

## Course Information Form (CIF)

Section 1 - General Course Information	
Course Title	Healthcare Practice
Qualification	BSc (Hons)
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	On campus
Mode(s) of Study and Duration	Part Time up to five years
Core Teaching Pattern	4 / 8
FHEQ Level	6
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not applicable
PSRB Renewal Date	Not applicable
University of Bedfordshire Employability accreditation	
Route Code (SITS)	BSHCPAAF
Subject Community	Nursing, Midwifery and ODP
UCAS Course Code	Not Applicable
Relevant External Benchmarking	University of Bedfordshire Curriculum descriptors NHS Knowledge and Skills Framework QAA Benchmark statements health studies SEEC Descriptors

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
BSH061-3	6	30	Innovation and Improvement in Practice Project	C
BSH022-3	6	30	History Taking and Assessment Skills	C
BSH023-3	6	30	A Person-Centred Approach to the Care of People with Dementia	O
BSH078-3	6	30	Adopting Evidence Based Practice	O
BSH079-3	6	30	Caring for the Person with Coronary Heart Disease	O
BSH080-3	6	30	Caring for a Person with Respiratory Illness	O
BSH010-3	6	30	Contemporary Intensive Care Practice	O
BSH082-3	6	30	Context of Professional Practice	O
BSH073-3	6	15	Developing Effective Leadership Skills	O
BSH066-3	6	30	Developing End of Life Care Practice	O
BSH093-3	6	15	Emergency Trauma Care	O
BSH018-3	6	30	Enhanced Intensive Care Practice	O
BSH020-3	6	30	Evidence-Based Psychosocial Interventions	O
BSH065-3	6	30	Fundamentals of End of Life Care	O
CEL002-3	6	30	Gastrointestinal Nursing Care	O
BSH094-3	6	30	High Dependency Care of the Child	O
BSH072-3	6	30	Intensive and High Dependency Care of the New-born	O
BSH087-3	6	30	Managing the Needs of the Surgical	O

			Patient	
BSH068-3	6	15	Mentorship and Supervision for Professional Practice (accredited)	O
BSH033-3	6	30	Nurse and Midwife Independent and Supplementary Prescribing (V300)	O
BSH034-3	6	15	Pain Management	O
BSH035-3	6	15	Physical Care Skills for Mental Health Practitioners	O
BSH088-3	6	30	Promoting Quality Healthcare	O
BSH038-3	6	30	Recognition and Management of the Acutely ill patient	O
New	6	30	Return to Practice (Nursing)	O
New	6	30	Return to Practice (Midwifery)	O
BSH071-3	6	30	Special Care of the New-born	O
CEL001-3	6	30	Stroke Care	O
BSH041-3	6	15	Suicide and Self-Harming Behaviours: A Multidisciplinary Approach to Assessment and Management	O
BSH089-3	6	30	Understanding Diabetes	O

#### Why study this course

Chose this flexible, practice-facing course if you wish to be part of a community of health care professionals positioned to have a positive impact upon the ways in which healthcare is delivered. This course is designed to support your continued professional development and extending your scope of practice in your chosen field of healthcare. It will also enable you to develop an evidenced based approach to healthcare practice, equipping you with skills to influence the development of individual, team and organisational practice.

#### Course Summary – Educational Aims

The aims of this course are to provide a learning experience which:

- enables the utilisation of and enhance existing qualities of enquiry and reflection
- promotes responsibility for and adopt a problem solving approach to learning and professional development, fostering self-direction in managing learning
- creates a student focused learning experience relevant to the students' personal and professional development.
- develops critical thinking skills through exploration of theories and evidence used to underpin practice, as well as practice experiences themselves.

#### Entry requirements

##### Standard:

Standard entry requirements for UK students – <http://www.beds.ac.uk/howtoapply/ukugentryreqs>

