

BSc (Hons) Nursing/Midwifery/Mental Health Nursing (Professional Practice) Top Up

Programme Specification



1. Programme title	BSc (Hons) Nursing (Professional Practice) Top up, BSc (Hons) Midwifery (Professional Practice) Top Up, BSc (Hons) Mental Health Nursing (Professional Practice) Top Up.
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	N/A
5. Final qualification	BSc (Hons) Nursing (Professional Practice) Top up, OR BSc (Hons) Midwifery (Professional Practice) Top Up, OR BSc (Hons) Mental Health Nursing (Professional Practice) Top Up.
6. Year of validation Year of amendment	2017/2018
7. Language of study	English
8. Mode of study	Part-time

9. Criteria for admission to the programme

Students admitted to this programme must be a:

- United Kingdom Registered Nurse, Registered Midwife or Registered Mental Health Nurse with sufficient credits to meet the entry criteria of 300 credits, of which 60 must be at Level 6. These credits will be pre-accredited onto the degree pathway.
- Any registrant who does not hold the required number of credits will be offered ongoing advice and support, from the relevant Programme leader, to enable them to reach the entry criteria for this programme.

10. Aims of the programme

The aim of the programme is to enable qualified nurses, midwives or mental health nurses, who hold certificate or diploma level credits, to engage in professional practice-based studies in order to develop skills and knowledge required for practitioner/work-based enquiry. Students will utilise these skills to engage in practice related negotiated work-based project work and will ultimately gain an undergraduate honours degree.

By the end of the programme successful students will be able to:

1. Demonstrate a critical understanding of how the learning from work and practice articulates with evidence-based health care related to their area of professional practice
2. Utilise, apply and critically evaluate healthcare-related methods of inquiry, action planning and/or problem solving in order to develop the clinical and /or professional practice of self-and/or other members of the healthcare team
3. Work with members of the healthcare team, and users of the service, to identify professional /clinical / workplace practice and service development opportunities and design and develop work-based projects aimed at improving and developing clinical /professional/workplace practice.
4. Gather evidence and information and coherently construct and communicate a persuasive argument to healthcare colleagues and academic staff in support of a specific service or professional practice development or change
5. Reflect on personal, professional, academic and service development needs based on engagement with project work, self-assessment and feedback from peers, mentors and managers; explore opportunities and options for on-going professional development in the context of personal and professional accountability for safe, professional practice

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

1. Research and evidence-based nursing or midwifery health care practice
2. Professional issues which impact on the quality of nursing or

Teaching/learning methods

Students gain knowledge and understanding through a variety of approaches, including traditional class-based lecturers, seminars and online learning. Students will be expected to reflect on and share their own experience from practice and participate in group work to the mutual benefit of those undertaking the programme. A virtual learning

<p>midwifery care and professional practice</p> <p>3. How the modules within the programme contribute towards high quality nursing and midwifery practice as outlined in The Code (NMC, 2015).</p>	<p>environment (MyUniHub) is used to support interaction among students to discuss and share ideas relevant to understanding and application of theories and methodologies relevant to their area of practice.</p> <p>Assessment methods</p> <p>Students' knowledge and understanding is assessed by a variety of formative and summative assessment methods. This will include, but is not limited to, submission of essays, reflective accounts, a proposal for a research project/inquiry/activity, portfolio of evidence. Programme assessments are 100% coursework. Some methods of assessment can be negotiated to meet the specific requirements of individual professional development and/or organisational development needs.</p>
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the quality of evidence required to engage in effective practice and to underpin practice development and improvement 2. Critically analyse models of care and practice which impact on the professional practice of their specific profession 3. Critically evaluate core ethical principles underpinning the practice of their specific profession 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through engagement in a range of teaching and learning strategies which encourage critical thinking, evaluation, reflection and analysis. These skills will be developed through maintenance of a portfolio, participation in seminar groups, peer review and in class and online debates.</p> <p>Assessment methods</p> <p>Students' cognitive skills are assessed by a variety of methods which enable students to demonstrate their ability. This includes critical analysis, reflection and evaluation through essays, reflective accounts, seminar work and verbal group and individual presentations.</p>
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Engage in project planning and development activities 	<p>Teaching/learning methods</p> <p>Students learn practical skills through engagement with a wide range of developmental activities</p>

