



University of the
West of England

POSTQUALIFYING FRAMEWORK MODULAR PROGRAMME

BSc (Hons) Professional Studies (2011)

PROGRAMME SPECIFICATION

Original Validation Sept 2001

University of the West of England



University of the
West of England

Programme Specification BSc (Hons) Professional Studies

Section 1: Basic Data

Version 5

Awarding institution/body

University of the West of England

Teaching institution

University of the West of England

Faculty responsible for programme

Faculty of Health and Life Sciences
School of Health and Social Care

Programme accredited by

Highest award title

BSc (Hons) Professional Studies

Default award title

Interim award title

BSc Professional Studies
Diploma in Professional Studies

Modular Scheme title (if different)

Post Qualifying Framework

UCAS code (or other coding system if relevant)

Relevant QAA subject benchmarking group(s)

See section 8

On-going/valid until* (*delete as appropriate/insert end date)

Ongoing

Valid from (insert date if appropriate)

September 2011

Authorised by...

Date:...

Version Code 1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

- Provide the professional with a continuing education framework, which will allow them to develop their academic and professional needs;
- Develop critical analytical problem-based learning skills and transferable skills through diverse learning opportunities;
- Provide a range of theoretical and conceptual tools for the critical analysis of contemporary health care interventions and needs;
- Provide an opportunity for the critical application of the social and health sciences to professional practice;
- Provide the student with opportunities to develop an understanding of partnership working through shared and interprofessional learning;
- Foster an understanding of and commitment to the use of research to underpin practice;
- Enable students to adapt and respond positively to changes in policy and practice which broaden the remit of their role.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

1. Systematic understanding of approaches to knowledge development in health and social care
2. An understanding of the effects of changes occurring within the health service and the impact this has on service providers and consumers
3. Understanding of management structures and approaches to managing change
4. Awareness of legal and ethical implications of health care practice in a changing service
5. Identify the role of information systems in monitoring and measuring quality
6. Demonstrate insight and understanding of the role and concepts of other professionals

Teaching/learning methods and strategies:

Acquisition of 1, 2, 3 and 4 is through a variety of strategies e.g. lectures, seminars, problem solving activities and case studies and blended learning.

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

Assessment:

Testing of the knowledge base is through assessed coursework by a variety of means.

B Intellectual Skills

B Intellectual Skills

1. Apply knowledge and skills of enquiry to the understanding of the practice of health care.
2. Synthesise information from a range of disciplines and from professional experience in order to gain a coherent understanding of theory and practice.
3. Critically evaluate research methods and types and sources of information and evidence
4. Take a holistic approach to solving problems seeking the best outcome for service users.
5. Reflect critically on their own professional judgement.

Teaching/learning methods and strategies

Acquisition of 1, 2, 3 and 4 is through a variety of strategies e.g. work based learning, seminars, user and carer focused learning activities, problem solving activities, case studies and blended learning.

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

Assessment:

Testing of the knowledge base is through assessed coursework by a variety of means

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills

Students will be able to:

1. Work autonomously in planning and managing resources within their chosen area of practice
2. Work in complex and unpredictable contexts demanding selection and applications from a wide range of innovative or standard techniques.
3. Demonstrate reflective and reflexive approaches within their area of work.

Teaching/learning methods and strategies

Acquisition of 1, 2 and 3 is through a variety of strategies e.g. case studies, work based learning, blended learning, problem solving activities, scenario based learning and user and carer led learning activities.

Assessment

Testing of the knowledge base is through assessed coursework by a variety of means.

D Transferable Skills and other attributes

D Transferable skills and other attributes

Students will be able to:

1. Communicate effectively using a variety of means
2. Transfer knowledge and skills across different settings
3. Use information technology to find, communicate and manage information
4. Manage change effectively and respond appropriately to changes in personal and professional demands.
5. Take responsibility for own learning and demonstrate an open-minded approach to learning in familiar and unfamiliar contexts.
6. Reflect critically on own performance and respond positively to feedback
7. Work collaboratively in teams with other health professionals

Teaching/learning methods and strategies

Acquisition 1-7 is through a variety of teaching and learning strategies e.g. case studies, work based learning, blended learning, problem solving activities, scenario based learning and user and carer led learning activities.

Assessment

Testing of the knowledge base is through assessed coursework by a variety of means.

Section 4: Programme structure

Professional Studies is offered as a full-time and part-time programme. All students register for the BSc (Hons) Professional Studies. Students enter directly into level 3, depending upon their entry qualifications. Students who are seeking the award and who wish to enter the programme at level 3 and who do not possess a complete level 2 profile may, in discussion with the programme leader, be considered for an accelerated route to level 3 study. If a student has completed the relevant FdSc award they will be able to transfer in to the professional studies programme to complete their degree.

The programme is designed to optimise the demands of those clients requiring care provision by encouraging practitioners to personalise their programme to meet their individual needs, over a negotiated time period. Such flexibility permits practitioners to move beyond traditional boundaries whilst working within their own scope of practice. In addition, practitioners will be enabled to evaluate their practice in relation to the delivery of high quality care within a service that is increasingly cost conscious and quality driven. The practitioner will be encouraged to focus on developing their knowledge and understanding of current issues related to their own area practice. Additionally, they will critically explore the national and international policy agendas that drive their area of service provision while developing an understanding of the impact of a rapidly changing workforce design has on their area of specialist practice.