##### Additional:

<p>Students accessing the course will normally have a diploma of higher education or the equivalent. Students without a diploma, but with a professional qualification relevant to the course focus may be accepted onto individual course units. You are advised to discuss this with the course lead or the academic director. Students will be allowed to enter with 240 credits by virtue of pre- or post-registration qualifications and relevant experience.</p> <p>Students registering to complete an honours degree can apply for RPL for up to 30 credits at level 6, which have been awarded by another higher education institution. Students applying for RPL will receive guidance from the course lead or academic director about their entitlement on a case by case basis.</p> <p><b>NB This course does not lead to a professional qualification</b></p>
<b>PSRB details</b>
Not Applicable
<b>Graduate Impact Statements</b>
<p>Typical graduates of the BSc (Hons) Healthcare Practice will be able to:</p> <ul style="list-style-type: none"> <li>• Apply theoretical principles to health care practice, when suggesting and/or implementing change that make a positive difference to the quality of patient care, which maintain patient safety, dignity, individuality and therapeutic relationships;</li> <li>• Demonstrate self-direction and confidence in carrying out their responsibilities while working effectively as a member of a team;</li> <li>• Draw upon research evidence in order to inform and guide their practice and enhance the quality of health care practice</li> <li>• Independently plan, implement and manage work activity in a professional manner, whether working alone or with others</li> </ul>
<b>Higher Education Achievement Report - Additional Information</b>
<p>Students will have reflected upon their own clinical practice and practice environment in a critical manner towards developing a high quality service. The dissertation equivalent unit is designed to enable students to improve the service offered to patients in their practice area.</p>
<b>Learning and Teaching</b>
<p>A variety of teaching and learning activities are undertaken throughout the course. These include: classroom lectures: student led seminars; discussions; and on-line learning activities via the online virtual learning environment through the use of: guided learning; blogs; and wikis.</p> <p>The units are delivered by lecturers who have practice experience, academic qualifications and particular interests relevant to the subjects being delivered.</p> <p>Classroom contact will take place throughout the semester and requires attendance at each of these.</p> <p>The Dissertation assignment enables students to focus upon a specific aspect of the health service they work in which requires improvement.</p>
<b>Developing your employability</b>
<p>The course provides students with the opportunity to work collaboratively with peers as well as fostering independence, self-direction and self-reliance. These reflect the ways in which health care professionals work, in order to be effective in delivering individualised, safe, high quality health care. The course also introduces new concepts in health care, which students can take back to their own areas of practice to influence change.</p> <p>The course aims to build student's confidence, so that they can articulate ideas clearly to colleagues and challenge other's viewpoints and actions when necessary.</p>
<b>Department (s)</b>
Clinical Education and Leadership
<b>Assessment</b>
<p>This course uses a range of assessment strategies and upon completion you will have been required to demonstrate an ability to:</p>

<p>Develop action plans – to demonstrate a problem solving approach to learning</p> <p>Complete portfolio of evidence – to demonstrate critical appraisal of your practice and pertinent literature</p> <p>Objective Structured Clinical Examinations (OSCEs)</p> <p>Assessment of practice</p> <p>Prepare essays – to demonstrate application of pertinent theory to and evaluation of practice</p> <p>Prepare and lead presentations/seminars – to demonstrate your confidence and ability to communicate knowledge and understanding verbally to a peer group in a critical manner.</p> <p>The assessments that are used are designed to help prepare you for the range of activities you will engage in once you finish the course. In particular, the notion of professional learning as lifelong is emphasised. In relation to future employment, as a health care worker the skill to be able to critically appraise practice of both yourself and others, is essential in maintaining patient safety and enhance the quality of health care services. Most health care workers are required to maintain a personal portfolio of professional development and the construction of a portfolio of evidence of learning will contribute to this process. The inclusion of presentations as a form of assessment will develop your confidence in conducting formal presentations and discussions, which is important to work effectively within a multidisciplinary/multi agency environment. Individual assignments place responsibility on each student to work under self-direction and to manage their study time effectively, attributes which are also necessary in the work environment.</p>
<p><b>After Graduation</b></p>
<p><u>Career:</u></p> <p>This course will equip you with academic and practical skills which will enable you to compete in the job market and will enhance your opportunities.</p> <p><u>Further study:</u> The completion of an honours degree course will enable you to access post graduate courses offered throughout the University.</p> <p>Master's degrees in related fields include:</p> <p>MSc Advancing Healthcare Practice</p> <p>MSc Public Health</p>
<p><b>Student Support during the course</b></p>
<p>You will be supported through the process of adjusting to learning at Level 6 within an English university with advice on University policies and procedures; study skills; and the use of the on-line virtual learning resource platform BREO. You will be expected to use this resource as part of the general teaching and learning strategies in all units of study.</p> <p>A member of the course team will act as your Personal Academic Tutor (PAT) throughout the duration of your studies and will be available for academic support and advice. Individual unit leaders will also be available to give specific guidance and support in the completion of assignments. A blended learning approach is taken, overall, which is facilitative and promotes self-directedness in your studies. These skills will equip you to continue your professional learning throughout your career.</p> <p>There are online links to the University's central support services, such as the Personal and Academic Development (PAD) team and the Student Information Desk (Sid). The guided learning on the course includes links to PAD's online learning packages to help with academic skills development.</p>
<p><b>Students with disabilities)</b></p>
<p>Students with disabilities, who meet the relevant entry requirements for the BSc (Hons) Healthcare Practice course, are welcome to apply. The course team will discuss any potential restrictions to engagement on a case by case basis, before making an offer decision. This will be made in consultation with the Disability Advice Team, as and when appropriate. Further information about support with health and wellbeing can be found at: <a href="http://www.beds.ac.uk/studentlife/student-support/health">http://www.beds.ac.uk/studentlife/student-support/health</a> and specific information about Disability and Dyslexia support can be found at: <a href="http://www.beds.ac.uk/studentlife/student-support/health/disabilities">http://www.beds.ac.uk/studentlife/student-support/health/disabilities</a></p>

## Assessment Map

Students study part time and take one unit at any one time. A maximum of 10 units will run in each semester such that all could be offered over a two year period.

