

# Professional Nursing Practice

<b>Final award</b>	BSc (Hons)
<b>Intermediate awards available</b>	BSc ordinary degree
<b>UCAS code</b>	N/A
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	<i>The Quality Assurance Agency for Higher Education: The framework for higher education qualifications in England, Wales and Northern Ireland (2008)</i>
<b>Date specification last up-dated</b>	October 2011

## Profile

### The summary - UCAS programme profile

#### ENTRY REQUIREMENTS

Programme participants must be registered nurses and currently working in a health or social care setting. Applicants will normally hold a diploma level nursing qualification. Applicants who are registered nurses but do not have a diploma level qualification may be admitted through Accreditation of Experiential Learning (AEL) and/or Accreditation of Certificated Learning (ACL) processes.

#### ABOUT THE PROGRAMME

##### What is Professional Nursing Practice?

The BSc (Hons) Professional Nursing Practice is a 'top up' degree programme for existing registered nurses. It is suitable for nurses from all fields of nursing. In the process of undertaking the programme students will develop enhanced capabilities in undertaking their professional work as nurses.

##### Professional Nursing Practice at UEL

From 2013 nursing will become an all-graduate profession in the UK. This programme offers an opportunity for nurses without a degree to 'top up' their existing academic qualification to degree level and at the same time make a substantial contribution to their continuing personal

and professional development. Students will be supported by an experienced teaching team of nurses from a range of professional backgrounds and specialisms.

### **Programme structure**

This is a part time programme normally taken in three semesters over an 18 month period. To achieve the award of BSc (Hons) students take four 20 credit modules and one 40 credit project module giving a total of 120 credits at level 3.

An intermediate award of BSc ordinary degree can be awarded to students awarded 100 level 3 credits.

### **Learning environment**

A range of teaching and learning approaches are used to reflect the practice-focused and work-based orientation of the programme. These include interactive lectures, seminars, experiential workshops and action learning sets. Programme delivery aims to be flexible in recognition that students will be working in professional practice at the same time as undertaking the programme. Guided study, online teaching and learning resources and use of electronic media will complement classroom-based learning. Personal tutors will also act as academic supervisors for the final 40 credit work-based project module.

### **Assessment**

The programme is continually assessed by way of a range of course work activities. All the assessments have a practice-focus and are designed to be directly relevant to the student's work setting. Written examinations are not included in the assessment portfolio of the programme.

### **Work experience/placement opportunities**

Although placements are not a component of the programme, students will be expected to be working in a health or social care setting in order to undertake the programme.

### **Project work**

Programme participants undertake a work-based project with a focus on a practice development initiative relevant to their own area of work. They will be supervised by a member of the programme team using an action learning framework and engage the support of a work-based mentor. The process will be assisted with the facilitation of the student's personal tutor.

### **Added value**

- Completion of the programme will contribute to programme participants' Continuing Personal and Professional Development (CPPD).
- It will meet their PREP requirements for NMC re-registration.
- It provides the potential for enhanced career development opportunities.

- An opportunity will be available to meet with nurses from different disciplines and so create increased opportunities for widening perspectives and for shared learning.

## **IS THIS THE PROGRAMME FOR ME?**

### **If you are interested in...**

This programme is for you if you are a motivated nurse wishing to improve your practice and your understanding of nursing, or to further your career in the process of obtaining a relevant degree.

### **If you enjoy...**

If you are attracted to the challenge of thinking critically about your nursing practice and developing ways in which you can enhance your own practice as a nurse you will enjoy this programme.

### **If you want...**

If you want to broaden your understanding of the challenges facing nursing and health and social care generally, and have an interest in enhancing your expertise in your own nursing speciality you will want to undertake this programme.

## **Your future career**

This programme will help you develop increased confidence in your current role. It could also assist in re-evaluating your career direction and contribute to your Personal Development Plan (PDP). Completion of the programme will provide you with a higher academic award. In undertaking the programme you will be able to demonstrate solid evidence of professional achievement from the programme activities and assessment tasks which could enhance your CV.

## **How we support you**

The programme has been developed in collaboration with local NHS Trusts with whom the programme team works closely. You will be allocated a personal tutor who will act as academic supervisor and as a source of support during the programme. As a student at UEL you will have full access to the University's libraries and electronic learning resources and IT facilities.

