



UNIVERSITY
of DERBY

ONLINE LEARNING

BSc (Hons) Nursing Studies (Top Up)

B700

Programme Specification

Valid from September 2012

Major modification May 2016

Whether you're starting out, moving up or starting again

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University of Derby Online Learning

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SECTION ONE: GENERAL INFORMATION

Programme Title

Bachelor of Science (Hons) Nursing Studies

Award title and interim awards

Bachelor of Science (Hons) in Nursing Studies
University Advanced Diploma in Nursing Studies

Mode of Study

Part time, online distance learning

Programme start date and period of validation

May 2012

Awarding Institution

University of Derby

Department Managing the Programme

University of Derby Online Learning

Institution(s) Delivering the Programme

University of Derby
University of Derby Online Learning

Relevant external subject benchmark statement(s)

- Benchmark Statements for Nursing, Quality Assurance Agency (2001).
- Supporting Learning and Assessment in Practice, Nursing and Midwifery Council (2008)
- The Code, Nursing and Midwifery Council (2015)
- Framework for Higher Education Qualifications in England, Wales and Northern Ireland, Quality Assurance Agency (2014)

External Accreditation/Recognition

None.

JACS Code(s)

B700

Programme specification last updated

May 2016

SECTION TWO: OVERVIEW AND PROGRAMME AIMS

Overview

This nursing programme is designed to meet the University of Derby's mission to be 'the learner's first choice university for quality and opportunity'. As a University of Derby Online Learning programme it offers the benefit of flexibility, helping to meet the universities promotion of life-long learning and equality of opportunity. The programme was developed with nursing lecturers from the College of Health and Social Care within the University of Derby. This ensures the programme's professional standards are met and promotes Continual Professional Development which is essential for nursing practice in order for knowledge, skills, competence and performance to be kept up to date (Nursing and Midwifery Council, 2008). This programme offers the opportunity for the continuing education of nursing students leaving this and other Higher Education Institutions with a diploma or advanced diploma, as well as those who wish to 'top up' their existing professional qualification and experience to a degree, without the need to leave clinical practice for a campus-based programme.

The programme embeds collaborative and integrative working, developing a workforce with a secure knowledge and skills base in nursing fit for the 21st century. This programme reflects the academic benchmarks for you as a student in nursing to meet defined standards in knowledge and practice. The flexibility that is offered within this award will allow you to devise a coherent programme of study, guided by a specialist academic team consisting of Academic Leads, Associate Academics and Online Learner Advisors who will support both your individual aspirations and also reflect your requirements. This will enable you to negotiate a bespoke diet of education provision to meet your needs as an individual and as an agent of change within your organisation. Individual modules within the programme may address the development of professional skills and knowledge, management and leadership skills, skills in teaching and mentoring and research skills.

Overall Programme Aims

- To develop practitioners who are able to demonstrate critical, evidence based approach to practice.
- To develop practitioners who are motivated towards continuous and progressive learning, becoming lifelong learners who can critically evaluate the teaching and support of colleagues in clinical practice through a flexible online programme of study.
- To prepare practitioners within their own area of expertise who can demonstrate critical competence in clinical practice, care and programme management, clinical practice leadership and clinical practice development.
- To develop comprehensive subject specific and transferable skills and knowledge appropriate for critical evaluation, independent study, professional development and work focused study.

SECTION THREE: PROGRAMME LEARNING OUTCOMES

In relation to the Framework for Higher Education Qualification (2014) this programme equates to a Bachelor's Degree with Honours (Honours level 6)

In taking part in the programme, we want students to demonstrate

Knowledge and understanding

- The ability to critically evaluate knowledge and understanding through continual professional development and critical reflection within the students own field of professional practice
- Demonstrate a critical understanding of external policy drivers which have a direct effect on professional practice and quality of care

Intellectual skills

- Develop an analytical practitioner able to underpin practice with appropriate evidence based approach
- Critically appraise alternative approaches and perspectives to care

Subject specific skills

- Identify and propose recommendations to enhance service delivery and provision of care
- Engage in critical reflection on clinical practice reflective of contemporary nursing practice