This will be dependent upon student numbers and hence unit viability.

F = formative assessment; S = summative assessment

Teaching/ assessment weeks	Semester	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	other
Unit Code and Title																	
BSH022-3 History Taking and Assessment Skills	1						S							S		S	
BSH061-3 Innovation and Improvement in Practice Project	2 and 3 28 weeks														S		27 S
BSH023-3 A Person-Centred Approach to the Care of People with Dementia	1					F								S S			
BSH078-3 Adopting Evidence Based Practice	1						F		S		S		S				
BSH079-3 Caring for the Person with Coronary Heart Disease	2					F								S		S	
BSH080-3 Caring for a Person with Respiratory Illness	1					F								S		S	
BSH010-3 Contemporary Intensive Care Practice	1						F							S	S	S	
BSH082-3 Context of Professional	1																

Teaching/ assessment weeks	Semester	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	other
Practice	2			F			S									S	
BSH073-3 Developing Effective Leadership Skills	2			F				F								S	
BSH066-3 Developing End of Life Care Practice	1								S					S			
BSH093-3 Emergency Trauma Care																S	
BSH018-3 Enhanced Intensive Care Practice	2						F							S	S	S	
BSH020-3 Evidence-Based Psychosocial Interventions	1 and 2 26 weeks														S		20 S 26 S
BSH065-3 Fundamentals of End of Life Care	1								S					S			
CEL002-3 Gastrointestinal Nursing Care	2 and 3 26 weeks															S	24 S
BSH094-3 High Dependency Care of the Child	2 and 3 26 weeks														S		23 S 26 S
BSH072-3 Intensive and High Dependency Care of the New-born	2 and 3 26 weeks							F			S				S		20 S
BSH087-3							F						S			S	

Teaching/ assessment weeks	Semester	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	other
Managing the Needs of the Surgical Patient	2																
BSH068-3 Mentorship and Supervision for Professional Practice (accredited)	1 2	This unit will be approved and transitioned at the NMC event on 22 April 2015															
BSH033-3 Nurse and Midwife Independent and Supplementary Prescribing (V300)	1+2	This unit will be approved and transitioned at the NMC event on 22 April 2015															
BSH034-3 Pain Management	2													S	S		
BSH035-3 Physical Care Skills for Mental Health Practitioners	2					F							S			S	
BSH088-3 Promoting Quality Healthcare	2							F					S			S	
BSH038-3 Recognition and Management of the Acutely ill patient	2												S			S	
Return to Practice (nursing)	1 +2	This unit will be approved and transitioned at the NMC event on 22 April 2015															
BSH071-3 Special Care of the New-born	1						F							S	S		
CEL001-3 Stroke Care	1 and 2 26 weeks															S	24 S
BSH041-3																	

Teaching/ assessment weeks	Semester	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	other
Suicide and Self-harming behaviours	1													S			
BSH089-3 Understanding diabetes	2					F							S			S	

## Section 3 - Academic Information

This section will be used as part of the approval and review process and peer academics are the target audience.

### Course Learning Outcomes

Upon successful completion of this BSc (Hons) Healthcare Practice course, the student should be able to:

- Critically appraise the evidence underpinning your practice arguing from competing perspectives and identifying the possibility of new concepts within existing knowledge frameworks and approaches.
- Synthesise a body of evidence underpinning personal practice, identifying, selecting and using investigative strategies and techniques to undertake critical analysis and evaluation of outcomes.
- Apply specific knowledge to caring for the needs of a client group applying new techniques and processes to personal performance and its evaluation.
- Evaluate personal practice in relation to national and local policies and guidelines
- Take responsibility for personal learning and development using reflection and feedback to analyse your own capabilities, appraising alternatives and plan and implement actions to evaluate service improvement strategies in practice.
- Set criteria for, and be effective in, communication in a range of situations, whilst utilising information technology as a means to communicating ideas.

### Course-specific regulations

There are no course specific regulations; however, NMC standards apply to the following units/short courses, which can be found in the respective course documents. The units are:

- BSH068-3: Mentorship and Supervision for Professional Practice (accredited)
- BSH033-3; Nurse and Midwife Independent and Supplementary Prescribing (V300)
- Return to Practice (Nursing)

### Teaching, Learning and Assessment

Each unit focuses on the development of individual learning, however within health care settings graduates are expected to work in collaboration with other members of the team. This course provides opportunities for students to develop the concept of team working. During all classroom-based activities students will have the opportunity to contribute to the sessions in both small and large groups. Students are expected to be: supportive of others who have not yet developed confidence; and conversant with the fact that healthy team working involves valuing differences and working with these. Students come from a variety of backgrounds and experiences. The emphasis in each of the units is to draw on these experiences and to value the diversity of them.