<ol style="list-style-type: none"> 2. Maintain the skills needed for safe and effective practice. 3. Share skills, knowledge and experience for the benefit of people receiving care, and colleagues 4. Provide leadership and expertise to advance nursing and midwifery practice 	<p>Assessment methods</p> <p>Students' practical skills are assessed by a combination of self-assessment and peer assessment.</p>
<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Communicate effectively verbally and in writing, and demonstrate an appreciation of the need for active listening 2. Demonstrate their ability to work as effective team players 3. Maintain currency in the selection and use of IT, confidently use social media and other digital platforms 4. Confidently demonstrate their knowledge of ethical issues 5. Reflect on their development as culturally competent practitioners in relation to self and social awareness in a project/research context 6. Demonstrate engagement in complex problem solving, critical thinking, research and enquiry, development of autonomy and time management 7. Show the ability to generate new ideas, use cognitive flexibility, synthesis and/or entrepreneurship and initiative 8. Show the ability to work with numbers, such as data gathering, analysis, presentation and interpretation according to the needs of their discipline 9. Practice in line with the best available evidence 	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through a range of opportunities to present project plans, and actual project, to peers and an invited audience of academic and clinical staff; completion of a range of online workshops and discussion groups; leading on a work based project involving co-team members; use of practitioner enquiry skills in the design, development, implementation and evaluation of their work based project</p> <p>Assessment methods</p> <p>Students' graduate skills are assessed through formative presentation of a project proposal to peers; completion of a project report, presentation and reflective account; portfolio of evidence of ethical approval application, supported by workplace permission and participant information and consent documentation.</p>

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

Students are required to undertake 2, thirty credit modules as part of the programme:

WBH3630 Professional Practitioner Inquiry (Autumn or Winter/Spring Term)

WBH3730 Negotiated Work Based Learning Project (Autumn or Winter/Spring Term)

Students may (but are not obliged to) complete the programme in one academic year.

Students must start with WBH3630. The maximum length of time to complete the programme is *normally* two years.

12.2 Levels and modules

Level 6 (3)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: WBH3630 Professional Practitioner Inquiry WBH3730 Negotiated Work Based Learning Project	None	Students must successfully complete WBH3630 before moving on to WBH3730

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Compensation not allowed

13. Curriculum map

See Appendix 1

14. Information about assessment regulations

- The programme adheres to Middlesex University assessment regulations.
- The pass mark for all modules is 16
- No compensation of a failed module is allowed

15. Placement opportunities, requirements and support (if applicable)

Not applicable

16. Future careers (if applicable)

Students who successfully complete the programme will be awarded a BSc (Hons) qualification in their area of practice. Having gained this qualification, students will be able to compete, on equal terms with those who complete their undergraduate programme at degree level, when applying for posts within their area of practice.

17. Particular support for learning (if applicable)

Students undertaking this programme are entitled to the full range of support offered by the University. This includes:

Learning Resources

Access to the Learning Enhancement Team (LET) facilities

Disability support services

Academic Advisor

Use of student website, UniHub

18. JACS code (or other relevant coding system)

144B722

19. Relevant QAA subject benchmark group(s)

QAA Nursing and Midwifery Subject Benchmarks

20. Reference points

Middlesex University Strategy 2017 - 2022: Transforming potential into success

Middlesex University Regulations 2017/2018

Middlesex University Learning and Quality Enhancement Handbook 2017/2018

Middlesex University Policy and Procedures for Extenuating Circumstances Claims 2017 – 2018

DoH (2016) Knowledge and Skills Framework

NMC (2009) Standards for pre-registration midwifery education. London: NMC

NMC (2010) Standards for pre-registration nursing education. London: NMC

NMC (2015) The Code: Professional standards of practice and behaviour for nurses and midwives. London: NMC

Quality Assurance Agency (2008) Framework for Higher Education Qualifications in England, Wales and Northern Ireland

21. Other information

For any additional information please contact the relevant Programme Leader as outlined on page 3.