

## Course Specification

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<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Health		
<b>Course Code(s):</b>	NH032L31UV	Part-time	1 Years
<b>Course Title:</b>	BSc Nursing Studies (Orthopaedic Care)		
<b>Hierarchy of Awards:</b>	Bachelor of Science Nursing Studies (Orthopaedic Care) University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	11/Aug/2017		
<b>Last Review:</b>	2014/5		
<b>Course Specification valid from:</b>	2014/5		
<b>Course Specification valid to:</b>	2020/1		

## Academic Staff

<b>Course Leader:</b>	Mrs Mary Drozd
<b>Head of Department:</b>	Dr Julian Barratt

# Course Information

<b>Location of Delivery:</b>	University of Wolverhampton
<b>Category of Partnership:</b>	Not delivered in partnership
<b>Teaching Institution:</b>	University of Wolverhampton
<b>Open / Closed Course:</b>	This course is open to all suitably qualified candidates.

## Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

- You must have current NMC registration.
- For the BSc (non Hons) you must have 120 credits at level 4 (certificate) and 120 credits at level 5 (diploma).
- Applicants should apply direct to the University and if seeking support from an employer should agree this in advance of an application.

## Distinctive Features of the Course:

The aim of this course is to enable you to build on previous studies to gain a degree in Nursing Studies. The course curriculum has been developed by nurses for nurses and the patient/client is always at the centre of everything we do.

We have both your current and future career development aims in mind, and the course offers a unique opportunity to explore contemporary issues in nursing practice. On successful completion of the BSc Nursing Studies you will be eligible to progress your studies to BSc (Hons) Nursing Studies.

The health service is a dynamic and challenging environment in which to work and time for continuing professional development and academic study is limited. The flexible course delivery enables you to continue in practice whilst benefitting from part-time and evening study.

The course allows you to tailor your studies to reflect a generalist nursing focus in order to meet your individual learning needs and career aspirations. This is reflected in the design of the course which allows you to select option modules according to your needs. By improving your own effectiveness you can begin to improve the effectiveness of those within your sphere of influence and enhance your employability.

Service improvement is a strong theme throughout the course: your studies will encourage you to adopt an enquiring attitude to established practice in order to ensure that service users and their carers get the best service and the best health outcomes possible.

## Educational Aims of the Course:

This programme will cover a variety of skills important for your development as a qualified nurse, in a way which helps you to bring together theory and practice.

As a graduate nurse you will reflect a knowledgeable and enterprising approach to healthcare and adopt a critical, analytical and imaginative approach to your nursing practice.

## Intakes:

September

## Major Source of Funding:

Office for Students (OFS)

## Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2017/8	H	Part Time	£1830.72
2017/8	EU	Part Time	£1830.72

PSRB:

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None

Course Structure:

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Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

Academic Regulations Exemption:

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None

Reference Points:

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Academic

University of Wolverhampton Equality & Diversity Action Plan (2008)

FHEQF

School Plan (2008)

School AP(E)L strategy and guidelines (2008)

University of Wolverhampton Student Voice (2007)

University of Wolverhampton Learning & Teaching Strategy (2008)

University of Wolverhampton General Examination & Assessment Regulations

QAA Framework for Higher Education Qualifications (2001)

QAA Code of Practice for the Assurance of Academic Quality & Standards in Higher Education & SEEC Level Descriptors (2006)

QAA Benchmark Statements (qualifications at Ordinary and Honours Level)

Undergraduate academic regulations (current & draft Sept 2010)

Equality Act 2010

NHS England 2017 NEXT STEPS ON THE NHS FIVE YEAR FORWARD VIEW

NHS England 2016 Leading Change, Adding Value. A framework for nursing, midwifery and care staff.

Willis 2015 Raising the Bar: Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants.

NMC 2015 Professional standards of practice and behaviour for nurses and midwives

Closing the Gap (equal opportunities for health) (Care Quality Commission 2009)

Marmot Review (Tackling Health Inequalities -10 years on) (2009)

Literacy Skills Levels in England and the Impact on Health (2009)

Numeracy Skills Levels in England and the Impact on Health (2009)

Towards a Framework for Post-Registration Nursing Careers (2007)

Good Practice in Prison Health (2008)

Offender Health and Social Care Strategy (2008)

Nursing Roadmap for Quality

(2010) [http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/@dh/@en/@ps/documents/digitalasset/dh\\_11](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/documents/digitalasset/dh_11)

Front Line Care – Report on the Future of Nursing PM Commission (2010)

[http://cnm.independent.gov.uk/wp-content/uploads/2010/03/front\\_line\\_care.pdf](http://cnm.independent.gov.uk/wp-content/uploads/2010/03/front_line_care.pdf)

World Health Organisation

Closing the Health Inequalities Gap – an International Perspective (2005)

Strategic Direction for Nursing and Midwifery (2009)

Regional Initiatives

Investing for Health – West Midlands SHA [www.ifh.westmidlands.nhs.uk](http://www.ifh.westmidlands.nhs.uk)

## Learning Outcomes:

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Ordinary Course Learning Outcome 1 (ORDCLO1)

Critically reflect on professional expertise, clinical judgement and ethical decision-making skills used in the collaborative provision of healthcare in the multicultural setting.

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Ordinary Course Learning Outcome 2 (ORDCLO2)

Critically analyse the evidence underpinning nursing practice and modern healthcare and apply knowledge in an enterprising way (including the use of advanced technologies appropriate to the role).

