



Programme Specification

Nursing (Children and Young People) [Glenside]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Nursing (Children and Young People) [Glenside]

Highest award: BSc (Hons) Nursing (Children and Young People)

Default award: BSc (Hons) Health and Social Studies

Interim award: BSc Health and Social Studies

Interim award: DipHE Health and Social Studies

Interim award: FdSc Health and Social Studies

Interim award: CertHE Health and Social Studies

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Health and Social Wellbeing, College of Health, Science & Society

Professional, statutory or regulatory bodies:

Nursing and Midwifery Council (NMC)

Modes of delivery: Full-time

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

For implementation from: 01 September 2023

Programme code: B73G13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: Nursing at UWE: A Practical, Progressive, and Transformative Education

Nursing is both a science and an art, dedicated to promoting and protecting health, preventing illness, and improving well-being through the organised efforts of society. Nursing knowledge, skills and critical understanding are essential in addressing major 21st century healthcare challenges, including the rising burden of preventable diseases and persistent health inequalities on both national and global scales. While nursing roles vary widely, they all share a common goal -improving health, preventing ill-health, and making a meaningful difference in people's lives.

At UWE, our nursing education philosophy is rooted in a practical, progressive and innovative approach that ensures our graduates are not only caring and competent but also critical thinkers. We deliver a dynamic learning environment where students can develop both theoretical knowledge and hands-on clinical expertise, equipping them to provide high-quality, evidence-based care. Our strong partnerships with the NHS, private and voluntary sectors, alongside expanding national and international collaborations, offer a diverse range of practice learning opportunities. Through strategic placement planning, students engage in immersive, real-world experiences that connect theory to practice while anticipating future trends in healthcare delivery.

The BSc (Hons) provides eligibility to registration for a single field of nursing. Our teaching and learning philosophy values both academic and practical experience equally, fostering a positive learning community where students are empowered to challenge assumptions, transform practice, and drive the profession forward. The UWE Future Nurse is proactive, digitally literate, and responsive to the evolving healthcare landscape, continuously seeking opportunities for growth and innovation. Underpinned by research-informed teaching, our graduates leave UWE as

adaptable, forward-thinking professionals ready to lead and shape the future of nursing.

Features of the programme: This innovative programme combines academic excellence with a diverse range of clinical placements. There is a focus on evidence-based practice, digital literacy and research-informed learning, which enables students to develop into adaptable, solution-focused professionals. Enquiry-based and peer-supported learning fosters critical thinking, ensuring graduates meet NMC Future Nurse standards and are prepared to lead in evolving healthcare settings.

Educational Aims: Foster solution-focused, adaptable nursing practitioners through exploratory and enquiry-based learning.

Develop competency in evidence-based enquiry, self-directed learning, and digital literacy.

Prepare a flexible and resilient nursing workforce that meets NMC Future Nurse standards.

Embed strong links between research, evidence-based practice, and clinical application.

Provide innovative teaching and assessment strategies, including action learning and peer coaching.

Support progression to postgraduate study and lifelong professional development.

Programme Learning Outcomes:

