

## **BA (Hons) in Primary Care**

**UCAS Code B705**

<b>Awarding Institution</b>	The University of Reading
<b>Teaching Institution</b>	The University of Reading
<b>Faculty</b>	Economic and Social Sciences
<b>Programme length</b>	46 weeks (4 terms)
<b>For students entering</b>	Part 3 in 2004
<b>Programme Director:</b>	Lorly McClure
<b>Board of Studies</b>	BA/PGDip Primary Care
<b>Accreditation:</b>	The Nursing and Midwifery Council
<b>Date of Specification</b>	10 February 2004

### **Summary of Programme Aims**

This programme is intended to develop informed and critical practitioners who are effective in their own field of specialist nursing and health visiting practice. Continuing personal and professional development will be promoted to enable students to attain higher level skills and knowledge required for the provision of quality care of individuals, families and communities. As potential leaders in community and public health nursing, students will be provided with the knowledge and skills to enable them to initiate change and respond to a community and user led community nursing service.

### **Transferable skills**

Students will be registered nurses who will have a wide range of skills and learning, needs which will be individually identified and further developed to a higher level. These will include interpersonal, communication, presentation, leadership, collaboration and research skills, reflection in practice and critical analysis. Throughout the course it is expected that students will be able to transfer these skills to their practice setting. They will also have the opportunity to further extend their skills related to written and oral communication, information handling, numeracy, problem solving, team working, information technology and career management.

### **Programme Content**

This is the third year of a BA (Hons) in Community Health Studies (full time and part time) and includes an English National Board community specialist practitioner qualification in Community Children's Nursing, Community Learning Disability Nursing, Community Mental Health Nursing, District Nursing, General Practice Nursing, Health Visiting and School Nursing.

Students are required to select one of these specialist options.

The 46-week programme consists of the following five core modules and five specialist modules. All core modules and all specialist modules are compulsory. This third year honours programme allocates 180 to 190 credits at H level.

<b>Core Modules</b>	<b>Credits</b>	<b>Level</b>
HC3C13 Legal and ethical frameworks for health care practice (HP)	20	H
HC3C14 Leadership in community healthcare practice (HP)	20	H
HC3C15 Assessing and addressing health needs: a public health approach (HP)	20	H

HC3C16 The Human Lifespan: development and adaptation within the family(HP)	20	H
HC3C17 Research and its application to healthcare practice (HP)	20	H

### Specialist Programme

HC3JOP Teaching Learning and Assessing in Practice (HP)	20	H
HC3QP Nurse Prescribing Mode 1(HP) <i>(available to DN and HV only)</i>	10	H
HC3S01 Community Nursing Practice Placement (HP)	20	H
HC3S09 Community Nursing Supervised Practice Placement (HP)	20	H

Students will choose one of the following options

HC3S02 Community Childrens Nursing (HP)	20	H
HC3S03 Community Learning Disability Nursing (HP)	20	H
HC3S04 Community Mental Health Nursing (HP)	20	H
HC3S05 *District Nursing (HP)	20	H
HC3S06 General Practice Nursing (HP)	20	H
HC3S07 *Health Visiting (HP)	20	H
HC3S08 School Nursing (HP)	20	H

(\*These are the only options able to undertake Module HC3QP)

### Progression Requirements

To proceed to Module **HC3S09** Community Nursing Supervised Practice, students must have passed Module **HC3S01** Community Nursing Practice Placement

### Summary of Teaching and Assessment

As students will come from a wide range of professional nursing experience, they will be supported in reflecting on experience and identifying individual learning needs. This will be facilitated by personal tutors, and by Community Practice Educators in practice through the use of learning contracts and reflective journals throughout the course. It is envisaged that students undertaking this undergraduate programme will normally be placed with Community Practice Educators who are working at degree level. A wide range of teaching methods will be employed, including both teacher and student centred, as appropriate. The former will include guided discussion, lecture discussion and tutorials, and the latter, debate discussion groups, seminars, workshops, simulation and games.

A range of assessments includes: essays, reports, literature searches, examination, reflective accounts and the compilation of a professional learning portfolio. Full details of assessments are given in module specifications.

### Admission Requirements

Students will be registered nurses, with at least two years practice experience. Both full and part time routes will be available to nurses and midwives who are on the Professional Register of the Nursing and Midwifery Council. They are also required to provide evidence of appropriate prior education and professional study (normally 240 credits at diploma level). The satisfaction of these requirements shall equate to completion of certificate and diploma level of a first Bachelor of Arts Honours Degree in the Faculty of

Economics and Social Science. Students will therefore be admitted to the third year at Honours level.

Nursing and Midwifery Council Standards for entry:

For entrance to the programme leading to qualification in Community children's nursing, Community learning disability nursing, Community mental health nursing, District nursing, General practice nursing, Health Visiting, and School Nursing, the requirement is to be registered on Part 1, and for health visiting only, or Part 2 of the Nursing and Midwifery Council Register.

**Admissions Tutor** Lorly McClure

**Support for Students and their Learning**

Student learning is supported by IT services which has several hundred computers, and by the library which across its three sites holds over a million volumes and subscribes to around 4,000 current periodicals. The library also has a range of electronic sources of information and houses the Student Access to Independent Learning ([S@IL](#)), computer-based teaching and learning facilities. A range of appropriate professional journals is available at the Bulmershe Library. There is also a special arrangement with several local hospital libraries, which are accessible to students with specialist interests. Student guidance and welfare support is provided by personal tutors, the careers advisory service, the special needs adviser, study skills adviser, hall wardens and Students' Union.

