



University of the
West of England

POSTGRADUATE MODULAR PROGRAMME POST QUALIFYING FRAMEWORK

BSc (Hons) Specialist Practice (2011)

PROGRAMME SPECIFICATION

Reapproval May 2011

University of the West of England

PROGRAMME SPECIFICATION

Section 1: Basic Data

Version 4

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| Awarding institution/body | University of the West of England |
| Teaching institution | University of the West of England |
| Delivery Location(s) | Glenside |
| Faculty responsible for programme | Faculty of Life Sciences |
| Modular Scheme title | Postqualifying framework |
| Professional Statutory or Regulatory Body Links (type and dates) | Nursing and Midwifery Council |
| Highest award title | BSc (Hons) Specialist Practice |
| Default award title | None |
| Interim award titles | BSc Specialist Practice |
| UWE progression route | Masters provision |
| Mode(s) of delivery | Full-time and part-time |
| Codes | |
| UCAS code | JACS code |
| ISIS code | HESA code |
| Relevant QAA subject benchmark statements | QAA Subject benchmark statement for Healthcare programmes NMC Standards for specialist education and practice (2001) NMC Standards of proficiency for nurse and midwife prescribers (2006) NMC Standards to support learning and assessment in practice (2008) NMC Standards for the preparation and practice of supervisors of midwives (2010) |
| On-going/valid until* (*delete as appropriate/insert end date) | |
| Valid from (insert date if appropriate) | September 2011 |
| Original Validation Date: | |
| Latest Committee Approval... | Date:... |
| Version Code | |

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 students with the knowledge and skills to contribute to the development of their specialist care area
- Develop students' confidence in the exercise of their professional judgement
- Enable students to adapt and respond positively to changes in international, national and local policies/ practice which broaden the remit of their role
- Develop critical analytical problem-based learning skills and transferable skills through diverse learning opportunities
- Provide the student with opportunities to develop an understanding of partnership working through shared and interprofessional working
- Enable the student to develop critical and analytical skills to examine evidence for practice in their specialist area

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 |
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| A Knowledge and understanding of: | Teaching/learning methods and strategies: |
| 1. Physiological, pathophysiological and pharmacological knowledge required in the specialist area of practice | 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. |
| 2. Understanding of management and leadership theories | |
| 3. Awareness of professional legal and ethical implications for care in the specialist area of practice | |
| 4. An understanding of the effects of changes occurring within the health care service and the impact this has on service providers and consumers | |
| | 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 needs of clients in the specialist area
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 to provide evidence upon which to deliver care
4. Reflect critically on their own professional judgements and develop strategies for personal and professional learning

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

1. Apply specialist knowledge to the assessment, planning, implementation and evaluation of care
2. Demonstrate reflective and reflexive approaches to care
3. Contribute to the delivery of care in an interprofessional framework

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

1. Communicate effectively using a variety of means
2. Apply theories of management and leadership effectively to respond appropriately to changes in personal and professional demands
3. Take responsibility for own learning and demonstrate an open-minded approach to learning in familiar and unfamiliar contexts
4. Transfer knowledge and skills across different settings
5. Reflect on own performance and respond positively to feedback
6. Work collaboratively in teams with service users, families and carers
7. Use information technology to find, communicate and manage information
8. Use numeracy skills in safe, professional practice, in management information and in evaluating research

Teaching/learning methods and strategies

Acquisition 1-8 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

BSc (Hons) Specialist Practice is offered as a full-time and part-time route. All students register for the BSc (Hons) Specialist Practice. First level Registered nurses or midwives 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.

The programme is designed to optimise the demands of those clients requiring health 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 litigious. The practitioner will be encouraged to focus on developing their knowledge and understanding of current issues related to their own specialist practice. Additionally, they will critically explore the national and international policy agendas that drive health services while developing an understanding of the impact of a rapidly changing workforce design has on their area of specialist practice.

The BSc (Hons) Specialist Practice is designed to support practitioners in their practice 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 specialist practice. In particular students will be required to complete the 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 area of specialist practice.

Community pathway

Students undertaking the community pathway leading to the Specialist Practitioner Qualification (SPQ), have 5 years to complete the programme. Students completing the community pathway will be required to complete the compulsory module, Current Issues in Community Practice UZTS7M-20-3, Evidence and Research in Practice UZWR38-20-3, and the Synoptic module (with V100) UZTS7H-40-3 OR Synoptic module (without V100) UZTSDB-40-3 and optional modules specific to their area of clinical practice

BSc (Hons) Specialist Practice

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| <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 UZWR38-20-2 Introduction to Evidence and Research in Practice, Research in a Professional Context and data analysis and 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 Specialist Practice</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 plus a specialist module in negotiation with the programme leader.</p> <p>Target/Highest Award:</p> <p>BSc (Hons) Specialist Practice</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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The BSc (Hons) Specialist Practice programme also allows practitioners who have a first level registration with the NMC register to undertake a community pathway that would lead to an NMC recordable Specialist Practice Qualification (SPQ).

