CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	University of the West of England
Faculty responsible for programme	Health and Life Sciences
Department responsible for programme	Nursing and Midwifery
Modular Scheme Title	Undergraduate
Professional Statutory or Regulatory Body Links	Nursing and Midwifery Council.
Highest Award Title	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Children's) BSc (Hons) Nursing (Mental Health) BSc (Hons) Nursing (Learning Disabilities) Graduate Diploma Nursing (Adult) Graduate Diploma Nursing (Children's) Graduate Diploma Nursing (Mental Health) Graduate Diploma Nursing (Learning Disabilities)
Default Award Title	BSc (Hons) Health and Social Studies
Fall-back Award Title	BSc (Hons) Health and Social Care Studies
Interim Award Titles	BSc Nursing (Adult) BSc Nursing (Children's) BSc Nursing (Mental Health) BSc Nursing (Learning Disabilities) BSc Health and Social Studies Cert HE Health and Social Studies FdSc Health and Social Studies Dip HE Health and Social Studies Graduate Certificate Health and Social Studies Graduate Diploma Health and Social Studies
UWE Progression Route	N/A
Mode(s) of Delivery	Full Time and Part Time
ISIS Codes	**Primary Awards:** B701 -Adult B702 -Childrens B703 -Learning Disabilities B704 -Mental Health
Relevant QAA Subject Benchmark Statements	Nursing (2001)
CAP Approval Date	9 May 2013
Valid from	September 2013
Valid until Date	8 July 2016
Version	1

Part 2: Educational Aims of the Programme

The pre-registration nursing programme focuses on preparing individuals to become caring competent, committed, compassionate, courageous and capable nurses with exceptional communication skills. This will allow individuals to be accountable practitioners based on an ethos of lifelong learning. The ability to deliver evidence based care, to challenge opinions, to evaluate their own work and to cope with the demands of the dynamic nature of nursing is fundamental to this preparation. Education leading to initial registration as a nurse will prepare the foundation for lifelong learning and enable the nurse to:-

- Fulfill the requirements for registration
- Appreciate the national and international context of health and social care
- Be self-aware, self-directed and sensitive to the needs of others
- Critically evaluate knowledge which arises from practice
- Critically evaluate knowledge and practice in relation to theory
- Develop key skills
- Develop effective and appropriate relationships with service users, carers, families, colleagues and other agencies
- Function effectively within the interprofessional team and with other agencies
- Be effective in self-management approaches
- Be an effective coach and develop mentorship skills
- Develop leadership potential
- Develop and promote a value base in practice that respects diversity
- Understand and implement research based practice to the field/scope of practice
- Engage in the analysis of academic discourse at the required level
- Use information and technology skills to retrieve, organise and present information whilst adhering to information governance
- Demonstrate the ability to apply critical evaluation and informed decision making when undertaking nursing care
- Demonstrate the ability to respond appropriately and effectively in changing situations of care, and act independently where appropriate at a competent level
- Demonstrate confidence and flexibility in identifying and defining complex problems and the application of appropriate strategies in their resolution
- Demonstrate the ability to engage in debate in a professional manner
- Reflect on self and others in relation to safeguarding the public and work within appropriate boundaries
- Demonstrate the ability to apply critical thinking skills and independent decision making in the delivery of nursing care in unknown or changing situations of care appropriately, safely and effectively
- Demonstrate the ability to undertake an in depth and sustained piece of work with minimal supervision

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

All of the NMC (2010) standards for pre-registration nursing education must be achieved to complete the BSc (Hons) Nursing. This programme aims to create a symbiotic relationship linking academic theory to clinical practice and develop the nurses of the future who work with practice and in practice. Future practitioners and leaders will have the professional values and core skills of compassion, competency, a caring attitude and commitment to nursing and who will have the courage to transform, challenge and promote best practice.

Part 3: Learning Outcomes of the Programme

Learning Outcomes:

Learning Outcomes:	UZZSMV-15-1	UZWSMW-30-1	UZWSN3-15-1	UZTSMX-30-1	UZTSMY-30-1	UZUSN4-30-1	UZUSN5-30-1	UZZSN6-30-1	UZZSN7-30-1	UZZSN8-30-1	UZZSN9-30-1	UZYSNA-15-2	UZWSNB-15-2	UZTSNC-45-2	UZTSND-45-2	UZUSNE-45-2	UZUSNF-45-2	UZZSNG-45-2	UZZSNH-45-2	UZZSNJ-45-2	UZZSNK-45-2	UZWSNL-30-3	UZTSNM-30-3	UZTSNN-45-3	UZUSNP-30-3	UZUSNQ-45-3	UZZSNR-30-3	UZZSNS-45-3	UZZSNT-30-3	UZZSNU-45-3
A) Knowledge and understanding of:																														
The skills and attitudes necessary to act as facilitators of patient centred/nursing care, optimising health, both in the presence and absence of disease	X		X	X		X		X		X		X		X	X	X	X	X	X	X			X		X		X			X
The skills and attitudes in relation to assessment, delivery, management, and co-ordination of health care in a variety of health care settings.	X	X		X	X		X		X	X		X		X	X	X	X	X	X	X			X		X		X			X
Monitoring the effectiveness of service user and carer centred/nursing care strategies.			X		X		X		X	X				X		X		X		X			X		X		X			X
The skills and attitudes required to meet the range of health care needs across the relevant age spectrum years, their families and carers, reflecting cultural diversity.	X			X	X		X		X					X		X		X		X			X		X		X			X
The skills and attitudes required for competent accountable practitioners who are able to adapt and respond to changes in society and the developments in the changing context of care				X		X		X		X				X		X		X		X			X		X		X			X
The significance of social policy and public health within the context of nursing			X	X		X		X		X		X	X	X	X	X	X	X	X				X		X		X		X	
The contributions of sociological, psychological and biological sciences to the underpinning of nursing care	X	X		X		X		X						X		X		X		X			X		X		X		X	