Transferable skills

- Demonstrate effective and efficient use of information and communication technology to advance and communicate care provision
- Demonstrate a critical understanding of the knowledge and skills required to successfully implement evidence into practice

SECTION FOUR: PROGRAMME STRUCTURE

Structure and Curriculum

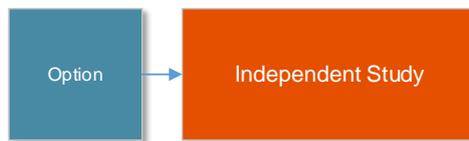
Advanced Diploma in Nursing Studies applicants will undertake 1 optional module and the Independent Studies core module (equates to 60 credits to 'top up' their existing level 6 credits).

Students accessing with an Advanced Diploma in Nursing Studies (or equivalent) require 60 credits only; module selection and route is negotiated with the program leader.

Students accessing the programme will already hold the minimum of Diploma in Nursing Studies in either in General, Adult, Child, Learning Disabilities or Mental Health Nursing giving them the equivalent of a Diploma of Higher Education. Students may select modules of their choice in any sequence; however students are strongly advised to take Independent Studies as their last module to allow for development of skills in critical analysis through previous module feedback.



Students who have a Diploma of Higher Education or equivalent will be required to take four option modules and one core Independent Study module.



Students who have an Advanced Diploma or equivalent will be required to take one option module and one core Independent Study module

Some modules are shared with other programmes, addressing the diversity and requirement of nurses practising within a modern healthcare setting. This allows students to develop a range of skills that reflect the changing face of clinical provision and the requirement to be embedded within evidence based practice.

Students can, on application, undergo personal recognition of prior learning processes which will identify their current academic credit level and students will not be allowed to RPL more than 50% of the final award. They will then choose a series of modules which meets their professional learning needs and the required core module the Independent Study.

Modules are available in semester one (Autumn), semester two (Spring) and semester three (Summer). Students may select a maximum of two modules at any one time and route is negotiated with the programme leader.

Available 20 credit option modules

Advanced Concepts in Palliative Care	Reflective
Asthma: Basic Mechanisms and Clinical Management	Self-paced

Care in Challenging Environments	Self-paced with collaborative
Care of the Surgical Patient	Self-paced
Debates and Issues of Funding in Health and Social Care	Self-paced with collaborative
Diabetes: A Contemporary Approach	Self-paced
Ethical and Legal Issues in Health Care Policy and Practice	Self-paced
Evidence Based Practice	Self-paced
Infection Prevention and Control	Self-paced with collaborative
Interprofessional Perspectives in Long Term Conditions	Self-paced with collaborative
Leadership and Management in Health and Social Care	Self-paced with collaborative
Managing the Acutely Ill Patient	Self-paced
Mentoring in Practice	Self-paced
Mentoring in Practice (Non NMC Approved)	Self-paced
Minor Injuries	Self-paced
Negotiated Module	Self-paced with reflective
Partnerships in Dementia Care	Collaborative
Public Health: UK and International Perspectives	Self-paced
Relationships Informed by Cognitive Behavioural Therapy	Self-paced with reflective
Social Consequences of Dementia Care	Reflective
Theory and Reflection to Support Practitioners Undergoing Preceptorship	Reflective
Therapeutics and Diagnostic Reasoning	Self-paced
Working with People with Distress and Disorder	Self-paced

40 credit core module

Independent Study (double module)	Self-paced
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Personal Development Planning

All students as part of completing the programme modules will develop sources of evidence that supports their own continual professional development. This adheres to the University and Nursing and Midwifery Council revalidation requirements.

Opportunities for personal development planning are included in the programme in the following ways:

- The application of learning materials to current practice within nursing
- The use of critical reflection within modules.
- Option module selection can be undertaken ensuring a programme of study that reflects both the personal and professional requirements of personal development planning. Students will be encouraged to include reflection of their learning within their relevant professional portfolios.

- Personal development planning is not restricted to portfolio development but is integral within modules as part of individual personal and professional development.

