

Programme Specification

BSc Nursing

Valid from: May 2016

Faculty of Health and Life Sciences
Department of Applied Health and Professional
Development

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Oxford
Final award:	BSc (Ordinary)
Programme title:	Nursing
Interim exit awards and award titles:	None
Brookes course code:	TBC
UCAS/UKPASS code:	TBC
JACS code:	TBC
Mode of delivery:	Face-to-face and Work Based Learning
Mode/s and duration of study:	Part-time over 12-18 months or Full-Time over 6-12 months
Language of study:	English
Relevant QAA subject benchmark statement/s:	Health Studies
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	N/A
Faculty managing the programme:	Faculty of Health and Life Sciences
Date of production (or most recent revision) of specification:	October 2015

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for and/or Distinctive features of the programme

The Oxford Brookes BSc Nursing is designed in the first instance to respond to a direct request to provide a nursing top up degree for a local NHS Trust – Oxford University Hospitals Trust (OUHT). The OUHT has a number of qualified nursing staff whose qualification level is sub-degree (typically Diploma of Higher Education, the threshold qualification level for nurses until 2013). The OUHT is aiming to have 100% qualified nursing staff at Band 7 or above holding at least a nursing degree level qualification by March 2017 and by 2020 for 80% of all nursing staff to hold at least a nursing degree level qualification.

The national landscape for continuing professional development (CPD) academic courses has altered at a rapid pace over the last two years. With the introduction of an all graduate nursing profession in 2013, the academic level of post-qualification awards has been highlighted in the Willis Review (2012) and the Shape of Caring Review (2015) as an area needing further exploration. Evidence from these reviews

reiterates the need for high quality post-registration education for nurses which focuses on nursing as a profession. Further to this, a number of recommendations from the Shape of Caring review identify that nurses should be examining and developing nursing theory at a deeper academic level and that Health Care Providers should be in a position to apply for 'Magnet Status' – a professional badging status which first emerged in the United States during the 1980s and which recognises the contribution of nurse leadership and professional practice in promoting and sustaining excellent patient care environments (Aiken et al, 2008). Hence, knowledge and education of nursing and nursing theory is paramount to the leadership of nursing and the development of the professional practice of nursing. Magnet status standards require nurses to have studied nursing knowledge and theory, within their academic award and that this is acknowledged in the title of the award.

It is anticipated that other Trusts in the Thames Valley and South West regions may well seek to gain Magnet recognition in subsequent years and thus the proposed provision, designed in the first instance to meet the specific needs of OUHT, might remain relevant and appropriate provision for other constituencies in the short to medium term.

2.2 Aim/s of the programme

This programme enables participants to consider nursing theory and practice and the delivery of nursing care as it applies to their own area of practice. It supports nurses in their personal development, to become more critically aware of themselves and their environment through such processes as enquiry and reflection and to be committed to the ethos of life-long learning.

The programme aims to provide nurses with an opportunity to:

- Gain knowledge and understanding of the theoretical base of nursing practice
- Develop an ongoing dialogue between nursing theory and practice and to test the propositions of theory against work-based scenarios and practice challenges with the ultimate aim of improving the delivery and experience of nursing care for patients;
- Encourage and develop skills in advanced independent work, through supporting participants to make the connection between individual and organisational learning.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate achievement of the following programme learning outcomes and associated Brookes Attributes:

3.1 *Academic literacy*

- Articulate a detailed knowledge and understanding of current and emergent nursing practices, in particular relation to a range of contemporary nursing evidence and theory.
- Set out a plan for the development of an area of service or practice by application of evidence and theory relevant to nursing practice.
- Research and implement the service intervention or improvement, engaging relevant stakeholders and producing a project report and project presentation

3.2 *Research literacy*

- Critically appraise research studies and reports relevant to nursing practice
- Apply educational and/or leadership theory to clinical practice*

3.3 *Critical self-awareness and personal literacy*

- Reflect upon and evaluate the process of implementing the service intervention or improvement, identifying areas for potential further application and development
- Reflect on individual capacity for demonstrating educational and/or clinical leadership in the relevant setting.*
- Critically appraise the value of quality improvement approaches and/or leadership initiatives and/or educational interventions in the practice setting.*

3.4 *Digital and information literacy*

- Develop skills to work independently and in collaboration with academic and work-based facilitators to achieve the aims of the evidence-based nursing practice project.

3.5 *Active citizenship*

- Develop and agree a learning contract for an evidence-based nursing practice project

*Asterisked items indicate the additional programme learning outcomes achieved by students completing the 105 credit route through the award. Students applying for the 60-credit route will need to utilise their APEL interview to verify achievement of these additional learning outcomes on the basis of their existing qualifications and experience.