This pathway can be undertaken in no less than 32 weeks and completed within 5 years.

The Community pathway (SPQ) of the BSc (Hons) Specialist Practice programme is specifically designed for those working in health and social care within the community. It contains three compulsory modules that underpin and support the development of the community practitioner.

These are:

- Current Issues in Community Practice UZTS7M-20-3
- Evidence and Research in Practice UZWR38-20-3 **(no exemptions apply)**
- Synoptic module with or without V100 UZTS7H-40-3 or UZTSDB-40-3

In addition to these three compulsory modules, students will need to complete two further modules of their choice. Negotiation with the student, practice manager and programme leader will help ensure appropriate module selections are made that are relevant to existing experience and meet workforce needs.

The community pathway (SPQ) is made up of 50% theory and 50% practice. Supervised/mentored practice will be managed through the two compulsory modules (Current Issues in Community Practice UZTS7M-20-3 and the Synoptic module UZTS7H-40-3 or UZTSDB-40-3) and articulated through the modules' professional portfolios of assessment. Mentors must be of due regard and be a trained mentor / practice teacher as required by the NMC (Standards for learning and assessment in practice NMC 2008).

There is the opportunity for practitioners to undertake the V100 (Community Prescriber) as an integral part of the programme and register this as a recordable qualification with the NMC. Students must demonstrate that there is a clinical need for which prescribing from the community practitioner formulary will improve patient/client care and service delivery. This must be supported by the Non Medical Prescribing Lead of their organisation. More information in regard to the V100 will be given during the compulsory module "Current Issues in Community Practice UZTS7M-20-3"

The BSc (Hons) Specialist Practice programme leading the NMC recordable Specialist Practice Qualification (SPQ).

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| <p>Compulsory Modules</p> <ul style="list-style-type: none"> • Current Issues in Community Practice UZTS7M-20-3 • Evidence and Research in Practice UZWR38-20-3 (no exemptions) <p>and either</p> <ul style="list-style-type: none"> • Synoptic module (with V100) UZTS7H-40-3 <p>OR</p> <ul style="list-style-type: none"> • Synoptic module (without V100) UZTSDB-40-3 <p>PLUS Students in negotiation with the programme leader shall complete their academic profile with remaining credit choosing modules selected from their specialist area of practice that map the learning outcomes of the relevant SPQ requirements.</p> <p>Students on the community pathway of the programme do not need to complete a dissertation module, but are required to undertake the synoptic module instead.</p> <p>Community pathway</p> <p>Students undertaking the community NMC recordable pathway will not be exempt from previous research modules undertaken and will be required to undertake Evidence and Research in Practice UZWR38-20-3 in order to be eligible for the recordable award</p> | <p>Interim Awards:</p> <p>BSc Specialist Practice</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 plus a specialist module in negotiation with the programme leader.</p> <p>Target/Highest Awards:</p> <p>BSc (Hons) Specialist Practice (leading to Specialist Practitioner NMC recordable qualification)</p> <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> <p>Achievement of all compulsory and negotiated modules must be completed in order to be eligible to apply for the NMC recordable qualification Specialist Practitioner.</p> |
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Section 5: Entry requirements

- NMC registered practitioners
- Applicants whose first language is not English must have a minimum of IELTS score of 7.0 overall with 6.5 in each section.

Accelerated route to enter at level 3:

Registered nurses or midwives 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 registered on the relevant part of the register and have experience of, or be working in an area that enables students to meet the learning outcomes of the programme.

Students wishing to undertake the community specific pathway BSc (Hons) Specialist Practice that would lead to an NMC recordable Specialist Practice Qualification (SPQ) must be :

1. Registered on the NMC register
2. Registered on the relevant specialist part of the register for the SPQ pathway chosen
3. Students will have completed a period of consolidated practice
4. Working with an appropriate client group
5. Have an identified work-based mentor

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 a clinical speciality of their own choosing within the Programme, as well as identifying improvements in practice 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.

Community pathway

For those students undertaking the community pathway (leading to the SPQ) support in practice is provided by trained mentors who are responsible for supporting students to achieve learning outcomes and professional competencies'.

Section 8 Reference points/benchmarks

QAA Subject benchmark statement for Healthcare programmes

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/nursing-final.asp>

and appropriate NMC standards for relevant modules for example :

NMC Standards for specialist education and practice (2001)

NMC Standards of proficiency for nurse and midwife prescribers (2006)

NMC Standards to support learning and assessment in practice (2008)

NMC Standards for the preparation and practice of supervisors of midwives (2010)

Employer Interaction

Modernising service provision was integral to the NHS Plan (2000) where there was 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 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 Specialist Practice has been designed with the aim to educate practitioners to meet the current workforce 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.