

BA (Hons) in Primary Care
For students entering Part 3 in 2005

UCAS Code B705

Awarding Institution
Teaching Institution
Relevant QAA subject benchmarking groups
Faculty
Programme length
Programme Director:
Board of Studies
Accreditation:
Council
Date of Specification

The University of Reading
The University of Reading
Nursing and Health Visiting

Economic and Social Science
46 weeks (4 terms)
Anne Smith
BA/PGDip Primary Care
The Nursing and Midwifery

31st January 2006

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 primary health care 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, and information technology and career management.

Programme Content

This is the third year of a BA (Hons) in Primary Care (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, and School Nursing.

It also meets the Nursing and Midwifery Council requirements for the Pre- registration Health Visitor Programme (NMC, 2002)

The 46-week programme consists of the following four core modules and five specialist modules. All core modules and all specialist modules are compulsory. This third year honours programme allocates 160 to 170 credits at H level.

| Core Modules | | Credits | Level |
|---------------------|--|----------------|--------------|
| HC3C14 | Leadership in community healthcare practice (HP) | 20 | H |
| HC3C15 | Assessing and addressing health needs: a public health approach (HP) | 20 | H |
| HC3C17 | Research and its application to Healthcare practice (HP) | 20 | H |
| HC3C26 | Policy and Practice in Health and Social Care | 20 | H |

Specialist Programme

| | | | |
|--------|---|----|---|
| HC3J0P | Teaching Learning and Assessing in Practice (HP) | 20 | H |
| HC3QP | Nurse Prescribing Mode 1(HP) | 10 | H |
| HC3S01 | Community Nursing/Health Visiting Practice Placement (HP) | 20 | H |
| HC3S09 | Community Nursing/Health Visiting Supervised Practice Placement (HP) | 20 | H |

Students will choose one of the following options:

| | | | |
|--------|--|----|---|
| HC3S02 | Community Children’s 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 |
| HC3S27 | *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/Health Visiting Supervised Practice, students must have passed Module HC3S01 Community Nursing/Health Visiting Practice Placement

Summary of Teaching and Assessment

Teaching throughout the programme is student –centered and the professional knowledge and life experience contributed by students will be valued and used to facilitate new learning. 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 Teachers 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 Teachers who are working at degree level. A wide range of teaching methods will be employed, including both teacher and student centered, 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, and School Nursing, the requirement is to be registered on Part 1, and for health visiting only, on Part 1 or Part 2 of the Nursing and Midwifery Council Register.

Admissions Tutor Anne Smith

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 primary care 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 primary care and public health 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

A. Knowledge and understanding of:

1. Legal and ethical issues that arise in community nursing and health visiting practice
2. Theories underpinning leadership, change and quality improvement strategies within the National Health Service
3. Social policy and public health perspectives underpinning the process of addressing and assessing population health needs within an inequitable society
4. Theoretical perspectives informing the processes of human growth, development and decline and the diversity of human responses to adaptation and change
5. Different approaches to the research process in general and to research within their own field of community nursing and health visiting practice.
6. Educational theory as applied to teaching and learning in clinical practice
4. Where appropriate, a knowledge of pharmacology, diagnostics, and legal and ethical issues related to the prescription, supply and administration of medicines

Teaching/Learning Methods and strategies

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.

Assessment

Knowledge is tested through a combination of formative and summative coursework, examination, seminars and a major professional study

Skills and other attributes

B. Intellectual skills – able to:

1. Analyse and evaluate decision making in community nursing and health visiting from a legal and ethical point of view
2. Develop quality improvement initiatives and appropriate performance–improving strategies
3. Identify and address the health needs of individuals, families and communities
4. Critically evaluate current research and identify a research problem within a specific field of practice
5. Demonstrate the ability, through reflection, to formulate and achieve personal and professional learning outcomes
6. Achieve the appropriate United Kingdom Central Council competencies for Community Nursing and Specialist Practice (2001) and, in the case of health visitor students only, also The Nursing and Midwifery Council Requirements for Pre-registration Health Visitor Programmes (2002)

Teaching/Learning methods and strategies

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.

Assessment

These outcomes will be assessed through course work and the practice portfolio, which includes a reflective journal and student centred learning contract.

C. Practical skills – able to:

Teaching/Learning methods and strategies

Achieve the required competencies related to their community nursing or health visiting specialism. These are identified by:

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

1. The United Kingdom Central Council Specialist Practitioner Common Core Standards (2001) for Community Nursing Specialist Practice which are included within the Specialist Module specifications under the following headings:

Assessment

These outcomes will be assessed at the appropriate level through course work and the practice portfolio, which includes a reflective journal and student centred learning contract.

- i) Clinical Nursing Practice
- ii) Care and Programme Management
- iii) Clinical Practice Leadership
- iv) Clinical Development

2. The Nursing and Midwifery Council Requirements for Pre-registration Health Visitor Programmes (2002) for Health Visitors which are included within the Specialist Module specifications under the following Domains:

- a) The search for health needs
- b) Stimulation of the awareness of health needs
- c) Influence on policies affecting health
- d) Facilitation of health enhancing activities

Use Information Technology in order to develop and inform:

- a) Research Based projects
- b) The assessment of individual, family and community and population health

D. Transferable skills – able to demonstrate:

- a) Advanced written communication skills
- b) Oral presentation and teaching skills
- c) The ability to collaborate as part of a team within uni and multi speciality groups
- d) Advanced library and information retrieval skills
- e) Initiative and personal responsibility
- f) Effective decision making
- g) Leadership in association with the implementation of innovation and change
- h) Independent learning to facilitate continuing professional development

Teaching/Learning methods and strategies

All of these skills will be an integral part of the taught programme to include the teaching methods indicated above in AB&C

Assessment

It is expected that these skills will be demonstrated as part of the assessment indicated above both in the college setting and in practice

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 expected 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 teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.