



## PROGRAMME SPECIFICATION

Part 1: Information	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	University of the West of England
<b>Delivery Location</b>	University of the West of England, Glenside campus.
<b>Study abroad / Exchange / Credit recognition</b>	
<b>Faculty responsible for programme</b>	Health and Applied Sciences
<b>Department responsible for programme</b>	Nursing and Midwifery
<b>Professional Statutory or Regulatory Body Links</b>	Nursing and Midwifery Council (NMC)
<b>Highest Award Title</b>	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Children's) BSc (Hons) Nursing (Learning Disabilities) Graduate BSc (Hons) Nursing (Mental Health) Diploma Nursing (Adult) Graduate Diploma Nursing (Children's) Graduate Diploma Nursing (Learning Disabilities) Graduate Diploma Nursing (Mental Health)
<b>Default Award Title</b>	None
<b>Interim Award Titles</b>	BSc Nursing (Adult) BSc Nursing (Children's) BSc Nursing (Learning Disabilities) BSc Nursing (Mental Health) BSc Health and Social Studies Dip HE Health and Social Studies Cert HE Health and Social Studies FdSc Health and Social Studies Graduate Diploma Health and Social Studies Graduate Certificate Health and Social Studies
<b>UWE Progression Route</b>	NA
<b>Mode of Delivery</b>	Full Time
<b>ISIS code/s</b>	<b>Primary Awards:</b> B701 -Adult B702 -Childrens B703 -Learning Disabilities B704 -Mental Health
<b>For implementation from</b>	September 2017

**Part 2: Description**

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.

**Regulations**

Approved variant to [University Regulations and Procedures](#)

**Professional Body variant July 2015**

The professional standards of the Nursing and Midwifery Council prohibit the progression of

**Part 2: Description**

students who do not complete all compulsory modules at a specified level within 12 weeks of entering the next part of their programme. The Academic Regulations **do** allow progression, but if students who are trailing modules do not pass them and are subsequently required to withdraw from any new module registrations, they may then lose an attempt. This variant regulation proposes a change to allow the new module registrations to be entirely removed from the student's record, unless they have successfully passed them within the 12 weeks.

**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).

The maximum registration period for this programme is six years to safeguard continuing currency of knowledge and its application in a professional context. Any progression beyond six years must be approved through a UWE examination board. 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 a declaration of good health and good character (all fields); 4600 hours of theory and practice with a minimum of 2300 hours in each (all fields), numeracy (all fields) and EU requirements (Adult Field).

Upon completion of the programme students have 5 years in which to register a qualification leading to a mark on the NMC register.

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'.

**Part 3: Learning Outcomes of the Programme**

	All Fields		Adult		Child		MH		LD		All fields		Adult			Child			MH			LD																			
	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	UZTSQV-30-2	UZTSQW-30-2	UZTSJ6-30-2	UZUSQQ-30-2	UZUSQR-30-2	UZUSQT-30-2	UZZSR5-30-2	UZZSRC-30-2	UZZSR6-30-2	UZZSR7-30-2	UZZSR8-30-2	UZZSR9-30-2	DISSERTATION	UZTSNM-30-3	UZTSQY-30-3	UZTSQX-15-3	UZUSNP-30-3	UZUSQS-30-3	UZUSQU-15-3	UZZSNR-30-3	UZZSYW-30-3	UZZSR4-15-3	UZZSRK-30-3	UZZSRB-30-3	UZZSRA-15-3			
<b>Learning Outcomes:</b>																																									
<b>Knowledge and Understanding</b>																																									
The skills and attitudes necessary to act as facilitators of patient centered /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		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		X	X					X	X				
Monitoring the effectiveness of service user and carer centered/nursing care strategies.			X		X		X				X			X	X	X	X	X	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		X	X	X		X	X					X	X		
The skills and attitudes required for competent accountable				X	X	X		X									X	X	X	X				X	X	X		X	X		X	X					X	X			









**Part 3: Learning Outcomes of the Programme**

**Part 4: Programme Structure      BSc(Hons) Nursing**

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time undergraduate student** including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

