

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 / City of Bristol College
Faculty responsible for programme	Health and Applied 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 4 years (with Foundation year) / Part Time
ISIS Codes PA (PT)	Adult B701 (B71F) Childrens B702 (B72F) Learning Disabilities B703 (B73F) Mental Health B704 (B74F)
Relevant QAA Subject Benchmark Statements	Nursing (2001)
CAP Approval Date	19 November 2015
Valid from	September 2016
Valid until Date	September 2022
Version	1

Part 2: Educational Aims of the Programme

Accessing university to study for a chosen health career is not always possible for some people; life events and lack of opportunity can preclude this. This 4-year programme is a unique, alternative route into higher education. The first year of this 4-year programme will be delivered at level 0, and delivered in the main by City of Bristol College. Its aim is to develop the necessary foundation sciences and concepts to underpin undergraduate studies from level 1 onwards. It offers a widening participation opportunity to more mature people who have little or no academic background. It is designed to up-skill the individual to the appropriate entry level for studying for a degree in Nursing.,

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

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 4: Student Learning and Student Support

Year 1 (level 0) is delivered mainly at City of Bristol College, with years 2-4 (levels 1-3) being taught at UWE. This Programme is designed to enable students from non-traditional backgrounds to access higher education health care programmes. In order to support students in their aspirations, teaching support in year 1 is intensive, particularly in the module 'Managing Numerical Data'. Whereas in the module 'Introduction to Evidence in Practice' students are expected to start to demonstrate their abilities as independent learners. This approach to gradual lessening of teaching support has been demonstrated to work well with these students.

Students receive regular formative feedback in class based activities to facilitate the development of confidence in learning. Use of learning tools is also encouraged e.g. MyMaths enables students to log and monitor their own progression. Students are given advice on how to improve marks both at module and topic specific level, and develop study skills required for their further undergraduate study. Students have access to the libraries of both institutions and access to Student Advisors. The Well-being Service at UWE is available for counselling, mentoring and individual health related support. There are similar health and welfare support services at CoBC.

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.

Primary Award Title: BSc (Hons) /Grad Dip Nursing

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

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 maximizes 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.

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

Each student will have an Academic Personal Tutor (APT). During year 1 (level 0), this support will be provided by one of the City of Bristol College tutors. From year 2 (level 1), the APT will be a member of the UWE undergraduate programme team, who will facilitate students to manage the transition into level 1 at UWE, and progress from one stage/level to the next. Tutors will support students to:

- develop university level learning skills and styles
- develop the capacity for effective group work and learning with and from peers
- see the importance of a student's role in UWE life and as a member of their subject degree group
- develop a rounded appreciation of the student's academic programme and the connections between modules and the wider world
- plan the student's 'preferred future' and develop the graduate skills, attributes and abilities that will help students achieve their goals recognise, describe and demonstrate their academic achievements and graduate skills

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).

NB There is no placement or practice learning in year 1 level 0 of the programme

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

Students can access UWE based lecturers and facilities while undertaking this Programme of study; UWE has one of the best Libraries for Health and Social Care in South West of England. This is in addition to the tutors and facilities based at City of Bristol College during year 1 (level 0).

Students can progress to level 1 of their undergraduate programme only on successful completion of the 120 credits specified at level 0. Students cannot progress to the Graduate Diploma (Nursing) as the entry criteria for this programme is a previous Undergraduate degree

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Professional Body variant July 2015

The professional standards of the Nursing and Midwifery Council prohibit the progression of students who do not first complete all compulsory modules at a specified level within 12 weeks of them 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

Level 0:

The Programme recognises that adult learners seek assurance that their learning is appropriate and that they develop confidence in their developing knowledge and competences. The assessment of knowledge and understanding is undertaken by a variety of means including laboratory reports, written assignments, written examinations, projects, presentations and portfolios. Practical skills are assessed by the research process, written assignments, lab reports and portfolios. Transferable skills are assessed by vocational study, laboratory and experimental reports, presentations, word processed assignments and the production of a portfolio.

Summative assessments are complimented by a variety of formative assessments in each module. These include short peer-reviewed tests, class quizzes and mini presentations. The outcome of these enhances the student's growing understanding of topics, self-esteem and communication

skills, which ultimately contribute to the overall module assessment.

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 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. There is no level 0 year 1 placement or practice

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)

		Type of Assessment*									
		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	Foundation Human Biology UZYRFK-15-0	A							B		
		(70)							(30)		
	Human anatomy and Physiology UZYRGS-15-0	A							B		
Level 0		(70)						(30)			
	Communication and Study Skills UZYRF8-15-0						A		A		B
							(25)		(25)		(50)

	UZZRWA-30-3									A (100)	
	UZZRWB-30-3									A (100)	
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

YEAR 1	<p>Compulsory Modules for all fields</p> <ul style="list-style-type: none"> • UZYRFK-15-0 Foundation Human Biology • UZYRGS-15-0 Human Anatomy and Physiology • UZYRF8-15-0 Communication and Study Skills • UZYRGT-15-0 Managing Numerical Data • UZYRGW-15-0 Social Sciences • UZYRGU- 15-0 Research Basics • UZYRHK-15-0 Introduction to Evidence In Practice • UZYREU-15-0 Combined Sciences 		<p>120 credits at Level 0</p> <p>Successful completion of all level 0 modules required to permit progression to level 1.</p>
Year 2	<p>Compulsory modules for all fields</p> <ul style="list-style-type: none"> • Communication in a Diverse World UZZSMV-15-1 • Physiology and Pharmacology for Nursing Practice UZWSMW-30-1 • Appreciating Evidence for Practice UZWSN3-15-1 	<p>Field specific compulsory modules</p> <p>Adult Field</p> <ul style="list-style-type: none"> • Understanding Adult Nursing UZTSMX-30 -1 • Participating in the Practice of Adult Nursing UZTSMY-30-1 <p>Children’s Field</p> <ul style="list-style-type: none"> • Understanding Children’s Lives UZUSN4-30-1 • Participation in the Practice of Children’s Nursing UZUSN5-30-1 <p>Mental Health Field</p> <ul style="list-style-type: none"> • Foundations of Mental Health UZZSN6-30-1 • Making a Difference 1 UZZSN7-30-1 <p>Learning Disabilities Field</p> <ul style="list-style-type: none"> • Building Positive Relationships with, and Services for, People with Learning Disabilities UZZSN8-30-1 • Learning Disabilities Nursing 	<p>Interim Awards:</p> <p>Cert HE Health & Social Studies Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0.</p> <p>Dip HE Health & Social Studies Credit requirements: 360 credits At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.</p> <p>FdSc Health and Social Studies Credit requirements: 360 credits At least 100 credits at level 2 or above.</p>