Further specialist support (e.g. financial advice, careers advice, counselling and learning support) is available from our University Services. The needs of students with disabilities/dyslexia will be taken into account in compliance with policy and legislative requirements, and the QAA Code of Practice on Students with Disabilities which states: "Assessment and examination policies, practices and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes". Whenever possible, the needs of students with disabilities/dyslexia will be accommodated. In doing so, teaching staff will be relying on the support and advice from the UEL Disability and Dyslexia Unit.

## **Bonus factors**

- The programme has been mapped against the NHS Knowledge and Skills Framework (KSF) and potentially contributes to meeting NHS banding criteria.
- In undertaking the activities associated with the programme students will potentially develop a range of transferrable skills into the workplace, including enhanced communication, project management and negotiating skills as well as increased levels of professional confidence and leadership.

# **Outcomes**

## **Programme aims and learning outcomes**

### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- Obtain a degree level qualification in nursing and a critical understanding of nursing theory and practice.
- Meet your Continuing Personal and Professional Development (CPPD) needs.
- Enhance your capability in providing high quality nursing care.
- Contribute to service improvement in your own area of practice.

### **What will you learn?**

#### **Knowledge**

- Comprehensive knowledge in a range of subjects related to the continuing professional development of the role of the nurse.
- Understanding and evaluation of a range of methodologies and approaches to improve professional practice.
- A critical awareness of current debates and issues related to health service reform and the professional practice of nursing both generally and in relation to specialist areas of practice.

#### **Thinking skills**

- Ability to critically evaluate current research and literature within the field of nursing and health care.
- The ability to reflect critically on the impact of a wide range of influences that inform nursing practice.
- Apply critical decision making that takes into account the complexities of professional practice.

#### **Subject-Based Practical skills**

- Develop a range of strategies and techniques for practice improvement relevant to one's own work setting.
- Develop, implement and evaluate a practice improvement project in the workplace.

### **Skills for life and work (general skills)**

- Critical reflection on one's own practice, learning and experience.
- Enhanced ability to work both individually and collaboratively.
- Enhanced negotiating skills.
- Transferrable skills of oral and written communication to a professional audience.

## **Structure**

### **The programme structure**

#### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 equivalent in standard to the third year of a full-time undergraduate degree programme
- M equivalent in standard to a Masters degree

#### **Credit rating**

The overall credit-rating of this programme is 120 credits at level 3.

#### **Typical duration**

The expected duration of this programme is 18 months undertaken in part-time mode. The programme is flexible and fewer modules may be taken at any one time although this will impact on the overall duration of your study period.

#### **How the teaching year is divided**

The initial intake will be in February 2012. Thereafter, there will be one entry point each year in September. The teaching year begins in September and ends in June.

This is a part time programme. A typical student in a part-time mode of study may register for up to 80 credits in any academic year.

The teaching year is divided into two semesters per year. The teaching period in each semester is normally spread over 12 weeks. It is expected that a student on this programme will typically attend the university for 6 days of attendance each semester.

### What you will study when

LEVEL	UEL Module Code	TITLE	CREDITS	CORE/ OPTION
3	HS3201	Policy and organisational context of practice	20	Option
3	HS3202	Values based decision-making skills in nursing practice	20	Core
3	HS3203	Research methods and evidence based practice	20	Core
3	HS3204	Practice development in health care	20	Option
3	HS3207	Nursing Practice: Work based project	40	Core
3	HS3205	Advanced communication skills in caring relationships	20	Option
3	HS3206	Working with patients with mental health difficulties	20	Option
3	HS3113	Leadership and management in healthcare	20	Option

Modules are defined as:

Core - Must be taken

Option - Select from a range of identified module within the field

University Wide Option - Not available

Semester A commences in September. Normally students undertake two modules per semester to complete the programme in 18 months as detailed below. Students may take one module per semester over a more extended period.