ENTRY	Level 1	Compulsory Modules for all fields	Field specific compulsory modules	Awards
			<ul style="list-style-type: none"> <li>• Communication in a Diverse World UZZSMV-15-1</li> <li>• Physiology and Pharmacology for Nursing Practice UZWSMW-30-1</li> <li>• Appreciating Evidence for Practice UZWSN3-15-1</li> </ul>	<p><b>Adult Field</b></p> <ul style="list-style-type: none"> <li>• Understanding Adult Nursing UZTSMX-30 -1</li> <li>• Participating in the Practice of Adult Nursing UZTSMY-30-1</li> </ul> <p><b>Children's Field</b></p> <ul style="list-style-type: none"> <li>• Understanding Children's Lives UZUSN4-30-1</li> <li>• Participation in the Practice of Children's Nursing UZUSN5-30-1</li> </ul> <p><b>Mental Health Field</b></p> <ul style="list-style-type: none"> <li>• Foundations of Mental Health UZZSN6-30-1</li> <li>• Making a Difference 1 UZZSN7-30-1</li> </ul> <p><b>Learning Disabilities Field</b></p> <ul style="list-style-type: none"> <li>• Building Positive Relationships with, and Services for, People with Learning Disabilities UZZSN8-30-1</li> <li>• Learning Disabilities Nursing Practice 1 UZZSN9-30-1</li> </ul>

Level 2	<b>Compulsory Modules for all fields</b> <ul style="list-style-type: none"> <li>• Service Improvement – a Collaborative Approach UZYSNA-15-2</li> <li>• Evidence Based Practice for Nursing UZWSNB-15-2</li> </ul>	<b>Field specific compulsory modules</b> <p><b>Adult Field</b></p> <ul style="list-style-type: none"> <li>• Caring for Adults with long term health needs UZTSQV-30-2</li> <li>• Implementing the Practice of Adult Nursing UZTSQW-30-2</li> <li>• Decision making and Assessment skills for Adult Nursing UZTSJ6-30-2</li> </ul> <p><b>Children’s Field</b></p> <ul style="list-style-type: none"> <li>• Decision making and Assessment skills for Children’s Nursing UZUSQQ-30-2</li> <li>• Implementing Children’s Nursing Practice UZUSQR-30-2</li> <li>• Working with Children, Young People and Families in the community UZUSQT-30-2</li> </ul> <p><b>Mental Health Field</b></p> <ul style="list-style-type: none"> <li>• Making a Difference 2 UZZSR5-30-2</li> <li>• Medication management and the Promotion of Physical Health in Mental Health Nursing UZZRSC-30-2</li> <li>• Working in Partnership in Mental Health UZZSR6-30-2</li> </ul> <p><b>Learning Disabilities Field</b></p> <ul style="list-style-type: none"> <li>• Health needs of People with Learning Disabilities UZZSR7-30-2</li> <li>• Learning Disabilities Nursing Practice 2 UZZSR8-30-2</li> <li>• The role of the Learning Disabilities Nurse in public health promotion UZZSR9-30-2</li> </ul>	<b>Interim Awards</b> <p><b>Interim award:</b></p> <p><b>Dip HE Health &amp; Social Studies</b></p> <p>Credit requirements: 240 credits</p> <p><b>FdSc Health and Social Studies</b></p> <p>Credit requirements: 240 credits PLUS at least 30 credits of work- based learning at level 1 or level 2</p>

