

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	BSc (Hons) Professional Practice in Healthcare
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	Buckinghamshire New University
<b>Subject Cluster:</b>	PG Continuing Professional Development
<b>Award Title (including separate Pathway Award Titles where offered):</b>	BSc (Hons) Professional Practice in Healthcare
<b>Pathways (if applicable)</b>	
<b>FHEQ level of final award:</b>	6
<b>Other award titles available (exit qualifications):</b>	BSc Professional Practice in Healthcare
<b>Accreditation details:</b>	N/A
<b>Length of programme:</b>	1 year full time, 2 - 6 years part time
<b>Mode(s) of Study:</b>	Full time/Part time
<b>Mode of Delivery:</b>	Blended learning
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	Framework for Higher Education Qualifications Level 6 Descriptor (2014)
<b>Other external reference points:</b>	N/A
<b>Course Code(s):</b>	BSPPRABF / BSPPRABP
<b>UCAS Code(s):</b>	N/A
<b>Approval date:</b>	September 2023
<b>Date of last update:</b>	September 2024

## 2. Programme Summary

This top-up degree programme enables learners to extend their prior professional qualifications to gain an honours degree. It has been developed in consultation with learners and health and social care providers (who are our main funding sources). The programme design allows flexibility for delivery, which allows the learners who are predominantly employed, fully qualified health care professionals, to fit their higher education course alongside their working life. Learners are mainly fully qualified Nurses, Operating Department Practitioners, Speech and Language Therapists, Physiotherapists, Dieticians etc.

This programme is different by design. It offers opportunities for practitioners to focus on their own career progression and development within their chosen profession. The flexibility of choice of practice relevant modules will allow the learners to extend their knowledge and

skills relating to their work place, creating innovative solutions to practice-based issues, thereby improving the quality of care delivered to patients. Students will be challenged and supported to reflect upon practice to develop enhanced confidence and critical decision making skills. Learners will be encouraged to develop autonomy and personal responsibility within the practice area and to take responsibility for their own personal development.

As learners are already in employment, the combination of the development activities across the BSc (Hons) Professional Practice in Healthcare degree modules results in learners having the opportunity to advance their professional roles and status. Learners may apply for more senior positions, they may become specialists within their workplace or link practitioners for sub-specialities: for example – the diabetes link nurse for the stroke ward.

### 3. Programme Aims and Learning Outcomes

#### Programme Aims

This programme aims to:

1. Provide a flexible framework to promote the progression of professional knowledge, skills and expertise across a variety of disciplines
2. Develop an analytical approach to care delivery in healthcare practitioners, encouraging the promotion of best practice in line with contemporary policies and guidelines
3. Develop professional judgement, accountability and autonomy within healthcare professionals
4. Promote and develop an ethos of life-long learning and creative enquiry

#### Programme Learning Outcomes

The University recognises the following types of Learning Outcome: Knowledge and its application (K); Analysis and Criticality (C) Application and Practice (P), Transferrable skills and other attributes (T). Not all modules will necessarily cover all attributes.

#### Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
K1	Analyse key aspects of the field of study including acquisition of coherent and detailed knowledge relevant to the discipline and professional practice.
K2	Demonstrate application of research evidence to support and challenge evidence-based practice.
K3	Use national and clinical guidelines to critically discuss care delivery and practice.

#### Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
C1	Apply ideas and techniques identified in contemporary research to devise and sustain arguments, and to address challenges within professional practice.

<b>C2</b>	Accurately utilise established techniques of analysis and enquiry within the discipline, in line with contemporary policies and guidance.
<b>C3</b>	Via a Dissertation: Extended Literature Review, analyse and evaluate aspects of care where practice could be improved, developing evidence-based recommendations to enhance care and improve patient satisfaction.

### Application and Practice (P)

On successful completion of the programme, you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>P1</b>	Devise and sustain arguments which show professional attributes and values including demonstration of an awareness of ethics, legal issues and accountability in professional practice.
<b>P2</b>	Exercise personal responsibility, and decision making in complex and unpredictable contexts.
<b>P3</b>	Demonstrate a conceptual understanding of the application of research evidence to support evidence-based practice and professional development.