### Programme structure

*Module 1: Optional*

*Module 2: Core*

**Year 1** Possible options:-

**1st Semester**

- Policy and organisational context of practice
- Advanced communication skills in caring relationships
- Values based decision-making skills in nursing practice

- Working with patients with mental health difficulties

*(20 credits Level 3)*

*(20 credits Level 3)*

*Module 3:Core*

*Module 3: Optional*

- |                     |  |  |
|---------------------|--|--|
| <b>Year 1</b>       | <ul style="list-style-type: none"> <li>• Research methods and evidence based practice</li> </ul> | Possible options:-   |
| <b>2nd Semester</b> |  | <ul style="list-style-type: none"> <li>• Practice development in health care</li> <li>• Leadership and management in healthcare</li> </ul> |

*(20 credits Level 3)*

*(20 credits Level 3)*

*Modules 5/6 (double module): Core*

- |                     |  |
|---------------------|--|
| <b>Year 2</b>       | <ul style="list-style-type: none"> <li>• Nursing Practice: Work based project</li> </ul> |
| <b>3rd Semester</b> |  |

*(40 credits Level 3)*

### **Requirements for gaining an award**

The BSc (Hons) Professional Nursing Practice programme is designed for students to achieve 120 credits at level 3 to ‘top up’ their existing diploma level 2 nursing qualification (or equivalent) in order to be awarded a BSc (Hons) degree. It is recognised that some registered nurses qualified prior to the introduction of diploma level qualifications. Applicants who qualified with a certificate level qualification will be invited to claim AEL by way of the submission of a portfolio of evidence and/or ACL for any level 2 or higher credit bearing post-qualifying CPD programmes they might have undertaken.

Students may be awarded a BSc ordinary degree if they exit the programme with 100 credits at level 3.

### **Degree Classification**

Where a student is eligible for an Honours degree, and has gained a minimum of 120 UEL credits at level 3 on the programme, the award classification is determined by calculating the arithmetic mean of all 120 credits at level 3 and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours

0% - 39% Not passed

## **Assessment**

### **Teaching, learning and assessment**

#### **Teaching and learning**

##### ***Knowledge is developed through:-***

- Interactive lectures
- Content delivery through UEL's virtual learning environment and related electronic media such as videos and podcasts
- Work-based learning
- Guided reading and study

##### ***Thinking skills are developed through:-***

- Peer learning and reflection through action learning sets
- Reflective learning and reflection on practice through facilitated discussion, both in class and through online media
- Supervision of course work and work-based projects
- Use of critical incident analysis
- Tutor feedback

##### ***Subject-based practical skills are developed through:-***

- Undertaking a work-based project
- Application of research and evidence to practice
- Experiential workshop approaches
- Role play with video playback and micro feedback

##### ***Skills for life and work (general skills) are developed through:-***

- Presentations undertaken in a professional context
- Report writing processes
- Communication undertaken in a professional context
- Negotiating and consultation skills undertaken in a professional context

#### **Assessment**

##### ***Knowledge is assessed by:-***

Course work that demonstrates knowledge of a range of subjects relevant to nursing and professional practice including theoretical and methodological.

##### ***Thinking skills are assessed by:-***

Course work that demonstrates critical thinking, evaluative skills and critical reflection on the self and on professional practice.

***Subject-based practical skills are assessed by:-***

Course work and assessment activities that demonstrate the application of learning and skills development to professional performance.

***Skills for life and work (general skills) are assessed by:-***

Course work and programme participation that demonstrates the development of transferrable skills to the self and own area of professional work.

## **Quality**

### **How we assure the quality of this programme**

#### **Before this programme started**

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

#### **How we monitor the quality of this programme**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

#### **The role of the programme committee**

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#### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Mid-module and end of Module evaluations
- Student representation on programme committees (meeting 2 times each year)
- Direct student feedback through UEL Plus

Students are notified of the action taken through:

- Circulating the minutes of the programme committee
- Feedback from student representatives
- Summaries of student feedback and action taken on UEL Plus

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- Questionnaires to former students
- Annual student satisfaction questionnaire
- Discussions with employers commissioning students to undertake the programme
- Feedback from work-based mentors during project module

## **Further Information**

### **Alternative locations for studying this programme**

<b>Location</b>	<b>Which elements?</b>	<b>Taught by UEL staff</b>	<b>Taught by local staff</b>	<b>Method of Delivery</b>
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### **Where you can find further information**

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- Module study guides
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- UEL Guide to Undergraduate Programmes
- School of Health and Bioscience web site [http:// www.uel.ac.uk/hab](http://www.uel.ac.uk/hab)