Part 3: Learning Outcomes of the Programme	UZZSMV-15-1	UZWSMW-30-1	UZWSN3-15-1	UZTSMX-30-1	UZTSMY-30-1	UZUSN4-30-1	UZUSN5-30-1	UZZSN6-30-1	UZZSN7-30-1	UZZSN8-30-1	UZZSN9-30-1	UZYSNA-15-2	UZWSNB-15-2	UZTSNC-45-2	UZTSND-45-2	UZUSNE-45-2	UZUSNF-45-2	UZZSNG-45-2	UZZSNH-45-2	UZZSNJ-45-2	UZZSNK-45-2	UZWSNL-30-3	UZTSNM-30-3	UZTSNN-45-3	UZUSNP-30-3	UZUSNQ-45-3	UZZSNR-30-3	UZZSNS-45-3	UZZSNT-30-3	UZZSNU-45-3
Learning Outcomes:																														
(B) Intellectual Skills																														
Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self-directed and independent study	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Use problem solving skills and decision making strategies to support sound clinical judgement			X	X	X		X		X		X		X	X	X	X	X	X	X	X			X		X			X		X
Use skills of reflection, evaluation and critical thinking to support the delivery of care to service users and carers			X	X	X		X		X		X		X	X		X		X					X		X			X		X
Demonstrate the ability to apply critical evaluation and informed decision making when undertaking care				X		X		X		X			X		X		X		X		X			X		X		X		X
Demonstrate the ability to undertake sustained study applying deeper cognitive learning to an aspect of nursing practice													X									X	X		X		X		X	
Critically evaluate an aspect of nursing based on systematic rigorous research processes which highlights both implications and recommendations for developing current and future practice				X									X	X		X		X				X	X		X		X		X	
Incorporate an ethical dimension into a major piece of sustained independent study														X		X		X				X	X		X		X		X	

Part 3: Learning Outcomes of the Programme Learning Outcomes:	UZZSMV-15-1	UZWSMW-30-1	UZWSN3-15-1	UZTSMX-30-1	UZTSMY-30-1	UZUSN4-30-1	UZUSN5-30-1	UZZSN6-30-1	UZZSN7-30-1	UZZSN8-30-1	UZZSN9-30-1	UZYSNA-15-2	UZWSNB-15-2	UZTSNC-45-2	UZTSND-45-2	UZUSNE-45-2	UZUSNF-45-2	UZZSNG-45-2	UZZSNH-45-2	UZZSNJ-45-2	UZZSNK-45-2	UZWSNL-30-3	UZTSNM-30-3	UZTSNN-45-3	UZUSNP-30-3	UZUSNQ-45-3	UZZSNR-30-3	UZZSNS-45-3	UZZSNT-30-3	UZZSNU-45-3
(C) Subject/Professional/Practical Skills																														
Work in partnership with service users and their carers, respecting their wishes, needs and rights and where necessary advocating for them.				X		X		X		X	X	X		X		X		X		X		X		X		X		X		X
Recognise and monitor changes in the physical and mental health status, and respond appropriately	X	X		X		X		X		X				X		X		X		X		X		X		X		X		X
Provide and co-ordinate competent nursing care for service users and their carers, in hospital, community or at home.				X		X		X		X				X		X		X		X		X		X		X		X		X
Undertake health promotion, screening, growth and development monitoring and disease prevention at a competent level														X	X	X	X	X	X	X	X	X		X		X		X		X
Work competently in a dynamic and changing environment				X		X		X		X	X			X	X		X		X		X		X		X		X		X	
Demonstrate the ability to respond appropriately and effectively in changing situations of care, and act independently where appropriate at a competent level				X		X		X		X				X		X		X		X				X		X		X		X
Be an accountable practitioner, who demonstrates the ability to be flexible and able to work with other health care practitioners and agencies in recognising and meeting health care needs			X	X		X		X		X	X			X		X		X		X		X		X		X		X		X
Work with expert, specialist nurses to provide specialist care				X		X		X		X	X			X		X		X		X		X		X		X		X		X
Work within the multi-disciplinary team and with other agencies to ensure that the total needs of the service user are addressed				X		X		X		X	X			X		X		X		X		X		X		X		X		X