### Transferable skills and other attributes (T)

On successful completion of the programme, you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>T1</b>	Demonstrate continuing professional development to enhance autonomy and decision making in practice.
<b>T2</b>	Demonstrate development of academic skills including the accurate use of referencing, inclusion of high quality evidence and formation of critical discussion.
<b>T3</b>	Evaluate and demonstrate insight into your own learning and development needs including professional, academic and technology focussed skills.

### Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. Not all modules will necessarily cover all attributes.

On this programme, attributes are developed through engagement in a variety of learning opportunities, which are led by the learner to suit their role and specialism (T3). The Professional Practice in Healthcare programme aims to allow learners to develop in-depth knowledge and understanding of factors influencing national and global health environments, allowing students to gain skills to enhance practice and improve health and wellbeing across a variety of settings and roles (K1, C1). Learners develop knowledge of subjects through review of the evidence base linked to the topic being studied (K2, K3, P3). Evidenced-based practice, technology, national guidelines and research are linked to enable learners to understand factors contributing to the development, implementation and evaluation of clinical practice (K1, K2, K3). An understanding and exploration of political, economic and quality issues in healthcare allows learners to synthesise contemporary

initiatives into current professional practice, demonstrating their ability to provide and critically evaluate a safe, effective service (K1, P1, P2, C1). By developing their confidence in interpreting evidence, and communicating findings (P1, C2, T1, T2, T3), learners will feel able to work with others to address contemporary health issues and contribute meaningfully to improving professional practice (P2, T1). This is achieved throughout the modules and culminates in completion of a Dissertation: Extended Literature Review focussed on their specialist area of practice (P3, C3, T2).

## 4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course. Applicants will be expected to have a conversation with the programme lead before their application is accepted.

### **Typical applicant profile and any programme-specific entry requirements**

The potential learners are from a variety of professional backgrounds within healthcare and are seeking continued professional development to academic level 6. All learners will normally be employed throughout the duration of the course, due to the nature of continuing professional development and the importance of application of learning to their professional role. Learners utilising the full-time mode of the course will be expected to understand and articulate the way in which they will balance full time study with professional commitments. It is expected learners will be working part time if they are planning to complete the course on a full-time basis.

To promote continuing professional development, learners have the opportunity to undertake a number of modules on a stand-alone basis through the Undergraduate Affiliate Programme. Learners undertaking stand-alone modules, who do not intend to use these modules as part of a Bachelor degree, will not be required to hold a set number of academic credits prior to commencement, as long as they meet the professional registration and employment criteria. This Undergraduate Affiliate Programme delivers level 6 modules only

All learners applying to the programme will have previously achieved 120 credits at level 4 and 120 credits at level 5, either through a foundation degree, diploma or APEL/APCL route, through the University's Credit Accumulation and Transfer Scheme (CATS), usually from a UK University, an affiliated college or an overseas qualification of an equivalent standard. Nurses and allied healthcare professionals are considered to hold 120 credits at level 4 on the basis that they have completed a course of study incorporating both theory and clinical practice, for a minimum duration of 2 years which has led to professional registration with the relevant regulatory bodies in the United Kingdom. Learners with professional qualifications gained overseas which allow registration with the relevant UK regulatory bodies, will have the academic level of their qualifications assessed by the UK ENIC (or equivalent).

If learners have completed the module 'Developing a Portfolio for Accreditation of Prior Experiential Learning' at BNU, they will be able to gain entry to the programme via a group directive, confirmed by the University's APL panel.

Learners may be permitted to register directly onto the degree with 80 credits at level 6 and undertake the final core module, providing that they have completed 60 credits (of the 80) at

Bucks New University. The knowledge and skills developed because of these credits still needs to be in use as part of their professional practice and optimally will have been awarded with the previous six-year period. For learners outside of this 6-year period learners will be admitted onto the programme at the discretion of the Programme Lead.

Learners who have completed any relevant accredited/credit bearing health and social care continuing professional development courses with Buckinghamshire New University, within the last 6 years, at level 6 will be permitted to utilise these credits for the optional requirements for the BSc (Hons) Professional Practice in Healthcare programme without the need for APL approval but following agreement of the Programme Lead. Examples of these courses include Non-medical Prescribing, Renal modules and modules from the Advanced Clinical Practitioner Programme.