Reference to guidance from relevant professional bodies should be considered alongside personal development planning requirements for this programme. During the programme, students will be directed to activities that assist them in developing their career plan, their use of tools and technologies and their academic scholarship. The types of activities they encounter will be appropriate for the module (and learning design type) they are studying. This approach will give students the opportunity to develop and demonstrate new skills within modules and as they progress through the programme.

Personal development planning elements will be integrated throughout the programme by:

- The use of an [initial skills diagnosis](#) and links to additional self-study resources
- The use of a microsite called 'Personal Development Planning for the Digital Age'. This microsite will contain a range of learning objects that address digital literacy, digital scholarship and graduate employment skills, all of these skills being considered transferable - from study to employment and vice versa. The learning objects can be used in several ways:
 - Students may be directed to carry out tasks which have been written into the authored materials.
 - The Associate Academic may request or advise students to study specific skills to improve their understanding of a work related concept, develop a specific digital literacy or enhance a specific scholarship skill. They will look for the development of these skills within the module.
 - Students may proactively engage with the microsite to develop the skills independently.

The attributes are mapped against each learning design type to ensure students have the opportunity to develop all of them within the programme. To support the understanding and development of these skills students will be offered a skills diagnostic opportunity at the beginning of their programme. From this students will be directed to a range of resources to help them to develop their own competencies. Students are also able to network with peers at the programme level as well as the module level, many of whom are nurses globally located, hence interaction and collaborative work offers excellent networking opportunities.

SECTION FIVE: PROGRAMME DELIVERY

Learning and Teaching Methods

This is an online e-learning programme of study. All study materials, handbooks and guidance is given online.

The learning and teaching methods predominantly used are as follows;

- Online Learning packages
- The use of discussion boards, so that students can communicate with each other on aspects of the study materials and share experiences related to the module topic.
- E-Tutorials, feedback and support are offered usually in the form of emails to provide academic support in relation to the module study materials and topic.

The programme is entirely delivered at level 6 (degree level). The module learning outcomes are devised to address the aim of the module and provide the student with a focus to that learning. Studying at level 6 offers the student the opportunity to develop further skills in critical analysis of relevant research, which they can apply to every day issues related to professional practice. As such the following statement applies:

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or Independent Studies. Information on these principles can be found on the University web site at www.derby.ac.uk/research/ethics-and-governance

In accordance with the philosophy of our programme and the Academic Framework of UDOL, the delivery of the BSc (Hons) Nursing Studies programme offers both variety and flexibility and assures the learning and assessment activities are relevant and of value to students' future professional practice. The delivery is completely online responding to the need of working and family commitments.

The development of skills in critical reflection and evaluation are essential to academic and professional competence and in developing questioning graduates with the ability for autonomous practice within their sphere of expertise. These skills, and specific knowledge from individual modules, will be developed as students progress through the programme.

In some modules students will be encouraged to bring their online learning into work-based situations and will be provided with opportunities to apply their academic studies to real-life situations. As autonomous learners they will be expected to participate fully in experiential, individualised and self-directed learning and teaching. Students will have the opportunity to draw on their professional experiences in the choice of studies and assessments undertaken.

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study.

This programme is underpinned by the University of Derby Online Learning's Academic Framework. This framework outlines the teaching and learning approach taken within modules delivered through the online mode. Modules within the BSc

(Hons) Nursing Studies use the “Self-paced, Supported Online Learning” learning design, the “Collaborative Online Learning” design and the “Reflective Online Learning” design, more details of which can be found in the Academic Framework

A common approach is for regular activities to be set based on the content of an online unit and then students are provided with the opportunity to discuss this work in online discussions. Feedback may be in groups or individually.

Assessment

Formative Assessment: In all modules there is a formative piece of assessment. These have been designed to be part of the overall assessment to provide students with important feedback on which to build and structure the final piece of work. Formative assessments are constructively aligned with summative assessments, module learning outcomes and programme learning outcomes.

