

CORPORATE AND 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	Glenside				
Faculty responsible for programme	Health and Life Sciences				
Department responsible for programme	Nursing and Midwifery				
Modular Scheme Title	Postqualifying Framework				
Professional Statutory or Regulatory Body Links	Nursing and Midwifery Council				
Highest Award Title	BSc(Hons) Specialist Practice				
Default Award Title	None				
Fall-back Award Title					
Interim Award Titles	BSc Specialist Practice				
UWE Progression Route	Masters provision.				
Mode(s) of Delivery	<i>FT / PT</i>				
Codes	<table border="1"> <tr> <td>UCAS:</td> <td>JACS:</td> </tr> <tr> <td>ISIS2:</td> <td>HESA:</td> </tr> </table>	UCAS:	JACS:	ISIS2:	HESA:
UCAS:	JACS:				
ISIS2:	HESA:				
Relevant QAA Subject Benchmark Statements	<ul style="list-style-type: none"> • QAA (2011) Subject benchmark statement for Healthcare programmes • Nursing and Midwifery Council (2008) Standards to support learning and assessment in practice • Nursing and Midwifery Council (2006) Standards of proficiency for nurse and midwife prescribers • Nursing and Midwifery Council (2001) Standards for specialist education and practice 				
CAP Approval Date	July 2013				
Valid from	<i>September 2013</i>				
Valid until Date					
Version	5				

Part 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

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

The BSc (Hons) Specialist Practice is a specialist programme for all registered practitioners. For those students working in the community, and who wish to achieve the NMC Specialist Practitioner Qualification, there is the option to follow the 'community pathway' through the programme. This pathway relates to the *NMC (2001) Standards for Specialist Education and Practice* and prepares students to become expert practitioners, partners and leaders in their chosen area of specialist practice.

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 including modules specific to the BSc (Hons) Specialist Practice leading to the SPQ Qualification****.

	Current Issues in Community Practice **** UZT S7M -20-3	Evidence and Research in Practice **** UZW R38-20-3	Synoptic **** UZTS7H-40-3 UZTSDB-40-3****	Dissertation UZWRG9-40-3	Optional modules	Physical Assessment and Clinical Reasoning**** UZWS5F-20-3	Leadership and change**** UZV S^U-20-3
Knowledge and Understanding							
1. Physiological, pathophysiological and pharmacological knowledge required in the specialist area of practice	✓		✓			✓	
2. Understanding of management structures and approaches to managing change	✓		✓	✓			✓

Part 3: Learning Outcomes of the Programme							
3. Awareness of legal and ethical implications for care in the specialist area of practice	✓		✓	✓		✓	✓
4. An understanding of the effects of changes occurring within the health service and the impact this has on service providers and consumers	✓		✓	✓			✓
Intellectual							
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. Evaluate critically research methods and types and sources of information to provide evidence upon which to deliver care	✓	✓		✓		✓	✓
4. Reflect critically on their own professional judgments and develop strategies for personal and professional learning	✓		✓	✓		✓	✓
Subject /Professional/Practical Skills							
1. Apply specialist knowledge to the assessment, planning, implementation and evaluation of care	✓		✓			✓	
2. Demonstrate reflective and reflexive practice	✓		✓	✓		✓	✓
3. Contribute to the delivery of care in an inter-professional framework	✓		✓			✓	✓
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							✓

Part 3: Learning Outcomes of the Programme

8. Use numeracy skills in safe, professional practice, in management information and in evaluating research	✓	✓	✓	✓		✓	
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Part 4: Student Learning and Student Support

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

Scheduled Learning involves a mix of teaching and learning strategies. These include lectures, seminars, tutorials, project supervision, and work based learning. Scheduled sessions may vary slightly depending on the module choices made.

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

Learning in Practice is a key element of the programme for those students on the community pathway leading to the SPQ. In order to comply with NMC standards, this pathway is made up of 50% theory and 50% practice. Students are expected to achieve 16 weeks theory and a total of 16 weeks of supervised practice during the programme. Students will need to demonstrate the achievement of these practice hours as part of a practice portfolio. These hours (600) are confirmed by a 'sign off' mentor and should evidence how students have met the relevant programme learning outcomes and the relevant NMC professional competencies.

Description of any Distinctive Features

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 manager, 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 and the programme offers considerable flexibility. This flexibility allows practitioners to choose from a range of-modules to meet their own particular needs and those of their client group.