Part 3: Learning Outcomes of the Programme — Learning Outcomes:	UZZSMV-15-1	UZWSMW-30-1	UZWSN3-15-1	UZTSMX-30-1	UZTSMY-30-1	UZUSN4-30-1	UZUSN5-30-1	UZZSN6-30-1	UZZSN7-30-1	UZZSN8-30-1	UZZSN9-30-1	UZYSNA-15-2	UZWSNB-15-2	UZTSNC-45-2	UZTSND-45-2	UZUSNE-45-2	UZUSNF-45-2	UZZSNG-45-2	UZZSNH-45-2	UZZSNJ-45-2	UZZSNK-45-2	UZWSNL-30-3	UZTSNM-30-3	UZTSNN-45-3	UZUSNP-30-3	UZUSNQ-45-3	UZZSNR-30-3	UZZSNS-45-3	UZZSNT-30-3	UZZSNU-45-3
Promote independence enabling the individual to reach their full potential	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Work in partnership, negotiating care and empowering the service user and carer to become independent and self-managing			X	X	X	X	X	X		X	X			X		X		X		X				X		X		X		X
Demonstrate the ability to apply critical thinking skills and independent decision making in the delivery of nursing care in unknown or changing situations of care appropriately, safely and effectively				X		X		X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
(D) Transferable skills and other attributes																														
Demonstrate skills of engagement and communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate skills in facilitation through effective interaction				X		X		X	X		X		X		X		X		X		X			X		X		X		X
Demonstrate skills in negotiation	X			X		X		X			X		X		X		X		X		X			X		X		X		X
Demonstrate the ability to share responsibility			X			X		X			X			X		X		X		X				X		X		X		X
Demonstrate active listening skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Use effective inclusive communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate the ability to accommodate diversity in collaborative working	X			X	X	X	X	X			X	X		X		X		X		X				X		X		X		X
Apply critical evaluation and informed decision making skills			X	X	X	X	X	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate an adequate knowledge of research methods, design, methods of data collection and data analysis to appraise and interpret different kinds of evidence			X										X										X	X		X		X		X

Part 3: Learning Outcomes of the Programme Learning Outcomes:	UZZSMV-15-1	UZWSMW-30-1	UZWSN3-15-1	UZTSMX-30-1	UZTSMY-30-1	UZUSN4-30-1	UZUSN5-30-1	UZZSN6-30-1	UZZSN7-30-1	UZZSN8-30-1	UZZSN9-30-1	UZYSNA-15-2	UZWSNB-15-2	UZTSNC-45-2	UZTSND-45-2	UZUSNE-45-2	UZUSNF-45-2	UZZSNG-45-2	UZZSNH-45-2	UZZSNJ-45-2	UZZSNK-45-2	UZWSNL-30-3	UZTSNM-30-3	UZTSNN-45-3	UZUSNP-30-3	UZUSNQ-45-3	UZZSNR-30-3	UZZSNS-45-3	UZZSNT-30-3	UZZSNU-45-3
Use information and management technology in the workplace	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Show awareness of the implications of different types of evidence in professional policy, practice and service improvement			X	X	X	X	X	X		X		X	X	X		X		X		X				X		X		X		X
Use available library services (eg library catalogues, CD Rom, on line databases etc)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Critically analyse the implications of different types of evidence in professional policy, practice and service improvement.			X	X		X		X					X									X	X		X		X		X	
Incorporate a critical ethical dimension into a major piece of sustained independent study																						X	X		X		X		X	
Demonstrate coaching skills				x		x		x		x				x		x		x		x				x		x		x		x

Part 4: Student Learning and Student Support

The Departmental Vision:

"with practice, for practice, transforming practice"

The Department of Nursing and Midwifery's vision (2012) highlights key areas for healthcare education and development which include: shared values and behaviours; collaborative practice partnerships; dynamic curriculums and relevant research and knowledge exchange.

The design of the BSc (Hons) Nursing programme reflects this vision and has been influenced by other factors which include:

- The professional requirements of the Nursing and Midwifery Council
- The contribution to curriculum design from patient and public engagement
- Opportunities for students to experience both field specific and interprofessional learning in the university and practice environment
- The need to adopt an integrated and interactive approach so that component subjects are not free standing, but seamlessly embedded throughout the programme
- The changes in health care delivery which have resulted in nurses working with greater autonomy in an increasingly wide range of settings
- The recognition that students need to gain an in-depth knowledge and understanding of nursing, informed by current practice, scholarship and research, including an awareness of current issues and the wider developments in nursing and the nursing profession
- The need to consider changes in technological advancement and reflect this in teaching and learning strategies (Great Britain. Department of Health 2012)

The aim of the 2013 BSc (Hons)/Graduate Diploma Nursing (Adult, Children's, Mental Health and Learning Disabilities) programme is to develop an innovative practice based curriculum, based on three key pedagogical principles

- Case based learning
- Technology Enhanced Learning (TEL), simulation and clinical skills
- An integrated approach to theory and practice

It is our intention that this curriculum will prepare individual learners to be caring, competent, critical and creative practitioners. The philosophy underpinning this curriculum recognises the importance of a programme that is practice centred, but also acknowledges the need to promote the integration of theory and practice for the achievement of professional competence.