A group directive to allow up to 60 credits has been approved for this programme by the University's Accreditation of Prior Learning panel (July 2024). This allows a student to enter the course with up to 60 credits gained at other UK HEIs in appropriate health and social care topics. The student must provide the course team with the details of the modules studied and evidence the credit with certificates/ transcripts.

## 5. Programme Structure – N/A top up degree

This programme specification does not provide a 'typical programme' or mapping of modules to outcomes. This is because there is no 'typical student' pathway. Each student will complete an individually determined selection of modules usually via the affiliate route, with only the Dissertation: ELR module being a core component.

Module Title	Credits	Exit Awards
NAM6081 Acute Medical Care	20	BSc Professional Practice in Healthcare
NAM6055 Anaesthetic Care: Perioperative Practice	20	BSc Professional Practice in Healthcare
NAM6082 Cancer Care	20	BSc Professional Practice in Healthcare
NAM6093 Cardiac Disease Prevention for Non-Specialists	10	BSc Professional Practice in Healthcare
NAM6066 Cardiac Care	20	BSc Professional Practice in Healthcare
NAM6080 Dementia Care	20	BSc Professional Practice in Healthcare
NAM6083 Dementia Care (online)	20	BSc Professional Practice in Healthcare
NAM6059 Diabetes Care	20	BSc Professional Practice in Healthcare
<b>NAM6071 Dissertation: Extended Literature Review</b>	40	BSc Professional Practice in Healthcare
NAM6084 End of Life Care and Symptom Management	20	BSc Professional Practice in Healthcare
NAM6079 Frailty Care	20	BSc Professional Practice in Healthcare
NAM6085 Infant Feeding in Practice	20	BSc Professional Practice in Healthcare
NAM6075 Introduction to Critical Care	20	BSc Professional Practice in Healthcare
NAM6061 Leadership and Management in Healthcare	20	BSc Professional Practice in Healthcare
NAM6062 Learning from Experience in Practice	10	BSc Professional Practice in Healthcare
NAM6086 Learning from Study in Practice	20	BSc Professional Practice in Healthcare
NAM6067 Neuroscience Management and Care	20	BSc Professional Practice in Healthcare
NAM6087 Plastic and Reconstructive Surgery Care	20	BSc Professional Practice in Healthcare
NAM6088 Principles and Practice of Infection Prevention and Control	20	BSc Professional Practice in Healthcare
NAM6070 Principles of Leg Ulcer Management	20	BSc Professional Practice in Healthcare
NAM6069 Principles of Wound Care	20	BSc Professional Practice in Healthcare
NAM6060 Recognising the Deteriorating Patient	20	BSc Professional Practice in Healthcare
NAM6068 Recognition and Management of the Seriously Ill Child	20	BSc Professional Practice in Healthcare

NAM6057 Recovery Management in the Perioperative Environment	20	BSc Professional Practice in Healthcare
NAM6076 Respiratory Care	20	BSc Professional Practice in Healthcare
NAM6063 Stroke Care (Online)	20	BSc Professional Practice in Healthcare
NAM6074 Student Supervisors and Assessors in Professional Practice	20	BSc Professional Practice in Healthcare
NAM6058 Surgical First Assistant Perioperative Practice	20	BSc Professional Practice in Healthcare
NAM6056 Surgical Management in the Perioperative Environment	20	BSc Professional Practice in Healthcare
NAM6090 Systemic Anti-Cancer Therapy - Principles, Management and Care	20	BSc Professional Practice in Healthcare
NAM6072 Theoretical Concepts in Renal Care	40	BSc Professional Practice in Healthcare
NAM6073 The Renal Care Practitioner	20	BSc Professional Practice in Healthcare
NAM6065 Trauma Care	20	BSc Professional Practice in Healthcare

## 6. Learning, Teaching and Assessment

### Learning and teaching

Paramount to the teaching and learning strategy will be the value placed on the learners own individual experience and workplace. This will be linked to the theoretical underpinnings of health and social care delivery ensuring relevance to the students' role and specialty. A varied programme of learning and teaching strategies enables the learner to achieve an award whatever their specific health care related discipline.