Summative Assessment; A summative assessment is required to demonstrate learning and achievement of the programme/ module learning outcomes e.g. completion of assignments/ course work, examinations. Underpinning University of Derby Online Learning’s assessment strategy is the need for practitioners qualifying with specific awards to be fit for purpose and fit for practice

As all modules are delivered online, there are a variety of different assessment strategies. Coursework assignments may involve essays, reports, projects, creating artefacts or displays answering or reflecting on questions, or various combinations of these submitted as a portfolio of work. Coursework assignments may be individual or collaborative (ie, involve group work). Some may be based entirely on material covered in online units or others may require independent research. Assignments will be submitted in line with the University’s requirement for the electronic submission of all assessment tasks.

These awards operate within the University Undergraduate Regulatory Framework with the following exceptions:

- No compensation will be allowed within modules on units of assessment.
- No compensation will be allowed between modules
- Students must achieve at least 40% in all modules
- Use of data from the students work environment is necessary for the development of course work and preparation for assignments and examination. The policy on the use of confidentially held information will apply. Failure to conform to this policy will result in the unit of assessment receiving a Fail grading.

These regulatory exemptions exist due to the professional nature of the course, and the need for nurses to pass all elements of assessment in preparation for practice.

SECTION SIX: ADMISSIONS

University Standard Entry Requirements

www.derby.ac.uk/general-entry-requirements

Entry Criteria to the programme (national/international)

www.derby.ac.uk/online/nursing-studies-bsc-hons-top

www.derby.ac.uk/international/applying

National Students

1. Current Nursing and Midwifery Council registration.
2. Evidence of completed nursing studies at diploma or advanced diploma.
3. If the registrants' qualification does not meet the above, they will be required to demonstrate the ability to work at level 5 in preparation for progression to level 6.
4. Work in an area which will enable the achievement of the individual learning outcomes e.g. voluntary, public, private, health and social care arenas

International Students

1. Registered Nurse qualification and registration within your own country
2. Current employment within a health/care setting
3. Your nursing qualification mapped to the United Kingdom equivalent registration to ensure that you are entering the programme with at least 120 academic credits at level 5. It is your responsibility to contact the National Academic Recognition Information Centre who will map the qualifications. Further information on this subject can be sought from the university.
4. International English Language Testing System (IELTS) level 7 is required in all categories.

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

Student Support

University of Derby Online Learning's learning and Teaching Strategy does not disadvantage students with additional needs. Students experiencing difficulty or who have specific needs will be advised to use the University Central Support systems. Students in employment will already benefit from work place support systems, but are fully informed of and have access to all services available through the University of Derby.

There is an Online Student Orientation which serves the purpose of highlighting the particular needs of online study and prepares students for the online learning environment. This orientation is available before formal entry to the programme and is accessible throughout studies.

Students will have access to an Online Student Portal, this will be the main source of information and access to their studies throughout their programme, it directs them to appropriate support guidance and prepares them for the online study and online learning environment.

A number of support mechanisms are available through the portal and via direct contact:

- Academic Leads provide programme and academic guidance;
- Online Learner Advisors provides advice and guidance on administrative and pastoral support issues;
- The Online Learner Advisor or Academic Lead is able to refer students to central University services designed to support academic and personal development within the programme i.e. technical support, library services, careers or student wellbeing;
- Associate Academics (Module Tutors) provide module support and guidance.

There are many ways in which to access support during studies either for tutorial support or general programme related matters.

Further detail of the supporting teams is identified below.

Programme Leadership

The BSc (Hons) Nursing Studies programme has a clearly identified management structure to support students throughout their studies which includes:

Senior Academic Manager

The Senior Academic Manager is responsible to the strategic implementation of the academic framework and driving academic decisions about the portfolio.

Academic Manager

The Academic Manager manages a range of programmes at a cross subject level and drives the coherence, consistency and online student experience across the UDOL portfolio.

Academic Lead

The Academic Lead is a subject specialist and is the Programme Leader. The Academic Lead also takes line management responsibility for the online tutors.

Online Learner Advisors

The Online Learner Advisors provide the bridge between students and the academic team. Their primary focus is on student pastoral care and guidance.

Admissions Advisors

The Admissions Advisors are often the first contact with the University of Derby Online Learning. Their primary focus is to provide initial information and guidance in preparation to make an application.

Content and Commissioning Team

The content and commissioning team consists of a manager and web developers. This team coordinates the actions of authors and guides them in the preparation of academic learning materials.