This has been recognised through the development of Supervision of Learning Days (SoLD) which are held in the University during practice placements and the inclusion of modules with a case based learning focus. SoLD strengthens the integration of theory and practice in a number of ways e.g. by using real life scenarios to facilitate student learning; involving practitioners, users, carers and other agencies in the exploration of nursing issues; maximising their vital contribution and expertise in delivering the curriculum, and by expanding the opportunity for students to develop independence, autonomy, flexibility and reflective thinking.

In an educational setting it is imperative that practice is questioned and that approaches to learning are interactive and within a "real world concept". Simulation and the use of unfolding case studies are examples of teaching and learning strategies which can simulate clinical practice, allowing students to develop clinical reasoning and practical skills within a safe environment. In this approach mistakes can be rectified and feedback given as appropriate therefore maintaining patient safety.

Part 4: Student Learning and Student Support

Technology enhanced learning has been considered and developed within the case scenarios and is key to the pedagogy of this new curriculum. Whilst some learning will take in the virtual world, it is also recognised that the use of a skills laboratory maximises and enhances the experience of practice placements. Student preparation in the skills laboratory is timetabled into the formal course programme with sessions that offer a flexible provision for skills acquisition under guidance and supervision of Nurse Lecturers. In addition, specific 'preparation for practice' weeks occur that combine a mixture of practice experience and supervision for learning activity and occur prior to full time practice weeks.

The length of practice learning opportunities allows the mentor/student relationship to develop. This facilitates the integration of theory and practice towards competency and compassionate care.

Competence is developed through practice based learning and shared dialogues with practitioners both in practice and through shared learning opportunities.

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of Nursing and Health and Social Care in the wider context.

The student journey will be enhanced by a diversity/variety of practice learning opportunities providing the student with a broad practice knowledge and skills base at the end of the programme. A Practice Support Helpline and the Academic in Practice role gives students and practice staff access to immediate support and guidance over practice issues.

Interprofessional learning is integral to all programmes within the pre-qualifying framework. This approach enables students to examine cross-boundary health care provision and services and the nature of interprofessional collaboration necessary for the delivery of high quality health and social care.

Elective and Erasmus practice opportunities exist for students later in the programme, to expand their skills and practice nationally and/or internationally. These are supported by a designated team of lecturers from each of the fields of nursing.

Students may be considered for transfer to another field at the end of Year 1 subject to placement capacity, academic, and professional criteria.

The development of coaching skills which is a key transferable skill for a qualified practitioner is developed in the year one and year two practice modules through an additional taught programme of peer assisted learning. The application of these skills is demonstrated within the theory and/or practice modules. In the year three practice module key mentorship outcomes have been embedded which will be assessed within the OAR document.

A 15 credit choice module in Year 3 allows the student to focus in more depth on an area of interest, either through a specific taught theory module or development of an area of clinical practice through an Evidencing Work Based Learning module. The flexibility of these modules will allow for cross field provision. These modules are offered at level 3 and M allowing students to undertake credit where appropriate at a higher academic level, which may for the development of lifelong learning be considered upon registration for a higher level award.

A pathway of research skills throughout the programme will support the development of critical appraisal skills, this is initiated in the year one theory module, Appreciating Evidence for Practice through to research elective placements in year three with the Professoriate.

Part 4: Student Learning and Student Support

The Faculty is committed to providing an organised and consistent system of student support in relation to both academic and personal concerns. It also recognises the need to ensure that students have access to comprehensive information on the availability of resources and sources of help. This commitment is demonstrated through:-

- An induction programme for all students
- The provision of a named Academic Personal Tutor
- The provision of Faculty, Programme and Module Student Handbooks
- Online information
- Access to libraries and computer suites
- Student advisors and study skills advisors
- Access to the Health and Wellbeing service
- Students Union Advice Centre
- Academics in Practice
- The Practice Support Helpline

The programme meets the NMC requirement for 4,600 hours of curriculum activity, which is equally divided between theory and practice (NMC, 2010). No more than 300 hours of the 2,300 hours of practice are used for clinical training in a simulated practice learning environment.

The NMC competency domains for practice and registration are: Professional Values, Communication and Interpersonal skills, Nursing Practice and Decision-making, and Leadership, Management and Team-working. These domains have formed the structures of the module specifications and the Ongoing Achievement Record (OAR).