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

Programme Learning Outcomes

- PO1. Be an Accountable Professional: Demonstrate a commitment to lifelong learning and professional development through critical self-reflection and independent self-directed study, ensuring nursing practice remains non-discriminatory, evidence-based and in line with the NMC Code.
- PO2. Promote Health and Prevent Ill Health: Demonstrate competence in promoting good health and supporting individuals at all life stages to make informed decisions their health, critically applying evidence-based knowledge and respecting their autonomy, while aiming to maximise quality of life and improve health outcomes.
- PO3. Assess Needs and Plan Care: Systematically assess needs and develop care plans that account for people's unique circumstances, characteristics and preferences, ensuring high-quality, evidence-based care that is aligned with best practice, working in partnership with individuals, families and carers.
- PO4. Provide and Evaluate Care: Critically evaluate care effectiveness, ensuring that goals align with the person's wishes, preferences and desired health outcomes, and adapt care using clinical judgement to address any personal or external factors that may influence their choices, working in partnership with individuals, families and carers.
- PO5. Leadership and Teamwork: Demonstrate and critically evaluate effective leadership and collaborative decision-making in the provision of evidence-based, critically-informed, compassionate and safe nursing interventions, while upholding consistently high standards in person-centred and family-centred care.
- PO6. Improve Safety and the Quality of Care: Critically contribute to organisational change processes and quality improvement initiatives, actively supporting the evaluation and enhancement of care practices to improve health outcomes, patient safety and overall care experiences.
- PO7. Coordinate Care: Understand and critically appraise local and national policies and their impact on nursing practice, and play an active role in interdisciplinary teams, managing complex nursing and care needs, ensuring effective and coordinated care delivery.
- PO8. Practice in a Field of Nursing: Demonstrate a comprehensive and critically informed understanding of your chosen field of nursing, demonstrating advanced communication and clinical reasoning skills, and providing high-quality, evidence-based care that meets people's differing needs across a variety of settings.

Assessment strategy: The programme's scaffolded assessment approach ensures students develop knowledge, clinical skills and critical thinking progressively, aligning

with NMC Future Nurse standards.

Assessment types build year on year, increasing in complexity to match students' growing expertise and responsibilities. OSCEs assess clinical competency, decision-making and patient interactions in realistic settings. Presentations, reports and assignments develop communication, critical evaluation and evidence based practice skills. Exams test theoretical knowledge, while the dissertation and portfolio fosters independent enquiry and research application.

Assessments mirror real world nursing practice, ensuring graduates are clinically competent, research aware and confident professionals. Formative feedback supports reflection and growth, reinforcing continuous development throughout the programme.

Student support: Support for Students in Clinical Practice: Support for nursing students in clinical practice is ensured through the nomination of designated practice assessors, practice supervisors and an academic assessor, who are integral to students' development and progression (NMC 2018).

Academics in practice maintain strong connections with practice areas and actively encourage staff to raise any student concerns early. This allows the academics in practice to meet with clinical staff to offer guidance and address any issues promptly. This close collaboration between practice staff and the University is vital for the successful development of students and contributes to the overall success of the nursing programme.

Students are allocated to an academic personal tutor throughout their programme. In addition to the wider university support services available, including but not limited to student success coaches, wellbeing services and student advisors.

Student Voice: Student feedback is gathered through module evaluation forms, which are made available at the end of each module and the National Student Survey (NSS). Students are encouraged to complete these evaluations fully and

honestly, to highlight both positive aspects and areas for improvement. The programme team reviews all feedback to help shape future developments and enhance the student experience.

Each cohort also elects a student representative who plays a key role in representing the students' views at student rep/staff forum (SRSF) meetings. These forums provide a formal space for discussing programme-related topics and exploring opportunities for future developments that will benefit both the nursing programme and the student experience. These meetings are usually held virtually to ensure maximum participation and engagement from all students.

Part B: Programme Structure

Year 1

Interim award: Cert HE Health & Social Studies (120 credits)

Year 1 Compulsory Modules

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

Module Code	Module Title	Credit
UZTYRY-30-1	Essentials of Nursing 2026-27	30
UZTYS3-30-1	Health, Wellbeing and Equity 2026-27	30
UZTYS4-30-1	Nursing Practice 1 2026-27	30
UZTYS5-30-1	Anatomy, Physiology and Pharmacology 2026-27	30

Year 2

Interim awards:

Dip HE Health & Social Studies (240 credits)

FdSc Health and Social Studies (240 credits to include all Episodes of Care modules at levels 1 & 2)

Module Code	Module Title	Credit
UZTYS6-15-2	Nursing Practice 2a (AL/AEL) 2027-28	15
UZTYS7-15-2	Nursing Practice 2b (AL/AEL) 2027-28	15

Year 2 Compulsory Modules

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

Normally, a student is expected to achieve a pass in the professional practice placement of a specific level in order to be allowed to commence any of the professional practice placements of the next level.

Module Code	Module Title	Credit
UZTYS9-15-2	Medication Management 2027-28	15
UZTYS8-15-2	Evidence-Based Nursing 2027-28	15
UZUYSE-30-2	Assessment to Action (Children and Young People) 2027-28	30
UZUYSJ-30-2	Holistic Approaches to Complexity (Children and Young People) 2027-28	30
UZUYSN-30-2	Nursing Practice 2 (Children and Young People) 2027-28	30

Year 3

Interim award: BSc Health and Social Studies (300 credits)

Default award: BSc (Hons) Health and Social Studies (360 credits)

HIGHEST AWARD: BSc (Hons) Nursing (Children and Young People) (360 credits)

Only the highest awards with named descriptors, ie BSc (Hons) Nursing, provide eligibility to apply for Nursing and Midwifery Council registration, providing all NMC requirements are met.

Year 3 Compulsory Modules

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

Module Code	Module Title	Credit
UZUYSS30-3	Clinical Consolidation (Children and Young People) 2028-29	30
UZTYSV-30-3	Leadership in Nursing Practice 2028-29	30
UZTYSW-30-3	Nursing Dissertation 2028-29	30
UZUYSY-30-3	Nursing Practice 3 (Children and Young People) 2028-29	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Nursing at UWE prepares graduates for the inevitable changes in the profession, which will occur during their career, enabling them to undertake and enjoy lifelong learning and continuing professional development. So that as a Future Nurse and leaders, graduates 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. All of the NMC (2018) standards for pre-registration nursing education must be achieved to complete the BSc (Hons) Nursing.

Part D: External Reference Points and Benchmarks

The design of the 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 including NMC standards (2018), Subject benchmarks and Department of Health policies listed below.

Strategy 2030 <https://www.uwe.ac.uk/a...-strategy/strategy-2030>

The UWE Bristol Strategy for 2030 (UWE, 2020) 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 2030 (UWE, 2020) 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 <https://www.uwe.ac.uk/a...and-governance/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.

Academic Regulations

Assessment and Feedback Policy

Disclosure and Barring Policy and Procedure

Enhancement Framework for Academic Programmes and Practice

External:

British Pain Society (2018) Pre-registration Pain Education - A Practical Guide to Incorporating Pain Education into Pre-Registration Curricula for Healthcare Professionals in the UK. <https://eur01.safelinks...dmWIU%3D&reserved=0>

Department of Health (2016) Making a difference in Dementia: Nursing vision and strategy: refreshed edition. https://assets.publishi...ia_nursing_strategy.pdf

Department of Health (2016) National Framework for children and young people's continuing care https://assets.publishi...ntinuing_care_Fe_16.pdf

Department of Health (2012) Liberating the NHS: No decision about me without me. London: The Stationery Office.

<https://webarchive.nationalarchives.gov.uk/20121111131010/http://www.dh.gov.uk/en/>

Consultations/Liveconsults/DH_134221

Department of Health (2012) Transforming care: A national response to Winterbourne View Hospital, Final Report. London: Department of Health.

<https://assets.publishing.service.gov.uk/media/513215/final-report.pdf>

Department of Health (2001) Valuing People: A New Strategy for Learning Disability for the 21st Century <https://assets.publishing.service.gov.uk/media/5f0b62826a041b9/5086.pdf>

Health Education England (2018) National Framework for Simulation Based Education (SBE) [https://www.hee.nhs.uk/...iles/documents/National framework for simulation based education.pdf](https://www.hee.nhs.uk/...iles/documents/National_framework_for_simulation_based_education.pdf)

Health Education England (2018) Maximising Leadership Learning in the Pre-Registration Healthcare Curricula.