	<b>Compulsory Modules</b>	<b>Field specific compulsory modules</b>	<b>Interim Awards</b>
Level 3	<p><b>Dissertation</b></p> <ul style="list-style-type: none"> <li>• Adult Nursing UZWRW8-30-3</li> <li>• Child Nursing UZURW9-30-3</li> <li>• Learning Disabilities Nursing UZZRWA-30-3</li> <li>• Mental Health Nursing UZZRWB-30-3</li> </ul> <p>Please choose one 15 credit module from the choice module list</p>	<p><b>Adult Field</b></p> <ul style="list-style-type: none"> <li>• Leadership in Adult Nursing UZTSNM-30-3</li> <li>• Managing the Practice of Adult Nursing UZTSQY-30-3</li> <li>• Teaching and Learning in Adult Nursing UZTSQX-15-3</li> </ul> <p><b>Children's Field</b></p> <ul style="list-style-type: none"> <li>• Leadership in Children's Nursing UZUSNP-30-3</li> <li>• Managing Children's Nursing Practice UZUSQS-30-3</li> <li>• Teaching and Learning in Children's Nursing Practice UZUSQU-15-3</li> </ul> <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• Promoting Recovery in Mental Health UZZSNR-30-3</li> <li>• Making a Difference 3 UZZSYW-30-3</li> <li>• Teaching and Learning in Mental Health Nursing UZZSR4-15-3</li> </ul> <p><b>Learning Disabilities</b></p> <ul style="list-style-type: none"> <li>• Leadership in Learning Disabilities Nursing UZZSRK-30-3</li> <li>• Learning Disabilities Nursing Practice 3 UZZSRB-30-3</li> <li>• Teaching and Learning in Learning Disability Nursing Practice UZZSRA-15-3</li> </ul>	<p><b>Interim award: BSc Health and Social Studies</b></p> <p>Credit requirements: 300 credits</p> <p><b>BSc Nursing (Adult) BSc Nursing (Child) BSc Nursing (Mental Health) BSc Nursing (Learning Disabilities)</b></p> <p>Credit requirements: 300 credits. PLUS Achievement of <b>all</b> modules with the exception of UZWRW8-30-3 or UZURW9-30-3 or UZZRWA-30-3 or UZZRWB-30-3</p> <p><b>Target/highest Award:</b></p> <p><b>BSc(Hons) Nursing (Adult) BSc(Hons) Nursing (Child) BSc(Hons) Nursing (Mental Health) BSc(Hons) Nursing (Learning Disabilities)</b></p> <p>Credit requirements: 360 credits</p> <p><b>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.</b></p>

**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 leader; the appropriateness of this is dependent on the individual student's profile of modules achieved and AL/AEL.

<b>Level 1</b>	<p><b>Compulsory modules for all fields</b></p> <ul style="list-style-type: none"> <li>• Communication in a Diverse World UZZSMV-15-1</li> <li>• Physiology and Pharmacology for Nursing Practice UZWSMW-30-1</li> <li>• Appreciating Evidence for Practice UZWSN3-15-1</li> </ul>	<p><b>Field specific compulsory modules</b></p> <p><b>Adult Field</b></p> <ul style="list-style-type: none"> <li>• Understanding Adult Nursing UZTSMX-30-1</li> <li>• Participating in the Practice of Adult Nursing UZTSMY-30-1</li> </ul> <p><b>Children's Field</b></p> <ul style="list-style-type: none"> <li>• Understanding Children's Lives UZUSN4-30-1</li> <li>• Participation in the Practice of Children's Nursing UZUSN5-30-1</li> </ul> <p><b>Mental Health Field</b></p> <ul style="list-style-type: none"> <li>• Foundations of Mental Health UZZSN6-30-1</li> <li>• Making a Difference 1 UZZSN7-30-1</li> </ul> <p><b>Learning Disabilities Field</b></p> <ul style="list-style-type: none"> <li>• Building Positive Relationships with, and Services for, People with Learning Disabilities UZZSN8-30-1</li> <li>• Learning Disabilities Nursing Practice 1 UZZSN9-30-1</li> </ul>	<p><b>Interim Awards:</b></p> <p><b>Graduate Certificate Health &amp; Social Studies</b></p> <p>Credit requirements</p> <p>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</p>
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<b>Level 2</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• Service Improvement; a Collaborative Approach UZYSNA-15-2</li> <li>• Evidence Based Practice for Nursing UZWSNB-15-2</li> </ul>	<p><b>Field specific compulsory modules</b></p> <p><b>Adult Field</b></p> <ul style="list-style-type: none"> <li>• Caring for adults with long term health needs UZTSQV-30-2</li> <li>• Implementing the Practice of Adult Nursing UZTSQW-30-2</li> <li>• Decision making and Assessment skills for Adult Nursing UZTSJ6-30-2</li> </ul> <p><b>Children's Field</b></p> <ul style="list-style-type: none"> <li>• Decision making and Assessment skills for Children's Nursing UZUSQQ-30-2</li> <li>• Implementing Children's Nursing Practice UZUSQR-30-2</li> <li>• Working with Children, Young People and Families in the Community UZUSQT-30-2</li> </ul> <p><b>Mental Health Field</b></p> <ul style="list-style-type: none"> <li>• Making a Difference 2 UZZSR5-30-2</li> <li>• Medication management and the Promotion of Physical Health in Mental Health Nursing UZZRSC-30-2</li> <li>• Working in Partnership in Mental Health UZZSR6-30-2</li> </ul> <p><b>Learning Disabilities Field</b></p> <ul style="list-style-type: none"> <li>• Health needs of People with Learning Disabilities UZZSR7-30-2</li> <li>• Learning Disabilities Nursing Practice 2 UZZSR8-30-2</li> <li>• The role of the Learning Disabilities Nurse in Public Health Promotion UZZSR9-30-2</li> </ul>	<p><b>Target/highest Award:</b></p> <p><b>Graduate Diploma Health &amp; Social Studies</b></p> <p>Credit requirements</p> <p>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</p>
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<b>Level 3</b>	<p><b>Compulsory modules</b></p> <p><b>Please choose one 15 credit module from the choice module list.</b></p>	<p><b>Field specific compulsory modules</b></p> <p><b>Adult Field</b></p> <ul style="list-style-type: none"> <li>• Leadership in Adult Nursing UZTSNM-30-3</li> <li>• Managing the Practice of Adult Nursing UZTSQY-30-3</li> <li>• Teaching and Learning in Adult Nursing UZTSQX-15-3</li> </ul> <p><b>Children's Field</b></p> <ul style="list-style-type: none"> <li>• Leadership in Children's Nursing UZUSNP-30-3</li> <li>• Managing Children's Nursing Practice UZUSQS-30-3</li> <li>• Teaching and Learning in Children's Nursing UZUSQU-15-3</li> </ul> <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• Promoting Recovery in Mental Health UZZSNR-30-3</li> <li>• Making a Difference 3 UZZSYW-30-3</li> <li>• Teaching and Learning in Mental Health Nursing UZZSR4-15-3</li> </ul> <p><b>Learning Disabilities</b></p> <ul style="list-style-type: none"> <li>• Leadership in Learning Disabilities Nursing UZZSRK-30-3</li> <li>• Learning Disabilities Nursing Practice 3 UZZSRB-30-3</li> <li>• Teaching and Learning in Learning Disability Nursing Practice UZZSRA-15-3</li> </ul>	<p><b>Graduate Diploma Nursing (Adult)</b>  <b>Graduate Diploma Nursing (Children's)</b>  <b>Graduate Diploma Nursing (Mental Health)</b>  <b>Graduate Diploma Nursing (Learning Disabilities)</b></p> <p>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</p> <p><b>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</b> (Achievement of all modules with the exception of UZWRW8-30-3 or UZURW9-30-3 or UZZRWA-30-3 or UZZRWB-30-3 is necessary to meet Nursing and Midwifery requirements).</p>
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## Choice modules