The BSc (Hons) Nursing programme for all fields includes a mixture of Learning & Teaching Strategies which have been mapped against specific modules

	UZZSMV-15-1	UZWSMW-30-1	UZWSN3-15-1	UZTSMX-301	UZUSN4-30-1	UZZSN6-30-1	UZZSN8-30-1	UZTSMY-30-1	UZUSN5-30-1	UZZSN7-30-1	UZZSN9-30-1	UZYSFD-20-2	UZWSNB-15-2	UZTSNC-45-2	UZUSNE-45-2	UZZSNG-45-2	UZZSNJ-45-2	UZTSND-45-2	UZUSNF-45-2	UZZSNH-45-2	UZZSNK-45-2	UZTSNM-30-3	UZUSNP-30-3	UZZSNR-30-3	UZZSNT-30-3	UZTSNN-45-3	UZUSNQ-45-3	UZUSNS-45-3	UZZSNU-45-3	UZWSNL-30-3
1. Lectures	X	X	X	X	X	X	X						X	X	X	X	X					X	X	X	X					X
2. Seminars	X	X	X	X	X	X	X						X	X	X	X	X					X	X	X	X					X
3. Tutorials								X	X	X	X							X	X	X	X					X	X	X	X	X
4. Small groupwork	X	X		X	X	X	X						X	X	X	X	X	X	X	X	X	X	X	X	X					X
5. Practical skills					X	X	X	X										X	X	X	X									
6. Directed study	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7. IT/Web based study	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. Professional practice								X	X	X	X							X	X	X	X					X	X	X	X	
9. Problem/Enquiry based learning		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10. Conference												X	X																	
11. Master Classes																														X
12. Case based learning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13. Simulation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Description of any Distinctive Features

Distinctive features of the programme include:

- Seamless theory and practice: with simultaneous timetabling and management of the theory and practice modules
- Field specific case based, virtual and simulated learning
- Grading of practice: grading of practice will be formatively introduced in Year 2 and summatively assessed in Year 3 of the BSc(Hons) Nursing programme
- Choice modules: Year 3 students will have a choice of one 15 credit module to allow the student to focus on an area of personal interest.
- Elective placements and Erasmus placements
- Supervision of Learning Days (SoLD): the link to theory and reflection on practice
- Employability: the focus throughout the years is to build skills to develop the leaders of the future which is expanded upon in the final year theory module

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

The BSc (Hons) Nursing assessment strategy has been developed to facilitate the learning outcomes to be achieved. The variety of assessments within the programme aims to support individual learning styles and ensure that all domains of learning are assessed.

There are progression points occurring at the end of Year 1 and at the end of Year 2; all outcomes must be achieved within the assessed period for that part of the programme, any outstanding outcomes must be met and confirmed within 12 weeks of the student entering the next part of the programme for progression to be allowed, in accordance with NMC requirements (NMC, 2010).

Full time programme delivery is to be completed within 5 years including interruptions. Part time programme delivery, must be completed within 7 years including interruptions (NMC, 2010).

In order to be eligible for registration at the end of the course, students must have demonstrated that they have met the professional requirements as stipulated by the NMC, including numeracy (all fields) and EU requirements (Adult Field).

Professional practice periods are designed to ensure they meet the NMC (2010) requirement of at least four weeks of continuous practice learning towards the end of the first and second parts of the programme and at least 12 weeks towards the end of the programme. The introduction of grading in practice helps acknowledge that the time in practice is integral to the programme and the overall classification of the nursing award.

External examiner(s) are appointed in line with the NMC (2010) requirement for examiners 'who can demonstrate currency in education and practice with due regard and engage with assessment of both theory and practice'.

Assessment Map

The programme encompasses a range of **assessment methods** including; essays presentations, examinations, portfolios and competencies in practice as evidenced within the Ongoing Achievement Record. These are detailed in the following assessment map:

Assessment Map for
BSc (Hons)/Grad Dip Nursing (Adult, Children's, Learning Disabilities and Mental Health)

		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Ongoing achievement Record (OAR Competencies in clinical practice)	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules for all Fields Level 1	UZZSMV-15-1						A (P/FI)	B (100)			
	UZWSMW-15-1	A (50)						B (50)			
	UZWSN3-15-1							A (100)			
Field specific Compulsory Modules Level 1	UZTSMX-30-1							A (100)			
	UZTSMY-30-1					A (P/F)					
	UZUSN4-30-1							A (100)			
	UZUSN5-30-1					A (P/F)					
	UZZSN6-30-1							A (100)			
	UZZSN7-30-1					A (P/F)					
	UZZSN8-30-1							A (100)			
	UZZSN9-30-1					A (P/F)					
Compulsory Modules for all Fields Level 2	UZYSNA-15-2							A (100)			
	UZWSNB-15-2								A (100)		
Field specific Compulsory Modules Level 2	UZTSNC-45-2							A (100)			
	UZTSND-45-2			B (100)		A (P/F)					
	UZUSNE-45-2						A (40)	B (60)			
	UZUSNF-45-2			B (100)		A (P/F)					
	UZZSNG-45-2						A (50)	B (50)			
	UZZSNH-45-2					A (P/F)		B (100)			

	UZZSNJ-45-2							A (100)		
	UZZSNK -45-2			B (50)	A (50)					
Compulsory Module for all Fields Level 3	**UZWSNL-30-3**								A (100)	
Field specific Compulsory Modules Level 3	**UZTSNM-30-3**									A (100)
	UZTSNN-45-3			B (100)	A (P/F)					
	UZUSNP-30-3									A (100)
	UZUSNQ-45-3			B (100)	A (P/F)					
	UZZSNR-30-3									A (100)
	UZZSNS-45-3			B (100)	A (P/F)					
	UZZSNT-30-3									A (100)
	UZZSNU-45-3			B (100)	A (P/F)					
Optional modules	**UZTSNX-15-3 UZTSNY-15-M**						A (100)			
	UZVSNV-15-3 UZVSNW-15-M						A (100)			
	UZTSP3-15-3 UZTSP4-15-M							A (100)		
	UZWSPD-15-3 UZESPE-15-M							A (100)		
	UZZSP7-15-3 UZZSP8-15-M						A (100)			
	UZZSP9-15-3 UZZSPA-15-M						A (100)			
	UZZSP5-15-3 UZZSP6-15-M						A (100)			
	UZZSPB-15-3 UZZSPC-15-M						A (100)			
	UZZSPF-15-3 UZZSPG-15-M						A (100)			