**Career Prospects**

Students undertaking this course will have been sponsored by local NHS Primary care trusts. Their career prospects are therefore excellent and the majority of students who have successfully qualified are initially employed as specialist community nurses and health visitors, many moving on to advanced practice.

**Opportunity for Study abroad**

There are no formal arrangements for exchanges but some students undertaking this programme have had the opportunity to undertake their short elective placement abroad. In the past students have been able to gain experience in places such as: the Republic of Ireland, Jersey, the United States of America, and Madagascar.

**Educational aims of the programme**

This programme is intended to develop informed and critical practitioners who are effective in their own field of specialist nursing or health visiting practice. Continuing personal and professional development will be promoted to enable students to attain higher level skills and knowledge required for the provision of quality care of individuals, families and communities. As potential leaders in community and public health nursing, students will be provided with the knowledge and skills to enable them to initiate change and respond to a community and user led community nursing service.

## Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas

### Knowledge and Understanding

<b>A. Knowledge and understanding of:</b>	<b>Teaching/Learning Methods and strategies</b>
<ol style="list-style-type: none"><li>1. Legal and ethical issues that arise in community nursing and health visiting practice</li><li>2. Theories underpinning leadership, change and quality improvement strategies within the National Health Service</li><li>3. Social policy and public health perspectives underpinning the process of addressing and assessing population health needs within an inequitable society</li><li>4. Theoretical perspectives informing the processes of human growth, development and decline and the diversity of human responses to adaptation and change</li><li>5. Different approaches to the research process in general and to research within their own field of community nursing and health visiting practice.</li> <li>6. Educational theory as applied to teaching and learning in clinical practice</li> <li>7. Where appropriate, a knowledge of pharmacology, diagnostics, and legal and ethical issues related to the prescription, supply and administration of medicines</li></ol>	<p>The knowledge required is delineated through formal lectures, guided reading, student led seminars and group discussion. All theoretical knowledge is related to community nursing and health visiting practice through the use of theory /practice linking and discussion with personal tutors in college, and community practice educators in the practicum.</p> <p><i>Assessment</i></p> <p>Knowledge is tested through a combination of formative and summative coursework, examination, seminars and a major professional study</p>

## Skills and other attributes

<p><b>B. Intellectual skills – able to:</b></p> <ol style="list-style-type: none"> <li>1. Analyse and evaluate decision making in community nursing and health visiting from a legal and ethical point of view</li> <li>2. Develop quality improvement initiatives and appropriate performance–improving strategies</li> <li>3. Identify and address the health needs of individuals, families and communities</li> <li>4. Demonstrate the ability to collect and critically analyse ethnographic data.</li> <li>5. Critically evaluate current research and identify a research problem within a specific field of practice</li> <li>6. Demonstrate the ability, through reflection, to formulate and achieve personal and professional learning outcomes</li> <li>7. Achieve the appropriate United Kingdom Central Council (UKCC) competencies for community nursing and health visiting Specialist Practice</li> </ol>	<p><b>Teaching/Learning methods and strategies</b></p> <p>It is expected that these skills will be learned and developed through guided discussion, both in the classroom and in practise through the process of reflection and contract learning.</p> <p><i>Assessment</i></p> <p>These outcomes will be assessed through course work and the practice portfolio, which includes a reflective journal and student centred learning contract.</p>
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<p><b>C. Practical skills – able to:</b></p> <p>Achieve the required competencies related to their community nursing and health visiting specialism. These are identified by the UKCC, and included within the Specialist Module specifications under the following general headings related to:</p> <ol style="list-style-type: none"> <li>1. Clinical Nursing Practice</li> <li>2. Care and Programme Management</li> <li>3. Clinical Practice Leadership</li> <li>4. Clinical Development to include the public health role</li> </ol>	<p><b>Teaching/Learning methods and strategies</b></p> <p>These practical skills will be learned within practice placements. Students’ identified and professional learning outcomes will be facilitated and assessed within a practice portfolio by approved community practice educators</p> <p><i>Assessment</i></p> <p>These outcomes will be assessed through course work and the practice portfolio, which includes a reflective journal and student centred learning contract.</p>
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<p><b>D. Transferable skills – able to:</b></p> <ol style="list-style-type: none"> <li>1. Further develop computer skills</li> <li>2. Use electronic mail</li> <li>3. Advance written communication skills</li> <li>4. Develop oral presentation and teaching skills</li> <li>5. Work as part of a team within uni and multi speciality groups</li> <li>6. Advance library skills</li> <li>7. Time management</li> <li>8. Further develop career management</li> </ol>	<p><b>Teaching/Learning methods and strategies</b></p> <p>All of All of these skills will be an integral part of the taught programme to include the teaching methods indicated above in AB&amp;C</p> <p><i>Assessment</i></p> <p>It is expected that these skills will be demonstrated as part of the assessment indicated above both in the college setting and in practice</p>
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**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be able to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teach learning and assessment methods of each module can be found in the study module guide and programme handbook