This course uses a range of assessment strategies and upon completion the students will have been required to demonstrate an ability to:

Develop action plans – to demonstrate a problem solving approach to learning

Complete a portfolio of evidence – to demonstrate critical appraisal of practice and pertinent literature

Prepare essays – to demonstrate application of pertinent theory to and evaluation of practice

Prepare and lead presentations/seminars or undertake a viva voce – to demonstrate their ability to communicate knowledge and understanding verbally to a peer group

Undertake OSCE's and perform competently in a simulated practice environment

Complete timed in class tests to demonstrate knowledge and understanding

Performs competently in the practice environment through assessment of practice.

The assessments that are used are designed to help prepare students for the range of activities they will engage in once they have finished the course. In particular the notion that professional learning is lifelong is emphasised. As a health care worker, the skill to be able to critically appraise practice, of both oneself and

others, is essential in maintaining patient safety. Most health care workers are required to maintain a personal portfolio of professional development and the construction of a portfolio of evidence of learning will contribute to this process. The inclusion of presentations as a form of assessment will develop the students' confidence in conducting formal presentations and discussions, which is important to work effectively within a multidisciplinary/multi agency environment.

Written assignments have been included throughout the course in order that students can develop skills of application, critical thinking and reflection. These are skills which can only be developed through continual practice and not as a single occurrence. These skills, along with the ability to justify one's personal perspective are relevant to being able to work and communicate effectively in a team, in a clear and succinct manner. This relates to both written communication and verbal interaction. Writing at this level is important for the development of report writing skills as part of the work role. Written assignments also develop the students' ability to work independently and to take personal responsibility for the planning and time management. While the assessment strategy tests mainly outcomes, the use of critical reflection in some of the assignments also focuses upon the process of learning and comparing and contrasting practices before and after the learning experience.

Some students will have to undertake a verbal presentation. This form of assessment, like written assignments, tests the students' skills of application and critical thinking, but in a more public way. It also helps to build the students' confidence in public speaking. Again, this reflects skills necessary for working effectively in a team in the work place. Seminars also help to develop the students' ability and confidence to articulate ideas to a peer group.

Within units, assignments are used in a way that they relate to and complement each other, building on each other to develop knowledge and understanding. This also occurs across units, for example where students' knowledge and understanding developed in one unit of study, is used to underpin the learning in a related unit of study which develops the subject matter further.

**Additional Academic Information**

*Peer-assisted learning (PAL)*

Not applicable

*Initial Assessment*

Not applicable as this is a part time course with no set pattern. Students undertake units of study based upon work priorities.

*Improving students' learning*

Within the Guided Learning, students will also be given access to the Professional and Academic Development team's online learning packages on a wide variety of academic skills. Students are also given detailed feedback on their assignments which should enable them to understand their strengths and areas for development. In some units of study, students are encouraged to use personal blogs, as part of their guided learning activity, in order to reflect upon: what they learnt; what they found difficult to understand; what they did to improve their understanding. Students are also encouraged to write action plans for areas of learning that need to be developed.

*Academic Integrity*

Students will have access to the University's Academic Integrity Resource and on line learning package designed to assist students to reference work correctly and to paraphrase information. This is available in most units of study through the online learning resource, BREO. Students will also be given access to the Professional and Academic Development team's online learning packages on a wide variety of academic skills, including referencing, plagiarism and paraphrasing. The Faculty liaison librarian also delivers a session on referencing.

*HEAR implementation*

*Internationalisation*

This course will reinforce core attitudes and behaviours which are recognised by the Nursing Profession worldwide and the international nursing council. Although the focus of the course is to primarily develop students' knowledge and skills for practice in the UK, several of the optional units are shared with the BSc

(Hons) Nursing Studies, a full time course attracting international students. There are frequent and structured opportunities for International, EU and Home applicants to learn together, sharing international experiences of healthcare. The team strive to create an open, trusting learning community where differences in views are actively sought, explicitly valued and discussed.

*Sustainability*

## Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Health and Social Sciences
Portfolio	Post Qualifying Healthcare Education
Department/School/Division	Clinical Education and Leadership
Course Coordinator	Malcolm Headland
Version Number	1/15
Approved by (cf Quality Handbook ch.2)	University Approval Panel
Date of approval (dd/mm/yyyy)	April 2015
Implementation start-date of this version (plus any identified end-date)	October 2015

Form completed by:

Name: ...Malcolm Headland..... Date: ...16<sup>th</sup> July 2015.

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: ..... Date: .....

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref: