



Programme Specification

Nursing (International) [Jan][FT][Villa][2yrs]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Nursing (International) [Jan][FT][Villa][2yrs]

Highest award: BSc (Hons) Nursing (international)

Interim award: BSc Health Care Studies

Interim award: DipHE Health Care Studies

Awarding institution: UWE Bristol

Affiliated institutions: Villa College

Teaching institutions: Villa College

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: HAS School of Health and Social Wellbeing, Faculty of Health & Applied Sciences

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 January 2019

Programme code: B794-JAN-FT-VC-B793

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The course does not enable entry on to the UK Nursing and Midwifery Council Register. The top up programme aims to enable international registered nurses to become critical practitioners committed to lifelong learning in their respective areas of practice, situated within their own health and social care context.

The Maldives programme will consist of a two-year top up award consisting of 240 credits. The modules have been chosen in negotiation with the Maldives Nursing and Quality team at Villa College with agreement from the Maldives Nursing Council.

Features of the programme: The sequencing of modules is intended to create a smooth transition into UK academia for example, all students will start with the Accelerating Learning for Professionals module and the Independent study module as pivotal modules that enhance academic study skills and development. Here, students will develop an analytical approach to appraising a range of sources of evidence and reflect on the ways in which learning may affect their professional and practice development. The modules enable students to demonstrate a problem solving approach, analyse subject matter and it will assist them in examining the nature of evidence based practice and its impact on nursing practice. Students will enhance their skills of communication and presenting information, improve information retrieval skills and develop the ability to utilise information and communication technology appropriately to support undergraduate study.

In Year 2, the Evidence and Research in Practice module complements the Dissertation (Post Qualifying) module that spans the duration of the year. Evidence and Research in Practice provides students with the opportunity to develop skills and knowledge in the evaluation of research evidence, in order to guide and inform professional practice and policy decisions. It provides underpinning knowledge and understanding of research methods, enabling them to develop skills in critical appraisal of research in preparation for the Dissertation (Post Qualifying) module.

The rest of the modules resonate with the World Health Organisation (WHO) priority areas for non-communicable diseases such as cancer, heart and renal conditions.

These modules use evidence based literature to identify public health preventative and survivorship strategies.

Educational Aims: The main educational aims of the BSc (Hons) Nursing (International) programme is to provide registered nurses with the opportunity to:

Enhance the development of academic and professional knowledge and skills in developing mastery in their respective areas of practice and promote the ethos of continuing independent learning.

Develop comprehensive, evidence-based knowledge; apply critical thinking and innovative approaches to service delivery that will contribute directly to the enhancement of the quality of healthcare service provision.

The aim is to:

Produce graduates who demonstrate a comprehensive understanding of specialist areas of knowledge and skills necessary to practice competently in their specific field of practice

Enable learners to demonstrate an understanding and evaluation of current issues within health and social care in their own country, using new knowledge to enhance practice

Support learners to evaluate current research and scholarship in order to effectively and efficiently lead, manage, plan and evaluate care delivery in a variety of contexts

Enable learners to become independent and reflective practitioners, who have the ability to question and challenge practice and evidence, with confidence and courage

Appraise and synthesise relevant research, evaluations and audits, applying them to one's own area of practice in order to effect change in practice.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

- A1. Apply critical knowledge and understanding of a range of models and approaches to inform health care practice

Intellectual Skills

- B1. Develop critical thinking, problem-solving and reflective skills in order to enhance and challenge professional practice
- B2. Demonstrate a critical appreciation and application of research, evidence based knowledge and policies in the area of practice

Subject/Professional Practice Skills

- C1. Critically explore current issues within health and social care in their own country, using new knowledge to enhance practice
- C2. Explore professional, ethical and legal frameworks located within the context of their practice

Transferable Skills and other attributes

- D1. Evaluate existing practice and initiate change in the light of current evidence, knowledge and skills to positively influence practice
- D2. Demonstrate a clear understanding of, and reflect on what constitutes effective communication and inter-personal skills to influence the best outcomes in practice

Assessment strategy: The assessment strategy has been designed to test the programme learning outcomes.

