourage you to adapt an enquiring attitude to established practice to ensure that service users and their carers get the best service and the best health outcomes possible.

In collaboration with the Royal Wolverhampton NHS Trust the BSc Professional Practice in healthcare degree pathway is integral to the Trust's Clinical Fellowship programme which is validated by the University of Wolverhampton. The programme offers UK and international nursing staff employees from the trust the opportunity to achieve the BSc Professional Practice in Healthcare top up award. The award framework reflects the trust's organisational priorities and meets the professional development needs of its nursing staff. When completed, the student is eligible to progress to the Postgraduate Certificate in Professional Practice in Healthcare.

This innovative curriculum empowers you to realise your full potential through the provision of a learning environment that is engaging, supportive, inclusive and challenging, research and practice informed, and with technology that enhances the learning process. The development of these skills is commensurate with the Higher Education Academy (HEA) (2018) definition of graduate attributes: qualities and skills that employers believe graduates should develop through the course of their study and engagement in student life.

https://www.heacademy.ac.uk/knowledge-hub/graduate-attributes-framework

Educational Aims of the Course:

This programme will cover a diverse range of contemporary subject matter closely linked to your development as a graduate practitioner in a way which helps you to integrate theory and practice.

As a graduate healthcare registrant, you will reflect a knowledgeable and enterprising approach to healthcare and adopt a critical, analytical and imaginative approach to nursing practice.

Other key learning opportunities throughout the course programme are:

Become an accountable, self-reflective and autonomous practitioner, working with a range of other professionals and within interdisciplinary teams responding to the demands of healthcare practice.

Utilise evidence-based practice to inform clinical judgements and decision making in complex mental, physical, cognitive and behavioural situations in clinical practice.

Demonstrate a political awareness of local and national policies impacting on organisational change and the integration of health and social care services.

Intakes:

September
January
May

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2021/2	H	Part Time	£2600.00
2022/3	H	Part Time	£2665.00

PSRB:

None

Course Structure:

January (Part-time)

Module	Title	Credits	Period	Type
6HW148	Long Term Conditions	20	SEM3	Core
6HW018	Service Improvement Project	20	INYR	Core

January (Part-time)

Module	Title	Credits	Period	Type
6HW032	Evidence Based Practice and Research	20	INYR	Core

May (Part-time)

Module	Title	Credits	Period	Type
6NH047	Fundamentals of History Taking and Physical Assessment for the Adult Patient / Client	20	INYR	Core

May (Part-time)

Module	Title	Credits	Period	Type
6HW018	Service Improvement Project	20	INYR	Core
6HW032	Evidence Based Practice and Research	20	INYR	Core

September (Part-time)

Module	Title	Credits	Period	Type
6HW032	Evidence Based Practice and Research	20	INYR	Core
6HW018	Service Improvement Project	20	INYR	Core
6HW148	Long Term Conditions	20	SEM3	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.2.3 - The course will be delivered via a revised academic calendar to support progression through and between academic years.

Approved by Academic Frameworks and Regulations Sub Committee on 9 March 2023

Reference Points:

K Quality Code for Higher Education. QAA. (2018) https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781_8

NMC The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives (2022)

https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf

NMC Standards for Pre-Registration Nurses: (2018)

https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/

HCPC Standards of Conduct, Performance & Ethics (2016) Standards of conduct, performance and ethics | (hcpc-uk.org)

The NHS's role in the public's health-A report from the NHS Future Forum (MECC)(2012)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216423/dh_132114.pdf

Healthy Lives, Healthy People: Our strategy for public health in England (2010)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216096/dh_127424.pdf

The "never events" list 2011/12 – Policy framework for use in the NHS (2011)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216724/dh_124580.pdf

The Health Foundation: Improving the nation's health (2020)

Improving the nation's health - The Health Foundation

Equality Act (2010) http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report (Keogh Report 2013)

https://www.nhs.uk/NHSEngland/bruce-keogh-review/Documents/outcomes/keogh-review-final-report.pdf

Quality with Compassion: the future of nursing education (Willis Report) (2012)

https://www.nursingtimes.net/Journals/2012/11/02/j/c/c/Willis-Commission-report-2012.pdf

The Cavendish Review: An Independent Review into Healthcare Assistants and Support Workers in the NHS and social care settings (2013)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/236212/Cavendish_Review.pdf

Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report) (2013)

https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry

Wellbeing and mental health: Applying All Our Health Gov.UK (2022)

https://www.gov.uk/government/publications/wellbeing-in-mental-health-applying-all-our-health/wellbeing-

in-mental-health-applying-all-our-health

Closing the gap: priorities for essential changes in Mental Health (2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281250/Closing_the_gap_V2_-_17_Feb_2014.pdf

Better health and care for all Health and care services for people with learning disabilities NIHR (2020)

https://evidence.nihr.ac.uk/wp-content/uploads/2020/03/Better-Health_Care-For-FINALWEB.pdf

Ockenden review: summary of findings, conclusions and essential actions (2022)

https://www.gov.uk/government/publications/final-report-of-the-ockenden-review/ockenden-review-summary-of-findings-conclusions-and-essential-actions

Winterbourne Review: Transforming care one year on (2013)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/265752/Winterbourne_View_On

What we are doing to improve palliative and end of life care (2021)

https://www.england.nhs.uk/eolc/what-nhs-england-doing-to-improve-end-of-life-care/

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
BHONSN01 Critically reflect on professional expertise, clinical judgement and ethical decision-making skills used in the collaborative provision of healthcare in the multicultural setting.	
BHONSN02 Critically appraise the research underpinning nursing practice and modern healthcare and apply knowledge in an enterprising way (including the use of advanced technologies appropriate to the role)	
BHONSN03 Critically evaluate strategies of leadership and communication and the influence of personal and professional values in leading and taking a substantial role in the local, national and global community.	
BHONSN04 Critically analyse the effectiveness of audit and service improvement methods in health and social care to improve the outcomes for patients and service delivery.	
BHONSN05 Demonstrate a critical understanding of the application of research and evidence-based interventions in practice.	
BHONSN06 Critically reflect on the role of the healthcare professional as a role model to provide guidance and support; to nurture your own and others' intellectual curiosity in accordance with the professional code.	

Teaching, Learning and Assessment:

As part of your studies, you will encounter a range of activities designed to promote and enhance your learning experience. Our use of blended learning activities encourages you to identify and address learning needs related to your practice. The virtual learning environment platform actively supports the module delivery and achievement of the learning outcomes to enhance the learning experience. You will be encouraged to access other learning resources including the use of on-line discussion forums to communicate and share ideas related to the module objectives. Module development and teaching, learning and assessment strategies have been informed by the University's Inclusive Framework: Curriculum Design and Delivery (see Inclusive Framework: principles and sub-principles (wlv.ac.uk))

Formal learning – we promote a blended approach to learning; some core content will be delivered in the 'face to face' traditional teaching style but will include interactive activities to challenge your knowledge and practice.

Applying theory to practice – we use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to inform practice e.g., critiquing of journal articles, informal presentation, viva voce examination, and skills in summarising key research findings for dissemination. You will have access to a range of electronic resources to investigate the influence and impact of global healthcare communities on national and local policy.

Research skills – you will be supported in the preparation of a detailed evidence-based intervention or research proposal which will develop and expand your theoretical and practical thinking of the research process.

The ability to use digital resources and equipment is a key attribute of a graduate healthcare professional and reflects the need for the healthcare worker to use advanced technologies in areas such as record keeping, delivery and management of care.

Workplace learning – we hope that as you develop graduate skills during your programme of study, you will be able to apply these skills in the practice setting. You will be able to reflect on personal and professional learning, the development of knowledge and skills and identify strategies to influence nursing care in the future.

You will receive feedback on your progress throughout your course. Feedback on formative (developmental work) will be provided through peer review, verbal feedback on skills performance and group/individual presentations and, in some instances written feedback will be provided. Feedback on summative assessments will be provided in written form.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

The University Library is the key source of academic information for students. The Library provides access to a wide range of online information sources, including e-books, e-journals and subject databases as well as printed material. Study spaces are available in each of our libraries, including social, quiet and silent areas. In addition to our day to day 'on campus' support, please use our 24/7 online chat service Library Assist.

The University Library also provides students with academic skills support via the Skills for Learning programme. Students can attend workshops or ask for one-to-one help with topics such as academic writing and referencing. This support is available both on campus and online from Skills for Learning.

The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/. If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Working in partnership with you

The pathway towards achieving your degree is one with highs, lows and everything in between. However, you are not alone! Obtaining a degree is a partnership between the University and you. This student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter:-https://www.wlv.ac.uk/about-us/student-charter/.

Course Specific Support

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting e:Vision.

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your Course Guides, along with their contact details.

Course leaders

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Student Enabling Tutors

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Employability in the Curriculum:

The impact of progressive change and modernisation of the health services has inevitably affected the integration and strategic management of patient care. Many healthcare professionals will need to be able to work across a variety of health and social care settings and manage large patient groups with co-morbidities. This is reflected in the flexibility of the course in terms of module selection across a range of subjects and reflects the graduate characteristics detailed in the University's Graduate Attributes Framework (see Graduate Attributes Framework)

Since the move to an all-graduate profession, it has become more important than ever to recognise the impact that higher education can have in the practice setting. This course will provide you with an opportunity to enhance your academic skills and provide access to progress to one of our master's level programmes.