[https://www.hee.nhs.uk/...es/documents/Guidelines - Maximising Leadership in the Pre-reg Healthcare Curricula 2018.pdf](https://www.hee.nhs.uk/...es/documents/Guidelines_-_Maximising_Leadership_in_the_Pre-reg_Healthcare_Curricula_2018.pdf)

Higher Education Academy (2016) Quality Assurance Framework for Biosciences Education in Nursing Learning Outcomes for Biosciences in Pre-registration Nursing Programmes. https://www.heacademy.ac.uk/...ework_b-qaf_july_16.pdf

Kings College London (2023) LeDeR Annual Report Learning from Lives and Deaths: People with a Learning Disability and Autistic People 2022

<https://www.kcl.ac.uk/...ept/leder-2022-v2.0.pdf>

NMC (2024) Quality assurance framework for nursing, midwifery and nursing associate education

<https://www.nmc.org.uk/...midwifery-education.pdf>

NHS England (2019) The NHS Long Term Plan. <https://www.longtermplan.nhs.uk/>

NHS England (2018) Clinical informatics and digital delivery in health and care: a career framework outline. https://improvement.nhs.uk/...es_and_AHPs_sep2018.pdf

NHS England (2017) Five year forward view for mental health.

<https://www.england.nhs.uk/...askforce-FYFV-final.pdf>

NHS England (2017) A Health and Care Digital Capabilities Framework.

[https://www.hee.nhs.uk/...files/documents/Digital Literacy Capability Framework 2018.pdf](https://www.hee.nhs.uk/...files/documents/Digital_Literacy_Capability_Framework_2018.pdf)

NHS England (2017) Five Year forward view for mental health: one year on.

<https://www.england.nhs.uk/...fyfv-mh-one-year-on.pdf>

NHS England (2017) Next steps on the NHS Five Year forward view

<https://www.england.nhs.uk/...E-YEAR-FORWARD-VIEW.pdf>

NHS England (2016) Leading Change, Adding Value A framework for nursing, midwifery and care staff. <https://www.england.nhs...5/nursing-framework.pdf>

NMC (2023) Part 1: Standards framework for nursing and midwifery education <https://www.nmc.org.uk/...midwifery-education.pdf>

NMC (2023) Part 2: Standards for student supervision and assessment <https://www.nmc.org.uk/...sion-and-assessment.pdf>

NMC (2023) Part 3: Standards for pre-registration nursing programmes <https://www.nmc.org.uk/...-nursing-programmes.pdf>

Nursing and Midwifery Council (2018) Standards for Pre-registration Nursing Education. London. <https://www.nmc.org.uk/...s/standards-for-nurses/>

NMC (2018) Standards of proficiency for registered nurses <https://www.nmc.org.uk/...ficiency-for-nurses.pdf>

QAA (2024) UK Quality Code for Higher Education 2024 <https://www.qaa.ac.uk/the-quality-code/2024>

Office for Health Improvement and Disparities (2025) Learning Disability - Applying All Our Health

<https://www.gov.uk/gove...applying-all-our-health>

Quality Assurance Agency for Higher Education (2014) The Framework for Higher Education Qualifications in England, Wales and Northern Ireland. The Quality Assurance Agency for Higher Education, Mansfield.

<https://www.qaa.ac.uk/d...ications-frameworks.pdf>

Quality Assurance Agency for Higher Education (2018) UK quality code for higher education, <https://www.qaa.ac.uk/quality-code>

Part E: Regulations

Approved to University Academic Regulations and Procedures:

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; numeracy

assessment of 100%; 4600 hours of theory and practice with a minimum of 2300 hours in each for the single field of study.

Upon completion of the programme, students who take longer than 6 months to register will be required to submit more information and those who take longer than 5 years to register will need to contact the NMC to do so.

Approved variant to University Academic Regulations and Procedures:

UWE regulations pertaining to recognition of prior learning limits and re-using credit, do not apply to a NMC registered nurse seeking to gain an award leading to registration in another field of nursing; accredited learning can be approved up to a maximum of 75% of the total credit (Approved by Academic Board on ***)