Key: Pass/Fail (P/F)

Part 6: Programme Structure		BSc (Hons) Nursing	

This structure diagram demonstrates the student journey from entry through to graduation for a typical **full or part time student**, including: level and credit requirements, interim award requirements, compulsory and optional modules

	Compulsory modules for all fields	**Field specific compulsory modules**	**Interim Awards:**
	• Communication in a Diverse World UZZSMV-15-1 • Physiology and Pharmacology for Nursing Practice UZWSMW-30-1 • Appreciating Evidence for Practice UZWSN3-15-1	**Adult Field** • Understanding Adult Nursing UZTSMX-301 • Participating in the Practice of Adult Nursing UZTSMY-30-1 **Children's Field** • Understanding Children's Lives UZUSN4-30-1 • Participation in the Practice of Children's Nursing UZUSN5-30-1 **Mental Health Field** • Foundations of Mental Health UZZSN6-30-1 • Making a Difference 1 UZZSN7-30-1 **Learning Disabilities Field** • Building Positive Relationships with, and Services for, People with Learning Disabilities UZZSN8-30-1 • Learning Disabilities Nursing Practice 1 UZZSN9-30-1	**Cert HE Health & Social Studies** • Credit requirements 120 credits of which not less than 100 credits are at level 1 or above **Dip HE Health & Social Studies** • Credit requirements 240 credits of which not less than 220 credits are at level 1 or above and not less than 100 credits are at level 2 or above **FdSc Health and Social Studies** • Credit requirements
	Compulsory modules	**Field specific compulsory modules**	240 credits of which not less than 220 are at level 1 or above and not less than 100 credits are at level 2 or above PLUS at least 30 credits of work-based learning at level 1 or level 2
	• Service Improvement – a Collaborative Approach UZYSNA-15-2 • Evidence Based Practice for Nursing and Midwifery UZWSNB-15-2	**Adult Field** • Planning and Delivering Nursing Care Adult UZTSNC-45-2 • Implementing the Practice of Adult Nursing UZTSND-45-2 **Children's Field** • Delivering Safe and Compassionate Care UZUSNE-45-2 • Implementing Children's Nursing Practice UZUSNF-45-2 **Mental Health Field** • Working in Partnership in Mental Health UZZSNG-45-2 • Making a Difference 2 UZZSNH-45-2	**BSc Health and Social Studies** • Credit requirements 300 credits of which not less than 280 credits are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above.

		Learning Disabilities Field • Meeting the Health Needs of People with Learning Disabilities UZZSNJ-45-2 • Learning Disabilities Nursing Practice 2 UZZSNK-45-2	**BSc Nursing (Adult)** **BSc Nursing (Children's)** **BSc Nursing (Mental Health)** **BSc Nursing (Learning Disabilities)**
	Compulsory modules • Nursing and Midwifery Dissertation UZWSNL-30-3 **Please choose one 15 credit module from the choice module list or another appropriate module in negotiation with the Programme Manager**	**Field specific compulsory modules** **Adult Field** • Leadership in Adult Nursing UZTSNM-30-3 • Managing the Practice of Adult Nursing UZTSNN-45-3 **Children's Field** • Leadership in Children's Nursing UZUSNP-30-3 • Managing Children's Nursing Practice UZUSNQ-45-3 **Mental Health** • Promoting Recovery in Mental Health UZZSNR-30-3 • Making a Difference 3 UZZSNS-45-3 **Learning Disabilities** • Management of Complex Situations in Services for People with Learning Disabilities UZZSNT-30-3 • Learning Disabilities Nursing Practice 3 UZZSNU-45-3	• Credit requirements 300 credits of which not less than 280 credits are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above. Achievement of **all** modules with the exception of UZWSNL-30-3 **Target/highest Award:** **BSc (Hons) Nursing (Adult)** **BSc (Hons) Nursing (Children's)** **BSc (Hons) Nursing (Mental Health)** **BSc (Hons) Nursing (Learning Disabilities)** • Credit requirements 360 credits of which not less than 340 credits are at level 1 or above, not less than 200 credits are at level 2 or above and not less than 100 credits are at level 3 or above **Only the interim awards and target/highest awards with named descriptors i.e. BSc Nursing and BSc (Hons) Nursing provide eligibility to apply for Nursing and Midwifery registration providing all NMC requirements are met.**

Graduate Diploma Nursing

Independent Study modules and Evidencing Work Based Learning Modules may be used as alternative options to compulsory modules as negotiated with the programme manager, the appropriateness of this is dependent on the individual student's profile of modules achieved and AL/AEL.