Development and Delivery Team

Students will also have access to the appropriate Associate academics for tutorial support on individual module-related matters. Methods of contact will be advised in the module information.

The teaching team is composed of Associate Academics and Module Authors that perform their duties under guidance from the Academic Lead and the Content and Commissioning Team. Many members of this team have Doctorate level credence, are well published and have international reputation in their field.

Associate Academics

These are subject specialists within modules. An Associate Academic manages the student experience within a module, encourages engagement and provides support. The Associate Academics also responsible for marking formative and summative assessments and providing feedback to students.

Module Author

The module learning content is prepared in advance of delivery and added to the module space before students commence their modules. Internationally renowned module authors are appointed for their specialist knowledge in the subject area and their ability to visualise the learning process within the module. The module author is guided by the Content and Commissioning Team's appointed project manager.

The Student Voice

Whilst we develop academically robust programmes we constantly update and assess the appropriateness of the curriculum via a series of methods. Students play an integral part in these processes. For this diverse and flexible programme it is crucial we learn from their experience.

As online students use Blackboard/Course Resources as the medium for learning and collaboration, the Academic Lead is in the position to view the majority of communications that take place between the tutor and students, and also between students themselves as part of group work and feedback on activities. This gives the Academic Lead the opportunity to pick up initial concerns and gauge if there are any potential problems both with the Associate Academic and the students on a particular module. This allows the University of Derby Online Learning to monitor the student voice in an unobtrusive way and has allowed us since inception to make changes during the delivery of modules to improve the student experience. The tutor constantly monitors the frequently asked questions forum in each module and responds to e-mails in a timely manner.

We additionally ask for student representation for our programme committee to represent the student body. The students' voice provides an opportunity for the student group to comment on the delivery and learning within the programme and inform the quality and professional standards of their studies. Through the student representatives we will seek formalised feedback on the delivery of each module. The programme team also value informal comments/opinions as to the relevance of the programme in developing professional practice. Consequently the students' views are important to us and the identification of a representative to convey the views of the student group is essential to the success and on-going development of the programme.

Students will also be asked to complete a module evaluation that provides feedback after completion of each module. These will be reviewed by the associate academic and feedback reported to Academic leaders and to the programme committee. Students may also be asked to complete other online surveys by the academic team at different stages in their studies.

The role of the student representative is not extensive and requires interaction with the University of Derby Online Learning typically three times a year, to inform the programme committee meetings. The representative is also required to gather student comment and provide feedback on the outcomes from each meeting.

SECTION EIGHT: POST PROGRAMME OPPORTUNITIES

On successful completion of the BSc (Hons) Nursing Studies the student will be awarded with a degree. This recognises the Nursing and Midwifery Council's requirement for nursing to become an all graduate profession.

Whilst undertaking this programme students will already be employed in a variety of health settings locally, nationally or internationally. However the knowledge and skills gained from studying this programme will enhance their ability to develop their career and enrich professional practice. Furthermore the programme may enhance students' academic ambitions which may include progressing on to Masters or Doctoral level studies.

Post qualification opportunities include progression to:

- MSc Integrative Health and Social Care (University of Derby Online Learning)
- PgCert Leadership and Management (University of Derby Online Learning)
- PgCert Dementia Care (University of Derby Online Learning)
- MSc Advanced Practice, (College of Health and Social Care)
- PgCert Interprofessional Practice in Education (IPPE) (College of Health and Social Care)
- Specialist Community Public Health Nursing (College of Health and Social Care)
- Specialist Community Practice programme (College of Health and Social Care)
- MSc in Cognitive Behavioural Psychotherapy (College of Health and Social Care)

SECTION NINE: EMPLOYER LINKS

The programme team maintain strong links with practice and this has been reflected in the ongoing delivery of this programme. Extensive consultation with employing organisations was originally undertaken and has underpinned the development of the top up programme. Such development has also benefited from the ongoing employer feedback contributing to the monitoring, development and enhancement of the range of modules on offer and future development. All the local Primary Care Trusts, the Derbyshire Healthcare NHS Foundation Trust and the Acute Trusts were instrumental in relation to the development of the programme. External consultation with employers and from across the whole range of provision in University of Derby Online Learning will continue as the course develops and progresses, involving the new organisations such as social enterprises, trusts, private and voluntary organisations. The University of Derby Online Learning also benefits from links with international partners who work with us to enhance the programme for the benefit of both United Kingdom and international students.

