

## BA Community Health & Nursing Studies

UCAS code: n/a

<b>Awarding Institution:</b>	The University of Reading
<b>Teaching Institution:</b>	The University of Reading
<b>Programme length:</b>	2-5years
<b>Faculty</b>	Economic and Social Sciences
<b>For students entering</b>	Part 3 in 2003
<b>Board of Studies:</b>	Board for Undergraduate Studies
<b>Programme Director:</b>	Linda Chapman
<b>Date of Specification:</b>	12 February 2004

### Summary of programme aims

The programme provides an opportunity for registered nurses to develop themes concerning health care, within a dynamic learning environment, in which nurses can critically analyse, evaluate and articulate the knowledge base which underpins their professional practice.

### Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme.

In following this programme, students will have the opportunity to develop and/or enhance their skills in academic writing, critical appraisal skills, oral presentation skills, debate, application of theory to practice, leadership, clinical nursing practice, clinical development. Additionally they will have the opportunity to gain experience in the use of IT (word-processing, accessing electronic resource materials), time management, career planning, team working and problem solving.

### Programme content over six to fifteen terms

There are **three compulsory modules** within the programme profile accounting for 80 credits of the 120 credits required.

Students have the opportunity to design a course content which enhances their profile according to need.

Students will **additional modules** from an approved list to make up the remaining 40 credits.

### Part 3 (six to fifteen terms)

#### Compulsory modules

		<i>Credits</i>	<i>Level</i>
HC3C18	<b>Legal and ethical frameworks for health and social care</b>	<b>20</b>	<b>H</b>
HC3C17	<b>Research and its application to nursing practice (HP)</b>	<b>20</b>	<b>H</b>
HC3C19	<b>Dissertation related to an aspect of professional practice (double module)</b>	<b>40</b>	<b>H</b>

*Optional modules:*

<b>HC3C14</b>	<b>Leadership in Health Care (HP)</b>	<b>20</b>	<b>H</b>
<b>HC3C15</b>	<b>Assessing and addressing health needs: a public health approach (HP)</b>	<b>20</b>	<b>H</b>
<b>HC3C16</b>	<b>The Human Lifespan: development and adaptation within the family (HP)</b>	<b>20</b>	<b>H</b>

*Optional modules:* Further choices may be selected from validated short courses/modules available within the school from the following:

<b>HC3S</b>	<b>Introduction to primary care</b>	<b>40</b>	<b>H</b>
<b>HC3R1</b>	<b>Leadership in healthcare</b>	<b>20</b>	<b>H</b>
<b>HC3R2</b>	<b>Teamwork and communication</b>	<b>20</b>	<b>H</b>
<b>HC3R3</b>	<b>Advancing clinical practice</b>	<b>20</b>	<b>H</b>
<b>HC3R4</b>	<b>Teaching, learning and assessing</b>	<b>20</b>	<b>H</b>
<b>HC3K</b>	<b>Management of minor illnesses (double module)</b>	<b>40</b>	<b>H</b>
<b>HC3M</b>	<b>Extended prescribing for nurses, midwives and health visitors (double module)</b>	<b>40</b>	<b>H</b>

**H Level modules from the BA Human Services degree**

**Other H level modules within the school**

### **Progression requirements**

This course is a part time post experience conversion course which shall extend normally over two years but may take up to a maximum of five years to complete. The course will lead to the award of a Bachelor of Arts in Community Health and Nursing Studies. The course will also be available to candidates on a full time basis if preferred.

Students must successfully complete all taught compulsory modules and two optional modules before accessing the dissertation phase of the degree programme. Students wishing to seek advanced standing for a **maximum of two** optional modules must provide appropriate evidence of APEL/APL equivalent to 20 credits at level H for each module claimed.

### **Summary of teaching and assessment**

As students will come from a wide range of professional nursing experience, they will be supported in reflecting on experience and identifying individual learning needs. This will process will be facilitated by a personal tutor.

A wide range of teaching methods will be employed, including both teacher and student centred approaches as appropriate. The former will include guided discussion, lecture discussion and tutorials, and the latter, debate, discussion groups, seminars, workshops, simulation and games.

All teaching strategies employed will promote the need for continuous learning and adaptation to meet the changing demands within the health service and nursing profession. All aspects of the programme are assessed by coursework.

To be eligible for the award students must successfully achieve all level H modules and the dissertation.

### **Admission requirements**

Candidates for this course are restricted to nurses qualified at level one and who are currently on the Professional Register of the United Kingdom Central Council for Nursing, Midwifery and Health Visiting. The course constitutes a programme, which recognises and takes account of previous study and professional experience.

Students must provide evidence of satisfactory completion of appropriate prior educational and professional achievement. The satisfaction of these requirements shall equate to completion of Level C and Level I of a course for the Bachelor of Arts in the Faculty of Economic and Social Sciences and candidates will therefore be admitted direct to level H.

In order to satisfy the University of Reading entry requirements, candidates will submit to a process of APL/APEL. APL/APEL is the process of receiving credit in the form of exemption(s) from a module or modules for the learning, knowledge or skills previously acquired and currently used in practice to an appropriate standard.