Level 1	Compulsory modules for all fields	Field specific compulsory modules	Interim Awards:
	• Communication in a Diverse World UZZSMV-15-1 • Physiology and Pharmacology for Nursing Practice UZWSMW-30-1 • Appreciating Evidence for Practice UZWSN3-15-1	**Adult Field** • Understanding Adult Nursing UZTSMX-301 • Participating in the Practice of Adult Nursing UZTSMY-30-1 **Children's Field** • Understanding Children's Lives UZUSN4-30-1 • Participation in the Practice of Children's Nursing UZUSN5-30-1 **Mental Health Field** • Foundations of Mental Health UZZSN6-30-1 • Making a Difference: 1 UZZSN7-30-1 **Learning Disabilities Field** • Developing Positive Relationships with, and Services for, People with Learning Disabilities UZZSN8-30-1 • Learning Disabilities Nursing Practice 1 UZZSN9-30-1	**Graduate Certificate Health & Social Studies** • Credit requirements At least 60 credits at level 1 or above of which not less than 40 credits are at level 3 or above (in addition to holding a first degree in a relevant subject area) **Graduate Diploma Health & Social Studies** • Credit requirements At least 120 credits at level 1 or above of which not less than 80 are at level 3 or above (in addition to holding a first degree in a relevant subject area)

	Compulsory modules	Field specific compulsory modules	Target/highest Award:
Level 2	• Interprofessional and Inter-agency Collaboration for Quality Service/Practice UZYSNA-15-2 • Evidence Based Practice for Nursing and Midwifery UZWSNB-15-2	**Adult Field** • Planning and Delivering Nursing Care Adult UZTSNC-45-2 • Implementing the Practice of Adult Nursing UZTSND-45-2 **Children's Field** • Delivering Safe and Compassionate Care UZUSNE-45-2 • Implementing Children's Nursing Practice UZUSNF-45-2 **Mental Health Field** • Working in Partnership in Mental Health UZZSNG-45-2 • Making a Difference 2 UZZSNH-45-2 **Learning Disabilities Field** • Meeting the Health Needs of People with Learning Disabilities UZZSNJ-45-2 • Learning Disabilities Nursing Practice 2 UZZSNK-45-2	**Graduate Diploma Nursing (Adult) Graduate Diploma Nursing (Childrens) Graduate Diploma Nursing (Mental Health) Graduate Diploma Nursing (Learning Disabilities)** • Credit requirements At least 120 credits at level 1 or above of which not less than 80 are at level 3 or above (in addition to holding a first degree in a relevant subject area)
Level 3	• Nursing and Midwifery Dissertation UZWSNL-30-3 **Please choose one 15 credit module from the choice module list or another appropriate module in negotiation with the Programme Manager.**	**Field specific compulsory modules** **Adult Field** • Leadership in Adult Nursing UZTSNM-30-3 • Managing the Practice of Adult Nursing UZTSNN-45-3 **Children's Field** • Leadership in Children's Nursing UZUSNP-30-3 • Managing Children's Nursing Practice UZUSNQ-45-3 **Mental Health** • Promoting Recovery in Mental Health UZZSNR-30-3 • Making a Difference 3 UZZSNS-45-3 **Learning Disabilities** • Management of Complex Situations in Services for People with Learning Disabilities UZZSNT-30-3 • Learning Disabilities Nursing Practice 3 UZZSNU-45-3	**Only the target/highest awards i.e. Graduate Diploma Nursing provide eligibility to apply for Nursing and Midwifery registration providing all NMC requirements are met** (achievement of all modules, with the exception of UZWSNL-30-3 is necessary to meet Nursing and Midwifery requirements).

Choice module in negotiation with the Programme Manager.

Code	Title
UZTSNX-15-3 UZTSNY-15-M	End of Life Care
UZVSNV-15-3 UZVSNW-15-M	Public Health and Health Promotion for Professional Practice
UZTSP3-15-3 UZTSP4-15-M	Nursing in a Diverse World
UZWSPD-15-3 UZESPE-15-M	Evidencing Work Based Learning
UZZSP7-15-3 UZZSP8-15-M	Family and Carer Work for Serious Mental Illness
UZZSP9-15-3 UZZSPA-15-M	Motivational Interviewing
UZZSP5-15-3 UZZSP6-15-M	Principles of Cognitive Behavioural Therapy
UZZSPB-15-3 UZZSPC-15-M	Mental Health and Well-being of Children and Young People
UZZSPF-15-3 UZZSPG-15-M	Person Centered Care with people with Dementia

Part 7: Entry Requirements

Entry requirements as of year and point of entry on UWE website

Graduate Diploma Nursing – all fields
A first degree in a relevant subject area where credit transfer can be used to reduce the number of modules studied. An example of where it may be appropriate to study the Graduate Diploma Nursing, would be where a registered nurse already holds a first degree from UWE in one field of nursing and wishes to seek registration to work in another field of nursing.