APPENDIX 1: CURRICULUM MAP

The diverse selection of nursing modules reflects the wider application of nursing practice within a modern day healthcare context. The programme generic learning outcomes underpin all modular learning outcomes and as such can be achieved through any combination of module selection.

Module code and credit weighting	Module title	Comments	Programme Learning Outcomes
6NU545 (20, Option)	Advanced Concepts in Palliative Care		PLO 1,2,3,4
6NU520 (20, Option)	Asthma: Basic Mechanisms and Clinical Management		PLO 1,2,3,4
6NU546 (20, Option)	Care in Challenging Environments		PLO 1,2,3,4
6NU547 (20, Option)	Care of the Surgical Patient		PLO 1,2,3,4
6HC506 (20, Option)	Debates and Issues of Funding in Health and Social Care	This module is also used as part of the BSc (Hons) Integrative Health and Social Care programme	PLO 1,2,3,4
6NU521 (20, Option)	Diabetes: A Contemporary Approach		PLO 1,2,3,4
6NU503 (20, Option)	Ethical and Legal Issues in Health Care Policy and Practice	This module is also used as part of the Community Specialist Practice Programme	PLO 1,2,3,4
6NU527 (20, Option)	Evidence Based Practice	This module is also used as part of the Community Specialist Practice Programme and Specialist Community Public Health Nursing	PLO 1,2,3,4
6NU550 (20, Option)	Managing the Acutely Ill Patient		PLO 1,2,3,4
6NU548 (20, Option)	Infection Prevention and Control		PLO 1,2,3,4
6NU549 (20, Option)	Interprofessional Perspectives in Long Term Conditions		PLO 1,2,3,4

6HC507 (20, Option)	Leadership and Management in Health and Social Care	This module is also used as part of the BSc (Hons) Integrative Health and Social Care programme	PLO 1,2,3,4
6NU528 (20, Option)	Mentoring in Practice	This module is also used as part of the Community Specialist Practice Programme	PLO 1,2,3,4
6NU540 (20, Option)	Mentoring in Practice (Non NMC Approved)		PLO 1,2,3,4
6NU518 (20, Option)	Minor Injuries		PLO 1,2,3,4
6NU506 (20, Option)	Negotiated Module		PLO 1,2,3,4
6NU537 (20, Option)	Partnerships in Dementia Care	This module is also part of the UAD in Dementia Care	PLO 1,2,3,4
6NU519 (20, Option)	Public Health: UK and International Perspectives		PLO 1,2,3,4
6CL514 (20, Option)	Relationships Informed by Cognitive Behavioural Therapy	This module is also part of the BSc (Hons) Cognitive Behavioural Therapeutic Approaches	PLO 1,2,3,4
6NU538 (20, Option)	Social Consequences of Dementia Care	This module is also part of the UAD in Dementia Care	PLO 1,2,3,4
6NU517 (20, Option)	Theory and Reflection to Support Practitioners Undergoing Preceptorship		PLO 1,2,3,4
6NU511 (20, Option)	Therapeutics and Diagnostic Reasoning		PLO 1,2,3,4
6CL515 (20, Option)	Working with People with Distress and Disorder	This module is also part of the BSc (Hons) Cognitive Behavioural Therapeutic Approaches	PLO 1,2,3,4
6NU995 (20, Core)	Independent Study	This module is the only core module that is required to obtain the award. Students are encouraged to complete this as their final part of the award.	PLO 1,2,3,4

		However, for a pass degree not incorporating the IS, ALL learning outcomes will be met by any combination of module selection	
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Students are able to take these modules in any order and combination they wish that reflects their Nursing registration, current clinical practice and the number of credits that they enter onto the programme with.

The student does not follow a prescribed route. From initial enrolment they have up to 4 years to complete.

To receive the award students require 120 credits.