Part 4: Student Learning and Student Support

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 an 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 on 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.

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 manager (and where relevant, the community pathway coordinator) 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 module leader or the programme manager 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.

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.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Part 5: Assessment

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:
The BSc (Hons) Specialist Practice programme and the BSc(Hons) Specialist Practice leading to NMC recordable Specialist Practice Qualification (SPQ) assessment strategy has been developed to facilitate the learning outcomes to be achieved. The variety of assessments and module choices within the programme aims to support individual learning styles and ensure that all domains of learning are assessed

Assessment Map

The programme encompasses a range of **assessment methods** including portfolios, extended studies and competencies. These are detailed in the following assessment map:

Assessment Map for *BSc(Hons) Specialist Practice*

		Type of Assessment*									
		Seen 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	UZWR38-20-3 Evidence and Research in Practice	A (50)						B (50)			
	UZWRG9-40-3 Dissertation									A (100)	

Assessment Map for *BSc(Hons) Specialist Practice* leading to NMC recordable Specialist Practice Qualification (SPQ).

		Type of Assessment*									
		Seen 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	UZTS7M-20-3 Current Issues in Community Practice							B (100)			A (P/F)
	UZWR38-20-3 Evidence and Research in Practice	A (50)						B (50)			
	UZTS7H-40-3 Synoptic with V100								B (100)		A (P/F)
	UZTSDB-40-3 Synoptic without V100								B (100)		A (P/F)

*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

BSc(Hons) Specialist Practice

Compulsory Modules	Optional Modules	Interim Awards
<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 manager 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>BSc Specialist Practice</p> <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) Specialist Practice</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>

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. Students are expected to achieve 16 weeks theory and 16 weeks of supervised practice during the programme. Practice hours need to be 'signed off' by a suitably qualified mentor. 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).

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, their employing organization and the community pathway coordinator will help ensure appropriate module selections are made that are relevant to existing experience and meet workforce needs.

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.

For students wishing to gain an SPQ in District Nursing, the V100 is mandatory.

More information with regard to the V100 will be given during the compulsory module Current Issues in Community Practice UZTS7M-20-3.

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

Compulsory Modules	Optional Modules	Interim Awards
<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 community pathway coordinator, 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 eligible for the recordable award</p>	<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 pathway coordinator.</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>

Part 7: Entry Requirements

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

- NMC registered practitioner
- Applicants whose first language is not English must have a minimum of IELTS score of 7.0 overall with 6.5 in each section.
- All applicants will have current Health and Criminal Record Bureau checks in accordance with University, Faculty and programme policies.

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 manager, 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:

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

Students undertaking the V100 as part of their programme require:

1. A CRB check in accordance with the professional bodies' standards
2. Confirmation of support and be deemed competent by their employer in the area they intend to practice
3. Confirmation and agreement from a designated prescribing nurse mentor to provide the required mentorship

Part 8: Reference Points and Benchmarks

The design of the BSc (Hons) Specialist Practice programme which also includes the Specialist Practitioner Qualification has been developed with reference to a number of key guidelines, policies and strategies. External influences have been considered e.g. professional body requirements for example NMC standards, Subject benchmarks, QAA benchmarks (2001) and Department of Health policies.

- Great Britain. Department of Health (2013) Care in local communities: A new vision and model for district nursing London: The Stationery Office
- 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.

Part 8: Reference Points and Benchmarks

- 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.
- Nursing and Midwifery Council (2009) Guidance on professional conduct for nursing and midwifery students. London.
- Nursing and Midwifery Council (2008) Standards to support learning and assessment in practice
- Nursing and Midwifery Council (2006) Standards of proficiency for nurse and midwife prescribers
- Nursing and Midwifery Council (2001) Standards for Specialist Education and Practice. London.
- 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.
- Quality Assurance Agency Benchmark statement (2001) Nursing Academic and Practitioner Standards.
- University of the West of England (online) Vision and Mission. Available <http://www1.uwe.ac.uk/aboutus/visionandmission> [accessed on 21/01/2013]

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning.

- Practice focused meetings with Trust and healthcare partners.
- Collaboration with other universities
- Discussion and feedback from students.
- As part of the quality assurance framework via module evaluations
- Student feedback via student representative and staff forums.
- Patient and public engagement via focused groups
- Internal strategic and programme specific curriculum development groups.

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](#).