### **Candidates will conform to the following profile for course entry:**

#### **1.**

- a) Registration at first level of the UKCC Register via a Project 2000 course, with the award of a Higher Education Diploma.
- b) Satisfactory references which testify to the candidate's clinical ability.
- c) Satisfactory completion of an academic essay.
- d) Successful interview performance. **Or**

#### **2.**

- a) Registration at first level of the UKCC Register pre project 2000.
- b) Hold a Higher Education Diploma (HED) in nursing or a relevant discipline.
- c) Satisfactory references which testify to the candidate's clinical ability.
- d) Satisfactory completion of an academic essay.
- e) Successful interview performance. **Or**

#### **3.**

- a) Registration at first level of the UKCC Register pre project 2000.
- b) Satisfactory references which testify to the candidate's clinical ability.
- c) Satisfactory completion of an academic essay.
- d) Successful interview performance.
- e) A portfolio related to the professional practice of the student which provides explicit additional evidence for exemption to a maximum of 30 credits at level two. This will include details and learning outcomes of in-house courses undertaken and the subsequent use of the course outcomes in practice and/or evidence of innovative practice initiatives.

Admissions Tutor: Programme Co-ordinator Linda Chapman

### **Support for students and their learning**

University support for student learning is offered via the following routes.

Students are allocated a personal tutor for the duration of the course. Module leaders and dissertation supervisors offer academic support.

The University Library which holds over million volumes across all sites, subscribes to around 4,000 current periodical, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning. Training sessions are offered by the relevant personnel in the use of library facilities and IT resources.

Student guidance and welfare support is offered by Personal Tutors, the Health Centre, Counselling Service, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

The course leader will offer advice on choice of modules within the programme.

Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

### **Career prospects**

Students undertaking this programme are likely to be in employment. They may receive sponsorship from employers to undertake the programme.

Career prospects are enhanced in terms of promotion to senior posts and developing a personal professional profile.

Previous students undertaking the forerunner to this modified degree programme have also pursued prospects in teaching and management, and some have undertaken further post graduate study.

### **Opportunities for study abroad or for placements**

Currently there are no formal opportunities to study abroad. It is possible that students may pursue research interests outside of the UK.

### **Educational aims of the programme**

The programme aims to provide an opportunity for registered nurses to develop themes concerning health care, within a dynamic learning environment, in which nurses can critically analyse, evaluate and articulate the knowledge base which underpins their professional practice.

The programme is designed to facilitate the development of professionals committed to life long learning and to develop the appropriate skills to support this development.

## Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following

### *Knowledge and Understanding*

#### **A. Knowledge and understanding of:**

1. legal and ethical aspects of professional practice
2. naturalistic and positivistic methods of enquiry
3. concepts and theories underpinning professional practice
4. current Government policy and expectations for NHS provision including public health policy
5. quality improvement strategies in the NHS
6. social psychological theory

#### **Teaching/learning methods and strategies**

The knowledge required for the topics outlined above are introduced in formal lectures supported by student led seminars and group discussions. These in turn are supported by tutorials from subject specialists and personal tutors where feedback on non assessed work and general progress may be given.

#### *Assessment*

Assignments, consisting of a critical exploration of a scenario, or scenarios, drawn from an area of relevance to the student's professional practice and integrated with the subject matter addressed in the module.

### *Skills and other attributes*

#### **B. Intellectual skills – able to:**

1. develop a disposition and ability to reflect on dimensions of practice,
2. develop analytical and critical appraisal skills
3. adopt a critical approach to their own practice and
4. articulate and discuss such issues as may arise.
5. review and evaluate existing knowledge in relation to their own field of practice and to nursing practice
6. develop as a reflective practitioner

#### **Teaching/learning methods and strategies**

To enable students to explore and discuss a wide range of experience and knowledge, some student centred work is involved. In the Spring Term they will take part in a series of multi speciality seminars as a formative exercise to inform their summative assignments and course work contributions.

Students are encouraged to take responsibility for their own learning needs through self assessment and reflection.

Some formal strategies are used in the form of lectures, seminars, group discussions, experiential learning, and video presentation.

Working as a team is fostered through group tasks.

#### *Assessment*

Involves written assignments and in the case of one module, the essay is derived from a joint seminar presentation undertaken in small groups by all students.

Oral skills, and presentation skills are also cultivated through the use of seminars.

**C. Practical skills** – able to:

1. identify a research problem within their own field of practice and design an appropriate research proposal.
2. conduct literature searches
3. demonstrate innovative practice and
4. leadership development

**Teaching/learning methods and strategies**

A combination of lectures, workshops, simulation exercises and self assessment methods will be utilised in cultivating these skills.

Students are encouraged to transfer their learning into the practical environment by direct linking of theory with practice through theory / practice link exercises.

Input from the specialist subject librarian and access to extracurricular IT classes are provided within the programme to support the cultivation of skills required in utilising information sources and using technology.

*Assessment*

1. An assignment in which students will demonstrate the ability to formulate a strategy to maximise nursing performance.
2. Students will be asked to submit a research proposal of 2500 words which contains clear evidence of understanding the research process, including the provision of a relevant literature review.

**D. Transferable skills** – able to:

1. develop and/or enhance their skills in academic writing,
2. critical appraisal skills,
3. oral presentation skills, debate,
4. application of theory to practice,
5. leadership,
6. clinical nursing practice and clinical development.
7. experience in the use of IT
8. time management,
9. career planning,
10. team working and
11. problem solving.

**Teaching/learning methods and strategies**

Students will be assigned a dissertation supervisor for support and direction during the dissertation phase. Students are also encouraged to form a support group and share ideas and progress. This is managed by organising occasional opportunities to meet within the University but also encouraging students to use other venues coordinated by themselves. It is envisaged that the support group would become self supportive following this model and also foster collaborative working skills.

*Assessment*

1. Dissertation of 8000 words grounded firmly in an area of professional practice. Recommendations from the research will show evidence of innovation and insight into progressing professional practice.
2. To engage in a reflective process associated with completing the dissertation in order to facilitate continued professional development

*Please note:* This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect 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 each module can be found in module and programme handbooks.