The Graduate Diploma is designed to recognise the knowledge, understanding and skills that a graduate may bring to a pre-registration programme. Through the use of credit transfer and/or AL/AEL process, students will be able to gain credit where it can be demonstrated in a rigorous manner that they have already met the learning outcomes of one or more compulsory modules. Where all the learning outcomes of a module cannot be credited, these can be accumulated and reflected in either an Independent Study module or an Evidencing Work Based Learning module, at an appropriate level, so that deficiencies can be made up appropriately. The use of these additional modules supports the learner in fully meeting the required academic and professional outcomes of the programme at the point of qualification.

All applicants will be interviewed for suitability**.**

NMC registered first and second level nurses may have unlimited accreditation of prior learning (APL) considered, all NMC requirements must be met in full (NMC Standard R3.5.5).

All other individuals, including NMC registered midwives, enrolled on the programme may have a maximum of 50% APL considered, all NMC requirements must be met in full (NMC Standard R3.5.6).
Accreditation of prior (experiential) learning will be evaluated on an individual basis in accordance with university regulations. Where a student has studied and gained credit in a similar subject then Accreditation of Learning (AL) may be applied for. Accreditation of

Part 7: Entry Requirements

Experiential Learning (AEL) relates to learning achieved through experience gained outside formalised learning arrangements and may also be applied for.

Please see link below for further information and an application form:
http://www1.uwe.ac.uk/students/academicadvice/academiccredits/accreditedlearning.aspx

UWE AL and AEL processes and regulations must be adhered to.

Applicants whose first language is not English must have a minimum IELTS of 7.0 in each section to meet NMC requirements.

Health checks and criminal record bureau checks will be undertaken on all candidates in accordance with University, Faculty and programme policies.

Part 8: Reference Points and Benchmarks

The design of the BSc (Hons) Nursing programme has been developed with reference to a number of key guidelines, policies and strategies. External influences have been considered e.g. professional body requirements e.g. NMC standards for pre-registration nursing and education (2010), Subject benchmarks, QAA benchmarks for Nursing (2001) and Department of Health policies.

- Great Britain. Department of Health (2012) *The power of information: putting all of us in control of the health and care information we need. London: The Stationery Office.*
- Great Britain. Department of Health (2012) *Liberating the NHS: No decision about me without me.* London: The Stationery Office.
- Great Britain. Department of Health (2012) *The Operating Framework for the NHS in England 2012/13 London*: The Stationery Office.
- Great Britain. Department of Health (2012) *Caring for our future: reframing care and support.* London: The Stationery Office.
- Great Britain. Department of Health (2011) *NHS Outcomes Framework 2012/13* London: Department of Health.
- Great Britain. Department of Health (2011) *Innovation, Health and Wealth* London: The Stationery Office
- Great Britain. Department of Health (2011) *Living well with dementia: A National Dementia Strategy Good Practice Compendium –an assets approach*. London: Department of Health.
- Great Britain. Department of Health (2011) *Healthy Lives, Healthy People: Our strategy for public health in England.* London: The stationery Office (Cm. 7985)
- Great Britain. Department of Health (2011) *NHS at home: children's community nursing services.* Department of Health.
- Great Britain. Department of Health (2011) *Transforming care: A national response to Winterbourne View Hospital Department of Health Review*: Final Report. London: Department of Health.
- Great Britain. HM Government (2011) *No Health Without Mental Health*, London: HM Government
- Great Britain. Department of Health (2011*) A framework for technology enhanced learning*. London. Department of Health.
- Great Britain. Department of Health (2007) *Our NHS Our future: NHS next stage review - interim report (Darzi Review).* London: Department of Health.
- Laming, Lord W. (2009) *The Protection of Children in England*: A Progress Report. DfES
- Mid Staffordshire NHS Foundation Trust Public Inquiry (2013) Report of the Mid

Part 8: Reference Points and Benchmarks

Staffordshire NHS Foundation Trust Public Inquiry (Francis Report). London: Stationery Office.

- National Institute for Clinical Excellence (2012) *Patient Experiences in Adult NHS Services QS15*, London:NICE.
- Nursing and Midwifery Council (2010) *Standards for Pre-registration Nursing Education*. London.
- Nursing and Midwifery Council (2009) *Guidance on professional conduct for nursing and midwifery students*. London.
- Nursing and Midwifery Council (2008*) Good health and good character: Guidance for educational institutions.* London.
- Quality Assurance Agency for Higher Education (2008) *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland. The Quality Assurance Agency for Higher Education,* Mansfield.
- Quality Assurance Agency Benchmark statement (2001*) Nursing Academic and Practitioner Standards.*
- University of the West of England (online) Vision and Mission. Available http://www1.uwe.ac.uk/aboutus/visionandmission (accessed on 21/01/2013).

Methods used for the development of this programme have included :

- Practice focused meetings with Trust and healthcare partners.
- Collaboration with other universities who have introduced specific initiatives e.g. grading of practice.
- Discussion and feedback from students:
  - As part of the quality assurance framework via module evaluations
  - Student feedback via student representative and staff forums.
- Patient and public engagement via focused groups
- Internal strategic and programme specific curriculum development groups.

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 individual modules can be found in module specifications, available on the University's website.