Learners will be supported to develop the knowledge, skills and attributes to model best practice and demonstrate the professional standards associated with the programme learning outcomes and specific requirements. A blended learning approach is adopted throughout the programme which includes practical workshops, seminars, lectures and simulation. In some modules, service users will be utilised to give alternate perspectives on the work environment. A virtual learning environment (VLE) will support the learners with online learning content, resources and contemporary technologies enhancing traditional face-to-face teaching. Independent study will be expected under the guidance of the module leader and is individual to each module. This will include wider reading, engaging with resources from the VLE, preparation for lectures and reading and planning to prepare for assignment submission.

The workplace is regarded as a forum for learning and development and will be incorporated as an integral part of the learning and teaching strategy used on the programme. Opportunities for inter-professional learning will be maximised across modules to give opportunity for inter-professional debate.

Pathway leaders will be instrumental in supporting learners in their discipline and all students will have a personal tutor. In most instances this will be the module leader. Academic tutoring and support will be integrated within all modules to facilitate personal development planning and to support key skill development, including the understanding and application of research relevant to the module. Learners will be allocated a supervisor for the duration of the Extended Literature Review Module.

### Assessment

Each module has an assessment strategy designed to meet the module and programme learning outcomes. An assignment brief will clearly outline the assessment methods and detailed information will be supplied within the module plan. Learning outcomes, learning content and assessments are aligned to ensure that graduates will develop into academically sound, safe, responsive, evidence-based practitioners. In line with the aim of encouraging learners towards a flexible approach in their own learning and development, the programme adopts a varied methodology for assessment.

All assessments have been prepared to conform to the QAA descriptors for level 6 and will require the application of theory to the specific practice area in which the learner is working. These will include presentations, reports, competency documents and work-related assessments with evidence of practice/service improvements within the work area. Modules with competency documents have usually been designed in collaboration with practice partners who have identified the need for assessment in practice. It is not a 'placement' as learners will normally be completing the competencies whilst working within their normal workplace. The workplace is responsible for arranging and supporting a practice assessor to

complete this element of assessment (also, see below). Other forms of assessment may include written examinations, oral examinations, practical examinations such as an Objective Structured Clinical Examination (OSCE), reflective essays, case studies and portfolio production.

To prepare learners for summative assignments, formative work is a feature of all the modules across the programme. Learners will be provided with verbal and/or written feedback to support their academic development. The Student Learning and Achievement (SLA) team also actively supports learners with academic work to meet their course requirements.

Several healthcare modules require the learner to have a clinical assessor in employment to support the learner in their development. This support may include extra informal teaching, the facilitation of learning opportunities and the completion of clinical competencies. In this case the assessor is required to be a registered practitioner with a minimum of 2 years relevant clinical practice and a professional qualification at level 6 or above. Additionally, the assessor would need to hold a relevant mentorship or teaching qualification and agree to undertake the role of assessor.

A learner will only be permitted to enrol onto the Extended Literature Review Module once it is confirmed that they have accrued or are in the process of accruing, the other 80 L6 credits and have the required 120 L4 and 120 L5 credits

To achieve the BSc (Hons) Professional Practice in Healthcare award learners must achieve the full 120 credits, therefore compensation is not permitted on any modules.

## Contact Hours

This is a continuing professional development degree programme. Each learner will have individual needs specific to their professional role and practice area. The hours on theory days vary depending on the module subject but are appropriate for the taught content required. These days deliver essential subject principles based on national guidelines and the current evidence-base; however, students are expected to build on this theory independently focussing on their individual needs to gain the most from the module.

Programme contact hours vary dependent on the modules completed by the learner. These are clearly documented within the module descriptors.

There are no specific attendance requirements, but learners are bound by the University Attendance and Engagement policy which can be found in the Programme Handbook.

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Academic Assessment Regulations

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

## 9. Programme monitoring and review

BNU has several ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy Thrive 28

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Level 6</b>																				
Dissertation: Extended Literature Review	x	x	x			x	x	x			x	x	x			x	x	x		