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

Module Code	Module Title	Credits	Level	Status*	Semester of delivery**
Uxxxx	Evidence-based Nursing practice project	60	6	Compulsory (for all students)	1, 2 or summer
U44175	Facilitating Workplace Learning	15	6	Alternative compulsory (for those students requiring 105 OBU credits)	1, 2 or summer
U44171	Clinical and Professional Leadership	15	6	Alternative compulsory (for those students requiring 105 OBU credits)	1 or 2
U43784	Research Design	15	6	Compulsory (for those students requiring 105 OBU credits)	1 or 2
U44180	Improving the Quality of Healthcare	15	6	Alternative compulsory (for those students requiring 105 OBU credits*)	2

Students who already hold a Mentor course qualification from elsewhere (i.e. a module equivalent to U44175 Facilitating Workplace Learning) will take both of the remaining alternative compulsory modules.

4.2 Professional requirements

N/A

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

- This is a work-based learning degree with an expectation that the majority of students' learning will take place in the workplace, during protected learning time and independent study time.
- For the core module, Evidence-based Nursing Practice Project there will be 12 hours of university-based workshops/study days focused upon academic skills development and research literacy. Students will also meet for up to eight tutorials (group or individual) with the Academic Link Tutor and will have the same entitlement as all Brookes students to two hours of meetings with their Academic Advisor per year (the Academic Advisor in this instance being also the Subject Coordinator).
- Students who are studying for the additional 45 credits (and are therefore studying three of the additional modules) should be aware that while these modules are flexible, they do require additional attendance at time-tabled slots at the University.
- Employer workplace commitment will be required including allocation of a Work-Based Facilitator to support the student during their time on the programme
- Dedicated individual support by the Academic Link Tutor will be provided to support the development of the project report and to aid reflection on the students nursing practice and their personal development

- In the WBL module there is the opportunity for formative feedback on project reports and a formative opportunity to present a 'dry run' of the project presentation, in line with the Oxford Brookes Assessment Compact.
- Reflection is actively encouraged throughout the programme and the overall learning from the programme is illustrated in the reflective component of the project report.

5.2 Assessment regulations

The programme conforms to the University Regulations:

www.brookes.ac.uk/uniregulations/current

Given the work-based nature of the award it is appropriate that students should be given some flexibility in terms of the submission points for their 60 credit Evidence-based Nursing Practice Project. Thus two submission points will be associated with each run of the module, granting students a facility to seek an extension of the submission deadline on their Evidence-based Nursing Practice Project into a third semester.

SECTION 6: ADMISSIONS

6.1 Entry criteria

1. All applicants to the programme will be offered an APEL interview which is designed to establish the precise extent of the credit that can be awarded to them on entry to the programme.
2. Students entering the programme must be registered nurses and will thus have gained a Diploma of Higher Education (UK entrants) or equivalent international qualification. Entrants holding an Oxford Brookes University Diploma of Higher Education are awarded up to 240 credits (120 Level 4; 120 Level 5) towards their target award of BSc Ordinary. Entrants holding a Diploma of Higher Education from elsewhere are awarded up to 200 credits (120 Level 4; 80 Level 5) so that they may achieve the target award of BSc Ordinary while meeting the regulatory requirement that one third of the credit for the award should be gained at Oxford Brookes University.
3. Students entering the programme must be able to demonstrate the potential to achieve the learning outcomes for the course including commitment from an employer to support the WBL module and to allocate an appropriate work-based facilitator.
4. The crediting of existing qualifications into the programme shall be in line with University regulations A2-5 and accordingly, no applicant shall be given APL equivalent to more than two-thirds of their target award.
5. For students whose first award is not in English and for whom English is not a native language: IELTS 6.5 or above is required (with 6.0 or above in reading and writing, 5.5 or above in listening and speaking), or alternatively PTE 58 or above (with 51 or above in all skills).

6.2 DBS checks

N/A

SECTION 7: STUDENT SUPPORT AND GUIDANCE

Students will have recourse to a wide range of support personnel and support mechanisms during their time on the programme. These include an Academic Advisor who will oversee student progress; a work-based facilitator who will support learning in practice; the student Support Coordinators who provide one

to one support, advice, guidance and encouragement to help students progress through their programme; the learning development and academic skills unit known as 'Upgrade'; the library facilities; disability Services; and Brookes Union. All students will be provided with a programme handbook which outlines the various mechanisms of support available.

SECTION 8: GRADUATE EMPLOYABILITY

The programme aims to enhance the knowledge and skills of nurses who are seeking to develop their professional understanding of nursing practice. The majority will be in current employment as a nurse and will continue in these or new nursing roles.

SECTION 9: LINKS WITH EMPLOYERS

This programme has been developed in response to the aspiration of the Oxford University Hospitals Trust (OUHT), Oxford to gain Magnet status. The OUHT is the single largest stakeholder and employer with which the Faculty of Health and Life Sciences has very close and productive working relationships. In the first years of this programme it is anticipated that the majority of students will be nursing staff from the OUHT although the programme is open to all nurses who can demonstrate the ability to meet the learning outcomes of the programme. Due to the WBL nature of the programme the student will need to demonstrate commitment from an employer where they will be able to meet the outcomes of the programme and this will include support from a workplace mentor.

SECTION 10: QUALITY MANAGEMENT

Indicators of quality/methods for evaluating the quality of provision

The programme is evaluated and quality-assured by the standard University processes of annual monitoring and review; periodic review; student committee representation and student fora; and external examiner scrutiny.