

**Programme Specification**

**Programme Title: BSc (Hons) Professional Studies (Nursing)**

<b>Awarding Institution:</b>	University of Bolton		
<b>Teaching Institution:</b>	University of Bolton		
<b>Division and/or Faculty/Institute:</b>	Wellbeing & Social Sciences		
<b>Professional accreditation N/A</b>	<b>Professional body</b>	<b>Professional body URL</b>	<b>Status of graduates</b>
	None		
<b>Final award(s):</b>	BSc (Hons)		
<b>Interim award(s)</b>	None		
<b>Exit or Fallback award(s)</b>	None		
<b>Programme title(s)</b>	Professional Studies (Nursing)		
<b>UCAS Code</b>	N/A		
<b>JACS Code</b>	B700		
<b>University Course Code(s)</b>	Full time – HLT		
<b>QAA Benchmark Statement(s)</b>	<p>The following benchmark statement have been utilised to develop this BSc programme</p> <p>Health Studies (2008) Bachelor Degree with Honours</p> <p><a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Healthstudies08.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Healthstudies08.pdf</a></p>		

<p><b>Other internal and external reference points</b></p>	<p>QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice</p> <p>UK Quality Code for Higher Education  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-A1.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-A1.pdf</a></p> <p>University of Bolton awards framework</p> <p>Benchmark Statement Health Care Programmes: Nursing Phase 1  <a href="http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Benchmarking-academic-and-practitioner-standards-in-healthcare-subjects.aspx">http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Benchmarking-academic-and-practitioner-standards-in-healthcare-subjects.aspx</a></p> <p>Statement of common purpose for subject benchmark statements for the health and social care professions  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/StatementofCommonPurpose06.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/StatementofCommonPurpose06.pdf</a></p> <p>Nursing and Midwifery Council</p> <p>NHS North West - Strategic Health Authority</p> <p>Skills for Health</p>
<p><b>Language of study</b></p>	<p>English</p>
<p><b>Mode of study and normal period of study</b></p>	<p>Full time – 1 year</p>
<p><b>Admissions criteria</b></p> <p>Current registration with a professional body, for example the Nursing and Midwifery Council within the UK or your own country</p> <p>Diploma in Nursing or Health and Social Care</p> <p>OR</p> <p>Diploma Higher Education or in a Health and Social Care related topic</p> <p>OR</p>	

Where applicable evidence of sufficient experience in an occupational role.

An essential part of the entry criteria is to attend an interview or telephone interview with the admissions tutor in order to explore with you where you may start on the programme. As a modular degree based on continuing professional development it is essential that your prior experience and learning is considered when deciding on any advanced standing to which you may be entitled. This may be based on qualifications already gained through Accreditation of Prior Certificated Learning (APCL) or it may be based on making a claim for significant work experience, Accreditation of Prior Experiential Learning (APEL). This process of granting an applicant appropriate advanced standing will be overseen by the Health Pathway Admissions team and APL Panel.

English language requirements for overseas students are minimum requirements of IELTS score of 6.0.

#### **Additional admissions matters**

Evidence of current or recent work experience in your professional field.

#### **Fitness to practise declaration**

Yes

#### **Aims of the programme**

The BSc (Hons) Professional Studies (Nursing - 12 months) Top Up Degree is a full time academic modular programme. It is designed to enable International nurses, to select and plan, on the basis of structured guidance from academic staff, a programme of study. This will enable you to meet your needs and to achieve the aim of becoming a more reflective, knowledgeable and skilled practitioner.

The principal aims of the programme are to enable you to acquire and demonstrate:

- 1 An enhanced critical awareness of current issues within health and social care practice.
- 2 An in-depth knowledge of a range of health studies/care topics and an understanding of the principles and theories which underpin them.
- 3 High levels of proficiency, as opportunities afford, in the key skills commensurate with your individual personal and professional developmental planning needs; including team skills, problem solving, numeracy, oral and written communication skills, and Information and communication technology
- 4 An ability to write essays and professional reports to graduate standard.
- 5 The ability to take responsibility for the extension of your own learning and to exercise independent judgement in the investigation, analysis and evaluation of health and social care fields that you perceive as relevant to your own practice.
- 6 Knowledge of health care practice and the ability to critically reflect on your experience through critical analysis and evaluation.

## **Distinctive features of the programme**

Teaching facilities - Many of the modules will be delivered in the brand new (2012) modern state of the art facilities in Bolton One, these include the 'Clinical Simulation Suite' and modern classroom teaching facilities.

Collaborative working with NHS North West, NHS Organisations and Cheshire Hospices Education.

Practitioners are invited as a guest speaker from the field of health and social and are regularly utilised within the taught modules so that students have first hand live examples of current practice.

Service user / carer and employer involvement is embedded within the programme through consultation and contribution to curriculum development. Service users and carers further provide teaching in modules in order to ensure that you can appreciate carer and user perspectives in health and social care.

Inter professional learning is embedded throughout the programme. The programme is undertaken by a number of different healthcare practitioners and this provides the opportunity to explore issues for a variety of perspectives.

## **Programme learning outcomes**

### **K. Knowledge and understanding**

On completion of the programme you will be able to demonstrate systematic knowledge and understanding of:

1. Ethical principles, values and moral concepts inherent in health and social care practice
2. Legislative, professional and statutory codes of conduct relevant to your practice, and understanding of health and social care delivery configurations
3. Research and evidence-based concepts from law, psychology and social policy within health and social.
4. The principles informing your accountability for your scope of professional practice
5. The needs of your service users and / or the community.
6. The current problems, policy and practice in your specific area of professional practice and service context.
7. Health education in your practice.

### **C. Cognitive, intellectual or thinking skills**

On completion of the programme you will be able to demonstrate the ability to:

1. Critically analyse and evaluate practice and theoretical evidence which contributes to an

understanding of practice and service delivery.					
2. Apply and make links between research, theory and practice.					
3. Critically reflect on self development					
4. Self-direct and use original approaches to problem solving					
5. Recognise your own responsibilities and wider accountability structure in relation to self and practice					
<b>P. Practical, professional or subject-specific skills</b>					
On completion of the programme you will be able to demonstrate the ability to:					
1. Identify and assess health and social care needs in the context of individual interaction within your environment					
2. Develop focussed interventions to meet service users needs					
3. Critically evaluate the impact of professional and service interventions on patients and clients.					
4. Reflect on your own practice, give and receive constructive feedback.					
<b>T. Transferable, key or personal skills</b>					
On completion of the programme you will be able to demonstrate the ability to:					
1. Utilise written and communication skills effectively					
2. Utilise numeracy skills					
3. Use information and communication technology appropriately and effectively					
4. Work effectively in teams utilising your leadership skills					
5. Utilise problem solving skills					
6. Engage in continuing professional development and direct personal development					
<b>Programme structure</b>					
The BSc (Hons) Professional Studies (Nursing - 12 months) is a top-up degree which comprises of 120 credits at level HE6. Each module is worth 20 credits therefore to gain a full Honours degree you are required undertake 6 core modules. It will take 1 year full time to complete the full honours degree.					
HE4					
APEL	APEL	APEL	APEL	APEL	APEL

HE5	20 Credits	20 Credits	20 Credits	20 credits	20 Credits	20 Credits
	APEL	APEL	APEL	APEL	APEL	APEL
HE6	20 credits	20 credits	20 credits	20 credits	20 credits	20 credits
	CORE MODULE Evidence Based Practice and Research Methodologies	CORE MODULE Legal, Ethical and Profession al Issues	CORE MODULE The Human Body Anatomy and Physiology for health care	CORE MODULE Clinical examination Skills	CORE MODULE Leading and managing teams	CORE MODULE Research Proposal

Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)
HLT 6001	Evidenced Based Practice and Research Methodologies	C	20	1
HLT 6007	Legal Ethical and Professional Issues	C	20	1
HLT 6006	The Human Body Anatomy and Physiology for Health care	C	20	1
HLT 6004	Clinical Examination Skills	C	20	1
HLT 6008	Leading and Managing Teams	C	20	1
HLT 6002	Research Proposal	C	20	1

### Learning and teaching strategies

Our aim at all times is to deliver a stimulating, challenging and engaging programme of study, to help you broaden and deepen your knowledge and develop the essential skills to study for a degree. The strategies for teaching and learning are consistent with those adopted for the provision of professional education in health care. It is recognised that participants in the programme are extending their previous professional practice education to develop their contribution to effective and efficient quality care in the practice setting. Accordingly approaches to teaching and learning seek to utilise and build upon the participants' current knowledge and experience as practitioners therefore, practice based learning is valued and draw upon throughout. Participants will undergo a

programme which balances exposure to subject knowledge, theoretical perspectives and professional/practical skills.

A wide variety of teaching and learning strategies will be used on this course. They include lectures, presentations, simulations delivered by tutors, seminar discussion, small group workshops, small group tutorials and one to one tutorials. In addition the use of the virtual learning environments (VLE) – will include E-learning packages via MOODLE, Podcasts and video presentation et cetera. It is therefore essential that you use these to their full advantage and access them on a regular basis. Failure to do so could potentially hinder your learning and progression within the course.

It is important to realise that the time spent with a tutor during formally timetabled classes and the VLE packages is only a very small part of the learning time identified for a module. In addition to the contact time with lecturers and use of the VLE's a significant amount of personal study should be undertaken. This personal study time should be spent, for example, engaging in general background reading, preparing for seminar activities, working on assignments or revising for examinations. Early in your studies guidance will be provided as to how you can make best use of this time. As you progress through your programme however, this guidance will become less structured and prescriptive. It is expected that you will demonstrate significant independence in your study taking responsibility for the management of your own learning time.

#### **Learning activities (KIS entry)**

	Year 1
Scheduled learning and teaching activities	<b>24%</b>
Guided independent study	<b>76%</b>
Placement/study abroad	<b>0%</b>

#### **Assessment strategy**

The assessment strategy for the programme is designed to ensure that students achieve the overall aims and learning outcomes of the programme, as well as the learning outcomes for individual modules. A range of formative and summative assessment methods is used on the programme including, essays, reports, presentations, portfolios, set exercises via Multiple choice questions, Objective Structured Clinical Examinations (OSCE) and traditional examinations. Good use is also made of formative assessment in order to promote student learning. The assessment for each module may differ considerably. Each module has clearly identified aims, learning outcomes, and the nature and type of assessment for that module is clearly specified and linked to these learning outcomes. The full module specifications describe the assessment briefly and the module handbook will provide you with additional helpful information.

#### **Assessment methods (KIS entry)**

	Year 1
Written exams	<b>0%</b>
Coursework	<b>75%</b>
Practical exams	<b>25%</b>

### Assessment regulations

- Assessment Regulations for Undergraduate Modular Programmes

### Grade bands and classifications

Grade Description	Mark %	Honours Degree Classification
Work of exceptional quality	70+	i
Work of very good quality	60-69	ii.i
Work of good quality	50-59	ii.ii
Work of satisfactory quality	40-49	iii
Borderline fail	35-39	
Fail	Below 35	

### Honours Classification

A student will normally be awarded the honours classification resulting from application of the following algorithm:

Where a student has marks available for 120 credits or less at Level HE6, the honours classification shall normally be based **solely** on a simple average of the available marks for modules at Level HE6, subject to there being marks for a **minimum of 60 credits awarded by the University. Upgrading of the honours classification will not normally be available to students for whom there are marks available for fewer than 120 credits at Level HE6**, unless explicitly approved.



### **Role of external examiners**

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

### **Support for student learning**

- The programme is managed by a programme leader
- An Induction programme introduces you to the University and your programme
- You will be allocated a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) is integrated into all programmes
- Feedback on formative and summative assessments
- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy
- Library and IT services
- Student Liaison Officers attached to each Faculty
- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students

### **Methods for evaluating and enhancing the quality of learning opportunities**

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS),
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports

### **Other sources of information**

Student portal <http://www.bolton.ac.uk/Students/Home.aspx>

Students Union

<http://www.bolton.ac.uk/ProspectiveStudents/WhatsOnCampus/StudentsUnion.aspx>

Faculty or similar Handbook <a href="http://www.bolton.ac.uk/Students/FacultyofWell-BeingSocialSciencesHandbook.pdf">http://www.bolton.ac.uk/Students/FacultyofWell-BeingSocialSciencesHandbook.pdf</a>	
Programme Handbook Student Entitlement Statement <a href="http://www.bolton.ac.uk/termsandconditions/Home.aspx">http://www.bolton.ac.uk/termsandconditions/Home.aspx</a>	
Module database <a href="http://data.bolton.ac.uk/academicaffairs/index.html">http://data.bolton.ac.uk/academicaffairs/index.html</a>	
Moodle <a href="http://elearning.bolton.ac.uk/course/view.php?id=5378">http://elearning.bolton.ac.uk/course/view.php?id=5378</a>	
External examiners reports <a href="http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx">http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx</a>	
Careers Services <a href="http://www.bolton.ac.uk/ProspectiveStudents/WhatsOnCampus/StudentSupport/Careers.aspx">http://www.bolton.ac.uk/ProspectiveStudents/WhatsOnCampus/StudentSupport/Careers.aspx</a>	
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## Learning outcomes map

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	K6	K7	C1	C2	C3	C4	C5	P1	P2	P3	P4	T1	T2	T3	T4	T5	T6
Evidence Based Practice and Research Methodologies	HLT6001	C	DTA	DTA	DTA	DTA	DTA	DA	DA	DTA	DTA	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	DTA	DTA		DTA
Legal Ethical and Professional Issues	HLT6007	C	DTA	DTA	DTA	DTA	DTA	DTA	D	DTA	D	D	D	D	DTA	DTA	DTA	D				DTA		
The Human Body Anatomy and Physiology for Health care	HLT6006	C	D		D		DTA			DTA	D	D	D	D	D	D			D		D		D	
Clinical	HL	C	DT	DT	DT	DT	DT		DT	DT	DT	D	D	D	DT	DT	D	D	D		D		D	

Programme specification: BSc (Hons) Professional Studies (Nursing 12 months)  
Date: 28th Mar 2012

Examination Skills	T 600 4		A	A	A	A	A		A	A	A				A	A								
Leading and Managing Teams	HL T 600 8	C	D	D	DT A	D		D		DT A	DT A		D	DT A					D	DT A	DT A	DT A	DT A	DT A
Research Proposal	HL T 600 2	C	DT A	DT A	DT A	DT A	DT A	DT A		DT A	DT A	DT A	D	DT A	DA	DT	DT A	DT A	DA	DA	D A		DA	DA

**K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills**

**Complete the grid using the following (Developed = D, Taught = T, Assessed = A)**

## Module listing

Module title	Mod Code	New ? ✓	Level	Credits	Type	Core/Option/Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2			Assessment 3			Assessment 4		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if Final item
Evidenced Based Practice and Research Methodologies	HLT 6001	✓	6	20	Standalone	C	N/A	CW	100%	Y									
Legal Ethical and Professional Issues	HLT 6007	✓	6	20	Standalone	C	N/A	CW	50%	Y	Practical	50%							
The Human Body Anatomy and Physiology	HLT 6006	✓	6	20	Standalone	C	N/A	CW	50%	Y	Practical	50%							

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for Health care																			
Clinical Examination Skills	HLT 6004	✓	6	20	Stan	C	N/A	CW	50%	Y	Pr a	50%							
Leading and Managing Teams	HLT 6008	✓	6	20	Stan	C	N/A	CW	100%	Y									
Research Proposal	HLT 6002	✓	6	20	Inde pen dent	C	N/A	CW	100%	Y									

### Bolton Key Core Curriculum requirements

Module Title	Module Code	C/O/E	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation &	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact &	Internationalisation	Environmental	Social, public and ethical responsibility
Evidenced Based Practice and Research Methodologies	HLT 6001	C	TDA	D	D	TDA	D	D	D	TDA	TDA	D	D	TDA	TDA	TDA
Legal Ethical and Professional Issues	HLT 6007	C		DA	D	D		D	D	D	D	D	D	D	D	DA
Clinical	HLT	C	D	DA		D		DA	D	D		DA	D	D	DA	DA

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Examination Skills	6004															
The Human Body Anatomy and Physiology for Health care	HLT 6006	C		D		D		D	D	D		D	D	D	D	D
Leading and Managing Teams	HLT 6008	C	D	TD	TDA	D		TDA	D	TDA	TDA	TD	DTA	D	D	D
Research Proposal	HLT 6002	C	D	D	D	D	D	D	D	DA	D	DA		DA	DA	DA

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)