Module Code	Module title	Field
UZTSUD-15-3 UZTSUE-15-M	Cancer Care	Adult
UZWRTW-15-3 UZWTRX-15-M	Enhancing Clinical Decision making through theory and practice	Adult
UZTRU4-15-3 UZTRTY-15-M	Principles of Respiratory Care	Adult
UZTRWH-15-3	Collaborative Approaches to Pain Management	Adult
UZTRWG-15-3	Primary and Community Healthcare	Adult
UZTRWE-15-3 UZTRWF-15-M	Supporting patients with Atopic Disease	Adult and Child
UZTRWK-15-3 UZTRVS-15-M	Dementia principles of care	Adult
UZRUV-15-3	Principles of Perioperative Care	Adult
UZTSNX-15-3 UZTSNY-15-M	End of Life care	Adult Learning Disability
UZTSP3-15-3 UZTSP4-15-M	Worldwide nursing	All fields
UZTRSP-15-3 UZTRA7-15-M	Public Health and Health Promotion	Adult
UZWSVB-15-3	Principles of Cardiac Care	Adult
UZWSPD-15-3 UZWSPE-15-M	Evidencing Work based learning	All fields
UZWSV7-15-3 UZWR1P-15-M	Independent study	All fields
UZZSPB-15-3 UZZSPC-15-M	Mental Health and Well-being of Children and Young People	Child and Mental Health
UZZSP5-15-3 UZZSP6-15-3	Principles of Cognitive Behaviour therapy	Mental Health
UZZSP7-15-3 UZZSP8-15-3	Family and Carer work for serious mental illness	Mental Health
UZZRVG-15-3	The Social and Policy Context of Mental Health	Mental Health
UZZRUW-15-3	Solution Focussed Practice: Developing empowering conversations with people	Mental Health
UZURUM-15-3	Palliative Care for Children, Young People and their families	Child
UZURQW-15-3 UZURQU-15-M	Promoting children and Young people's health in the community	Child

### Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions

#### BSc (Hons) Nursing all fields

- **GCSE:** A minimum of 5 subjects at grade C or above (or grade 4 in newly reformed GCSE grading), to include English Language, Mathematics (and Science for children's nursing)
- Evidence of completion of 10 years of general education
- Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

#### Graduate Diploma Nursing – all fields

- A first degree 2:2 or better in a relevant subject (allowing credit to be transferred through AL/AEL up to a maximum of 120 credits)
- A minimum of 5 subjects at grade C or above (or grade 4 in newly reformed GCSE grading), to include English Language, Mathematics (and Science for children's nursing)

### Part 5: Entry Requirements

- Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

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 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 written and spoken English to meet NMC requirements.

**Health assessment/declaration/vaccinations.** Applicants must be in good health and be up-to-date with routine immunisations e.g. tetanus, diphtheria, polio and MMR. Applicants who are offered a place will be required to complete a questionnaire and must be prepared to undergo a medical examination. Applicants will also be required to confirm their status in respect of a number of infectious diseases and immunisations (tuberculosis, measles, mumps, rubella, chicken pox, varicella, hepatitis B, hepatitis C, HIV antibodies) and be prepared to have all required vaccinations. If vaccinations are not up-to-date this will affect ability to continue on the course. Concerns with regards to vaccinations should be raised at the point of application.

**Disclosure of Criminal Background** - the Rehabilitation of Offenders Act 1974 does not apply and all convictions, including those which are spent, must be disclosed. This is in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Applicants who are offered a place must undergo a Disclosure and Barring Service (DBS) check and will be required to complete a Disclosure Application Form. All information will be treated in confidence and only taken into account when absolutely necessary.

## Part 6: Reference Points and Benchmarks

The design of the Bsc (Hons) Nursing (Adult/ Child/ Learning Disabilities and Mental Health) and the Graduate Diploma Nursing (Adult/ Child/ Learning Disabilities and Mental Health) has been developed with reference to a number of key guidelines, policies and strategies. External influences have been considered e.g. professional body requirements including NMC standards, Subject benchmarks, QAA benchmarks (2001), and Department of Health policies.

### [QAA UK Quality Code for HE](#)

- QAA (2001) Benchmark Statement Health Care Programmes: Nursing
- QAA (2008) Benchmark mapping for Higher Education: The Framework for Higher Education Qualifications in England, Wales and Northern Ireland.
- QAA (2014) UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards PART A The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
- QAA (2015) Characteristics Statement, Bachelors degrees

### [Strategy 2020](#)

The UWE Bristol Strategy for 2020 (UWE, 2013) sets out a confident and ambitious future and focuses on an ultimate goal - transforming futures - through research, learning and teaching and knowledge exchange. UWE Bristol's ambition is known nationally and internationally as the best university for:

- Professionally recognised and practice-oriented programmes, which contribute to an outstanding learning experience and generate excellent graduate employment opportunities and outcomes for all learners
- Connecting and working with our local and regional economy, businesses and communities and international partners to advance knowledge, and to advance the health, sustainability and prosperity of our locality and region
- Being digitally advanced, agile and responsive in the way we work, embracing and leading change to create new sustainable opportunities
- Being inclusive and global in outlook and approach

The UWE Bristol Strategy 2020 (UWE, 2013) priorities are located in four domains which are **Outstanding learning; Ready and able graduates; Research with impact and Strategic partnerships, connections and networks.**

### [University policies](#)

The programme aligns to UWE's strategic ambition through ensuring that students experience outstanding learning and teaching. BSc(Hons) Nursing graduates will be ready and able to make a positive contribution to society through their particular field of practice.

<http://www1.uwe.ac.uk/about/corporateinformation/policies.aspx>

- Academic Regulations
- Assessment Cycle Policy
- Disclosure and Barring Policy and Procedure

- Department of Health and Department for Communities and Local Government (2017) *Integration*

**Part 6: Reference Points and Benchmarks**

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