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Ordinary Course Learning Outcome 3 (ORDCLO3)

Critically evaluate strategies of leadership and communication and the influence of personal and professional values in leading, and taking a substantial role in the local, national and global community.

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Ordinary Course Learning Outcome 4 (ORDCLO4)

Critically analyse and evaluate the effectiveness of quality assurance and risk management strategies to create and maintain a safe environment.

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Ordinary Course Learning Outcome 5 (ORDCLO5)

Critically reflect on the role of continuing professional development and strategies for career advancement.

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Ordinary Course Learning Outcome 6 (ORDCLO6)

Critically reflect on the role of the nurse as a role-model to provide guidance and support; to nurture your own and others intellectual curiosity in accordance with the Professional Code.

## Overview of Assessment:

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Module	Title	Course Learning Outcomes
6HW013	Co-ordinating Care in the Specialist Setting	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW014	Enhancing Care in the Specialist Setting	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW016	Continuing Professional Development for Revalidation	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW017	Supporting Long Term Care	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW018	Service Improvement Project	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW019	Tissue Viability Theory	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW020	Evidence Based Practice in Infection Prevention and Control	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW021	Effective Communication in Health and Social Care	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW023	Change, Loss and Bereavement	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW024	Influences on Practice in Palliative and End of Life Care	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW027	Holistic Interventions in Palliative and End of Life Care	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW034	Leadership for Healthcare Practitioners	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW044	The Evolving Health and Social Care Agenda	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW049	SLAiP Mentorship	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW050	Challenges of Mentorship	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6HW072	Accreditation of Professional Studies	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH019	Developing Health Assessment and Examination Skills within Clinical Practice	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH026	Non Medical Prescribing Practice (V300)	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH032	Prescribing for Practice (V150)	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6

## Teaching, Learning and Assessment:

As part of your studies you will come into contact with a range of activities designed to promote and enhance your learning experience. Our use of blended learning activities encourages you to identify and address particular learning needs related to your practice.

Formal learning - we promote a blended approach to learning; some core content will be delivered in the 'face to face' traditional teaching style but will include interactive activities to challenge your knowledge and practice.

Applying theory to practice – we use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to inform practice e.g. critiquing of journal articles, informal presentation and case studies, and skills in summarising of key research in order to develop and disseminate to the healthcare team. You will make use of a range of electronic resources to investigate the influence and impact of global healthcare communities on national and local policy.

Computer based learning - the integration of computer based technology, directed studies and traditional teaching can enhance the quality and efficiency of your learning experience. You will be encouraged to access

electronic learning resources within both University and the healthcare environment, including the use of e-mail and discussion forums to communicate with fellow professionals in the learning community and develop your personal and professional values.

The ability to use digital resources and equipment is a key attribute of a graduate nurse and reflects the need for the healthcare worker to use advanced technologies for the assessment, monitoring and management of patients in specialist care settings.

Problem solving and decision making – Problem based learning is an engaging and dynamic tool that can be an effective way to enhance your understanding of real practice problems. It provides an opportunity to develop your skills in clinical decision making within a safe environment, and to apply knowledge to deliver and lead quality initiatives to improve the experience of the patient (and family) in the multicultural care setting.

Workplace learning – As you study your course, you will be able to apply your learning to your normal activities in the practice setting. You will be able to reflect on personal and professional learning, the development of knowledge and skills and identify strategies to develop nursing care in the future.

### Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

### Student Support:

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#### Generic learning support

We offer a variety of learning resources to help you progress; the learning centre services provide a range of student focused activities and resources that enable you to find sources and reference correctly and efficiently. The learning centre is staffed by a team with considerable experience in supporting students and has key individuals identified with expertise in the Health and Wellbeing subject area.

ASSIST - an online service if you need to ask anything or chat to a member of staff about problems finding resources or information.

'Sharpen up your skills' - a great resource for you to enhance your study, it offers a range of advice from basic IT skills, to essay writing and preparing for examinations, to personal development planning. Accessible via the website

<http://asp.wlv.ac.uk/Level2.asp?UserType=11&Section=&Subsection=547>

#### Specific support:

Personal tutors - You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship. If you are following a specialist care pathway through the first year your personal tutor will normally be a registered nurse with a qualification or experience in the same specialist nursing area. Your personal tutor will maintain communication with you (and you with them) as you progress from your first year through to completion of your course.

Academic skills - We aim to develop your academic skills through carefully linked coursework and a range of learning opportunities. As you progress through your year long module for example, the formative coursework may develop transferable skills in searching the evidence which is then applied in your coursework for your option modules. In the same way the coursework for the modules in semester 1 and 2 contribute to skills development in your year long module.

## Student Support Officers

The School of Health and Wellbeing has two student support officers to offer help and advice on a range of issues that may be affecting your studies. Accessible by telephone / email or website

<http://www.wlv.ac.uk/default.aspx?page=9182>

IT support service - provides on-line and telephone support for any IT difficulties you may encounter.

## Employability in the Curriculum:

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The impact of recent change and modernisation on the health services has inevitably affected the management of care. Many nurses will need to be able to work across a variety of health and social care settings and manage large patient groups with co-morbidities. This is reflected in the flexibility of the award.

As the nursing profession becomes all-graduate, studying this award will ensure that you will have a comparable academic qualification to newly registered nurses and enable you to guide and support nursing students undertaking the degree course from 2011. Further study is available to progress in your studies to include an appreciation of research for practice and achieve an honours degree in Nursing Studies.



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