The BSc (Hons) Professional Studies is designed to support practitioners in their role, the programme offers considerable flexibility. This flexibility will allow practitioners to choose from a range of modules to meet their own particular need and client group.

All modules in this programme will require the student to demonstrate the utilisation of evidence and research in their field of practice. As such, students will be required to synthesise information from a wide variety of sources and utilise the skills of critical reflection in order to fully grasp the complex nature and context of contemporary practice. In particular students will be required to complete a compulsory evidence based and research methods module: Evidence and Research in Practice UZWR38-20-3 to support them in this endeavour unless they have undertaken a previous appropriate research module.

The expectation is students will complete a honours degree. The dissertation module will enable the practitioner to focus on their field of work.

BSc (Hons) Professional Studies

<p>Compulsory modules</p> <ul style="list-style-type: none">• Evidence and Research in Practice UZWR38-20-3*• Dissertation UZWRG9-40-3 <p>PLUS Students in negotiation with the programme leader shall complete their academic profile with remaining credit specific to their area of specialist practice</p> <p>*Students who have already completed either UZWR38-20-2 Introduction to Evidence and Research in Practice, Research in a Professional Context and data analysis; Utilising Evidence Based Care UZWRFY-20-2 will be exempt from UZWR38-20-3 Evidence and Research in Practice and will be required to undertake a further 20 credits at level 3</p>	<p>Interim Awards:</p> <p>BSc Professional Studies</p> <ul style="list-style-type: none">• Credit requirements <p>300 credits at level 0 or above, of which not less than 280 credits are at level 1 or above, not less than 60 credits are at level 2 or above and not less than 60 credits are at level 3 or above</p> <p>In order to be eligible for this interim award the student must have completed a relevant research module.</p> <p>Target/Highest Award:</p> <p>BSc (Hons) Professional Studies</p> <ul style="list-style-type: none">• Credit requirements <p>360 credits at level 0 or above, of which not less than 340 credits are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 credits are at level 3 or above</p>
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Section 5: Entry requirements

- Applicants will need to possess 240 credits at level 2 to be eligible to enter the programme.
- Applicants must have experience of, or be working in an area that enables students to meet the learning outcomes of the programme
- Applicants must have a minimum of IELTS score of 7.0 overall with 6.5 in each section.

Accelerated route to enter at level 3:

First level practitioners who are seeking the award and who wish to enter the programme at level 3 using the accelerated route must have successfully completed the Accelerating Learning for Professionals module UZTS76-20-2,

Through individual application to the programme leader, practitioners will be acknowledged equivalence of 240 credits once the above criteria have been achieved in addition to providing evidence of their first level registration.

In addition, individuals must be working in an area that enables students to meet the learning outcomes of the programme.

Section 6: Assessment Regulations

Wholly in accordance with Academic Regulations and Procedures.

Section 7: Student learning: distinctive features and support

All students are entitled to academic and pastoral support whilst on an award. To this end various roles carry student support with them. The programme leader will ensure students are guided towards a coherent programme to meet their needs in order to continue personal development. The module leader will offer academic support for all students as per faculty protocol. For pastoral support students may receive this from either the programme leader or the module leader who will oversee the coherence of the programme and offer personal support to these students.

Students will be encouraged to direct their own learning towards their particular area of practice of their own choosing within the Programme, as well as identifying improvements in their work area that can be made and strategies for doing this. Students will increasingly be offered the opportunity to engage in master classes and short courses to supplement their learning.

Section 8 Reference points/benchmarks

Subject Benchmarks

- Department for Education and Skills (2005) Common Core of Skills and Knowledge for the Children's Workforce
- DOH Modernisation agency (2003) Essence of care; patient – focused benchmarks for clinical governance NHS
- Every Child Matters (2003) Department of Health
- European Directive (77/453/EEC) (amended 89/595/EEC), cited in NMC (2004) Standards of Lord Laming (2009) The Protection of Children in England: A Progress Report. DfES
- National Service Framework for Children (2003)
- QAA for Higher Education (2004) Foundation degree qualification benchmark. The Quality Assurance Agency for Higher Education, Mansfield.
- QAA for Higher Education (2008) The Framework for Higher Education Qualifications in England, Wales and Northern Ireland. The Quality Assurance Agency for Higher Education, Mansfield.
- QAA Health Studies (Public Health)
- Workforce Evaluation and benchmark Tools (2010) Skills for Health.

Employer Interaction/Feedback

Modernising service provision is high on the government agenda to ensure consumers of health and social services provide a quality provision of care. There has been a clear necessity seen to reform working practices and revise arrangements for workforce planning. The consideration of a more multi professional approach to education and training has meant investment in reforming education, supporting continuing professional development, and encouraging lifelong learning. With an emphasis on partnership working between education providers and healthcare purchasers. Recently publications such as The Darzi report, High Quality Care for all (2008) Equity and Excellence: Liberating the NHS (2010) and The Quality, Innovation, Productivity and Prevention (QIPP) programme have continued to support the importance of ensuring practitioners have the knowledge and skills necessary to provide a quality care. Through partnership working, between the university and practice placement organisations, at strategic and operational levels the award of Professional Studies has been designed with the aim to educate a workforce to meet the current demands expected in the next decade

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.