Student support:

Part B: Programme Structure**Year 1**

The student must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZTR1D-20-2	Accelerating Learning for Professionals 2022-23	20
UZTSG9-20-2	Assessment and Clinical Reasoning 2022-23	20
UZWRT-20-3	Essentials of Renal Care 2022-23	20
UZWY5W-20-2	Ethical Issues in Health and Social Care 2022-23	20
UZTY5X-20-2	Facilitating Learning and Assessment in Practice 2022-23	20
UZWY5V-20-2	Independent Study 2022-23	20

Year 2

The student must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZWRT-20-3	Cardiac Care 2023-24	20
UZWY5V-20-2	Dissertation (Post Qualifying) 2023-24	40
UZWY5W-20-2	Evidence and Research in Practice 2023-24	20

UZTSWA-20-3	Fundamentals of Cancer Care 2023-24	20
UZTSGF-20-3	Leadership for Health 2023-24	20

Part C: Higher Education Achievement Record (HEAR) Synopsis

This is a top-up, post-qualifying programme for international nurses registered overseas

Part D: External Reference Points and Benchmarks

The design of the BSc (Hons) Nursing (International) has been developed with reference to a number of key guidelines, policies and strategies.

QAA UK Quality Code for HE:

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 characteristics for Bachelor degrees.

Strategy 2020:

UWE Strategy 2020 has four key priorities - outstanding student learning, ready and able graduates, research with impact and strategic partnerships, connections and networks. Programme learning, teaching and assessment strategies relate to all four of these key priorities. For international learning, the modules will be delivered in country within the health and social care context of the delivery site. The programme offers a great degree of flexibility and learners have the freedom to apply their own practice experiences to develop their practice. Learners are asked to consider the

impact of their learning on the service they provide, identifying areas for improvement and change.

In addition, the following policy drivers and literature have informed programme development:

World Health Organization (2016) Spending targets for health: no magic number.

Available from:

<http://apps.who.int/iris/bitstream/10665/250048/1/WHO-HIS-HGF-HFWorkingPaper-16.1-eng.pdf?ua=1> (Accessed 12 April 2017)

World Health Organization (2016) Preventing disease through healthy environments: a global assessment of the burden of disease from environmental risks. Available from:

http://apps.who.int/iris/bitstream/10665/204585/1/9789241565196_eng.pdf?ua=1 (Accessed 20 March 2017)

World Health Organization (2015) Country experiences in integrated policy development for the prevention and control of non-communicable diseases.

Available from: http://www.euro.who.int/__data/assets/pdf_file/0003/282936/Country-experiences-integrated-policy-development-prevention-control-NCDs.pdf (Accessed 20 March 2017)

World Health Organisation (2015) State of inequality. Reproductive, maternal, newborn and child health. Available from:

http://apps.who.int/iris/bitstream/10665/164590/1/9789241564908_eng.pdf?ua=1&ua=1 (Accessed 20 March 2017)

World Health Organisation (2014) Global status report on non-communicable diseases. Available from: <http://www.who.int/nmh/publications/ncd-status-report-2014/en/> (Accessed 20 March 2017)

World Health Organization (2013) Research for universal health coverage: World health report 2013 Available from:

http://apps.who.int/iris/bitstream/10665/85761/2/9789240690837_eng.pdf?ua=1
(Accessed 12 April 2017)

World Health Organisation (2010) Global Strategy for Women's and Children's health. Available from:
http://www.who.int/pmnch/knowledge/publications/fulldocument_globalstrategy/en/
(Accessed 21 March 2017)

World Health Organization (2008) Closing the gap in a generation: health equity through action on the social determinants of health. Commission on Social Determinants of Health: Geneva. Available from
http://apps.who.int/iris/bitstream/10665/43943/1/9789241563703_eng.pdf (Accessed 12 April 2017)

Part E: Regulations

Approved to UWE, Bristol University Regulations and Procedures