Year 3	<p>Compulsory modules</p> <ul style="list-style-type: none"> • Service Improvement – a Collaborative Approach UZYSNA-15-2 • Evidence Based Practice for Nursing and Midwifery UZWSNB-15-2 	<p>Field specific compulsory modules</p> <p>Adult Field</p> <ul style="list-style-type: none"> • Planning and Delivering Nursing Care Adult UZTSNC-45-2 • Implementing the Practice of Adult Nursing UZTSND-45-2 <p>Children’s Field</p> <ul style="list-style-type: none"> • Delivering Safe and Compassionate Care UZUSNE-45-2 • Implementing Children’s Nursing Practice UZUSNF-45-2 <p>Mental Health Field</p> <ul style="list-style-type: none"> • Working in Partnership in Mental Health UZZSNG-45-2 • Making a Difference 2 UZZSNH-45-2 	<p>At least 120 credits at level 1 or above. 120 credits at level 0. PLUS at least 30 credits of work- based learning at level 1 or level 2</p> <p>BSc Health and Social Studies</p> <p>Credit requirements: 420 credits At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.</p>
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Year 3		<p>Learning Disabilities Field</p> <ul style="list-style-type: none"> • The Health of People with Learning Disabilities UZZSNJ-45-2 • Learning Disabilities Nursing Practice 2 UZZSNK-45-2 	<p>BSc Nursing (Adult) BSc Nursing (Children’s) BSc Nursing (Mental Health) BSc Nursing (Learning Disabilities)</p> <p>Credit requirements: 420 credits At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0. Achievement of all modules with the exception of UZWRW8-30-3 or UZURW9-30-3 or UZZRWA-30-3 or UZZRWB-30-3</p>
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Year 4	<p>Compulsory modules</p> <ul style="list-style-type: none"> • Dissertation – Adult Nursing UZWRW8-30-3 – Child Nursing UZURW9-30-3 – Learning Disabilities Nursing UZZRWA-30-3 – Mental Health Nursing UZZRWB-30-3 <p>Please choose one 15 credit module from the choice module list or another appropriate module in negotiation with the Programme Manager</p>	<p>Field specific compulsory modules</p> <p>Adult Field</p> <ul style="list-style-type: none"> • Leadership in Adult Nursing UZTSNM-30-3 • Managing the Practice of Adult Nursing UZTSNN-45-3 <p>Children’s Field</p> <ul style="list-style-type: none"> • Leadership in Children’s Nursing UZUSNP-30-3 • Managing Children’s Nursing Practice UZUSNQ-45-3 <p>Mental Health</p> <ul style="list-style-type: none"> • Promoting Recovery in Mental Health UZZSNR-30-3 • Making a Difference 3 UZZSNS-45-3 <p>Learning Disabilities</p> <ul style="list-style-type: none"> • Management of Complex Situations in Services for People with Learning Disabilities UZZSNT-30-3 • Learning Disabilities Nursing Practice 3 UZZSNU-45-3 	<p>Target/highest Award:</p> <p>BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Children’s) BSc (Hons) Nursing (Mental Health) BSc (Hons) Nursing (Learning Disabilities)</p> <p>Credit requirements: 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0. 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.</p>
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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	<p>Compulsory modules for all fields</p> <ul style="list-style-type: none"> • Communication in a Diverse World UZZSMV-15-1 • Physiology and Pharmacology for Nursing Practice UZWMMW-30-1 • Appreciating Evidence for Practice UZWSN3-15-1 	<p>Field specific compulsory modules</p> <p>Adult Field</p> <ul style="list-style-type: none"> • Understanding Adult Nursing UZTSMX-30-1 • Participating in the Practice of Adult Nursing UZTSMY-30-1 <p>Children's Field</p> <ul style="list-style-type: none"> • Understanding Children's Lives UZUSN4-30-1 • Participation in the Practice of Children's Nursing UZUSN5-30-1 <p>Mental Health Field</p> <ul style="list-style-type: none"> • Foundations of Mental Health UZZSN6-30-1 • Making a Difference 1: UZZSN7-30-1 <p>Learning Disabilities Field</p> <ul style="list-style-type: none"> • Developing Positive Relationships with, and Services for, People with Learning Disabilities UZZSN8-30-1 • Learning Disabilities Nursing Practice 1 : UZZSN9-30-1 	<p>Interim Awards:</p> <p>Graduate Certificate Health & Social Studies</p> <ul style="list-style-type: none"> • Credit requirements <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> <p>Graduate Diploma Health & Social Studies</p> <ul style="list-style-type: none"> • Credit requirements <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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Level 2	<p>Compulsory modules</p> <ul style="list-style-type: none"> • Service Improvement – a Collaborative Approach UZYSNA-15-2 • Evidence Based Practice for Nursing UZWSNB-15-2 	<p>Field specific compulsory modules</p> <p>Adult Field</p> <ul style="list-style-type: none"> • Planning and Delivering Nursing Care Adult UZTSNC-45-2 • Implementing the Practice of Adult Nursing UZTSND-45-2 <p>Children’s Field</p> <ul style="list-style-type: none"> • Delivering Safe and Compassionate Care UZUSNE-45-2 • Implementing Children’s Nursing Practice UZUSNF-45-2 <p>Mental Health Field</p> <ul style="list-style-type: none"> • Working in Partnership in Mental Health UZZSNG-45-2 • Making a Difference 2 UZZSNH-45-2 <p>Learning Disabilities Field</p> <ul style="list-style-type: none"> • The Health of People with Learning Disabilities UZZSNJ-45-2 • Learning Disabilities Nursing Practice 2 UZZSNK-45-2 	<p>Target/highest Award:</p> <p>Graduate Diploma Nursing (Adult) Graduate Diploma Nursing (Childrens) Graduate Diploma Nursing (Mental Health) Graduate Diploma Nursing (Learning Disabilities)</p> <ul style="list-style-type: none"> • 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	<p>Compulsory modules</p> <p>Please choose one 15 credit module from the choice module list or another appropriate module in negotiation with the Programme Manager.</p>	<p>Field specific compulsory modules</p> <p>Adult Field</p> <ul style="list-style-type: none"> • Leadership in Adult Nursing UZTSNM-30-3 • Managing the Practice of Adult Nursing UZTSNN-45-3 <p>Children’s Field</p> <ul style="list-style-type: none"> • Leadership in Children’s Nursing UZUSNP-30-3 • Managing Children’s Nursing Practice UZUSNQ-45-3 <p>Mental Health</p> <ul style="list-style-type: none"> • Promoting Recovery in Mental Health UZZSNR-30-3 • Making a Difference 3 UZZSNS-45-3 <p>Learning Disabilities</p> <ul style="list-style-type: none"> • Management of Complex Situations in Services for People with Learning Disabilities UZZSNT-30-3 • Learning Disabilities Nursing Practice 3 UZZSNU-45-3 	<p>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 UZWRW8-30-3 or UZURW9-30-3 or UZZRWA-30-3 or UZZRWB-30-3 is necessary to meet Nursing and Midwifery requirements).</p>

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

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

Applicants are selected from non-traditional backgrounds in line with University of the West of England's Widening Participation Policy. As a result they do not hold standard entry requirements. They are assessed at interview in terms of their understanding of the profession they have selected, demonstration of care and compassion, and a strong commitment to engage in four years of full-time study.

Health Assessment/Declaration - applicants must be in good health. Those offered a place are required to complete a questionnaire and be prepared to undergo a medical examination if necessary.

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.

Interview - shortlisted applicants will be invited to attend an interview.

The core values of the NHS Constitution are embedded throughout the programme and within its recruitment process.

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.

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
outside

Part 7: Entry Requirements

Experiential Learning (AEL) relates to learning achieved through experience gained 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.
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- Great Britain. Department of Health (2011) *Living well with dementia: A National Dementia Strategy Good Practice Compendium –an assets approach*. London: Department of Health.
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- 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.

Consideration of feedback from stakeholders

The City of Bristol College works closely with the University of the West of England and other stakeholders at a strategic level to provide a strong focus for widening participation within the City.

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](#).