



ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	University of the West of England	
Delivery Location	University of the West of England, Glenside Campus	
Faculty responsible for programme	Health and Applied Sciences	
Department responsible for programme	Nursing and Midwifery	
Modular Scheme Title	Post Qualifying Framework	
Professional Statutory or Regulatory Body Links		
Highest Award Title	BSc (Hons) Professional Studies	
Default Award Title		
Fall-back Award Title		
Interim Award Titles	BSc Professional Studies	
UWE Progression Route		
Mode(s) of Delivery	FT / PT	
Codes	UCAS:	JACS:
	ISIS2:B70A43	HESA:
Relevant QAA Subject Benchmark Statements		
CAP Approval Date	29/05/2014	
Valid from	September 2011	
Valid until Date	September 2017	
Version	Version 6	

Part 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;

Part 2: Educational Aims of the Programme

- 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.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The student will be encouraged to focus on developing their knowledge and understanding of current issues related to their own field. It offers flexibility by enabling students to choose from a range of modules so that they can select content that will meet their needs.

Modules in this programme will require students to demonstrate the utilisation of evidence and research related to their field. Students will be required to complete a compulsory Evidence based and research methods module, unless they have undertaken a previous appropriate research module.

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

Part 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:

<i>Learning Outcomes:</i>	Module No:UZTSUQ-15-3	Module No:UZWRG9-40-3	Module No:UZWSNL-30-3	Module No:UZTSVK-30-3	Module No:	Module No:	Module No:	Module No:	Module No:
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				✓					

Part 3: Learning Outcomes of the Programme

(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.		✓	✓						
(C) Subject/Professional/Practical Skills									
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		✓	✓						
(D) Transferable skills and other attributes									
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									

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The BSc (Hons) Professional Studies has been designed for students that do not have a nursing registration but are likely to have gained some experience in health or social care settings. Students will select modules from the CPD portfolio of modules that meet their needs and interests. They are advised to contact the module leader prior to committing to a module to ensure they will be able to participate in the full range of activities within the module i.e. that the content is not exclusive to students with a nursing background.

The salient features of student support for learning might include:

Part 4: Student Learning and Student Support

- Induction activities e.g. to IT systems within the university ;
- Career planning and development;
- Visits, student societies and opportunities for learning and participation outside the formal curriculum;
- Supplemental instruction;
- Support for students with disabilities/additional needs

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc (Hons) Professional Studies programme teaching is a mix of scheduled and independent learning. For the programme scheduled learning and independent learning may consist of:

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Description of any Distinctive Features

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.

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated: The students' choice of modules will determine the range of assessments that they will encounter. The assessment map includes details of the compulsory modules.

Assessment Map

The programme encompasses a range of assessment methods.

Part 5: Assessment

Assessment Map for BSc(Hons) Professional Studies

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 3	UZTSUQ-15-3 Evidence and Research In Practice	A (100)									
	UZWRG9-40-3 or UZWSNL-30-3 Dissertation									A (100)	
Optional Modules Level 3	UZTSVK-30-3 Evidencing Work based learning								A (100)		

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet including compulsory and optional modules

Compulsory Modules	Optional Modules	Interim Awards
<ul style="list-style-type: none"> UZTSUQ-15-3 Evidence and Research In Practice * Dissertation UZWRG9-40-3 <p>Or</p> <ul style="list-style-type: none"> Dissertation UZWSNL-30-3 	<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 any of the following</p> <p>UZWR38-20-2 Introduction to Evidence and Research in Practice,</p> <p>UZTSUP-15-2 Introduction to Evidence and Research in Practice</p> <p>UZWR38-20-3 Evidence and Research in Practice</p> <p>UZWRFK-20-2 Research Methods in the Context of Health and Social Care</p> <p>UZWRFY-20-2 Utilising Evidence Based Care will be exempt from the research module requirement, and will be required to undertake a further 20 credits at level 3</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>

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

- 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 for first level nursing, midwifery or paramedic practitioners:

First level practitioners who are seeking the award and who wish to enter the programme at level

Part 7: Entry Requirements

3 using the accelerated route must have successfully completed the Accelerating Learning for Professionals module UZTS76-20-2 or UZTSUM-30-3,

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.

Part 8: Reference Points and Benchmarks

- Great Britain. Department of Health (2012) The power of information: putting all of us in control of the health and care information we need. London: The Stationery Office.
- Great Britain. Department of Health (2012) Liberating the NHS: No decision about me without me. London: The Stationery Office.
- Great Britain. Department of Health (2012) The Operating Framework for the NHS in England 2012/13 London: The Stationery Office.
- Great Britain. Department of Health (2012) Caring for our future: reframing care and support. London: The Stationery Office.
- Great Britain. Department of Health (2011) NHS Outcomes Framework 2012/13 London: Department of Health.
- Great Britain. Department of Health (2011) Innovation, Health and Wealth London: The Stationery Office
- Great Britain. Department of Health (2011) Healthy Lives, Healthy People: Our strategy for public health in England. London: The stationery Office (Cm. 7985)
- Great Britain. Department of Health (2011) A framework for technology enhanced learning. London. Department of Health.
- Great Britain. Department of Health (2007) Our NHS Our future: NHS next stage review - interim report (Darzi Review). London: Department of Health.
- Mid Staffordshire NHS Foundation Trust Public Inquiry (2013) Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report). London: Stationery Office.
- National Institute for Clinical Excellence (2012) Patient Experiences in Adult NHS Services QS15, London: NICE.
- Quality Assurance Agency for Higher Education (2008) The Framework for Higher Education Qualifications in England, Wales and Northern Ireland. The Quality Assurance Agency for Higher Education, Mansfield.
- University of the West of England (online) Vision and Mission. Available <http://www1.uwe.ac.uk/aboutus/visionandmission> [accessed on 21/01/2013]
- Workforce Evaluation and benchmark Tools (2010) Skills for Health.

Employer Interaction/Feedback

Modernising service provision is high on the government agenda to ensure that the providers of health and social services deliver high quality care. The drive for high quality has led to the reformation of working practices and revised arrangements for workforce planning. The consideration of a multi professional approach to education and training has meant investment in reforming education, supporting continuing professional development, and encouraging lifelong learning. These developments are reflected in the revisions to the BSc Professional Studies.

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, available on the [University's website](#).