Programme Specification

Nursing (Adult)[Glenside]

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Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Nursing (Adult)[Glenside]

Highest award: BSc (Hons) Nursing (Adult)

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

Affiliated institutions: Not applicable

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

Contributing schools: Not applicable

Professional, statutory or regulatory bodies:

Nursing and Midwifery Council (NMC)

Apprenticeship: Not applicable

Mode of delivery: Full-time

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

For implementation from: 01 September 2023

Programme code: B74J13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: Nursing is the science and art of promoting and protecting health and well-being, preventing ill-health, and prolonging life through the organised efforts of society. Nursing knowledge, skills and understanding are essential in tackling some of the major challenges of the 21st century healthcare delivery including the rising tide of avoidable disease and the persistence of health inequalities nationally and globally. The roles that nursing professionals undertake vary greatly, but all aim to improve health, prevent ill-health, and make a positive difference to peoples' lives.

The philosophy of UWE's nursing education encompasses a flexible, progressive and innovative approach to ensure our graduates are caring, competent and critical thinkers. This will be realised by working in partnership with our local National Health Service, Private and voluntary sector partners expanding and developing national and international links; representing the breadth of opportunities available in healthcare. UWE provides innovative practice learning opportunities through our strategic planning of placement episodes of care, linking theory to practice and anticipating future trends in care delivery.

UWE's philosophy of teaching and learning recognises the value of theoretical and practical experience equally; through the promotion of positive learning communities. The identity of the UWE Future Nurse is crucial in the teaching and learning activities ensuring that all individuals enrolled onto a nursing programme will be empowered and proactive; challenging assumptions and transforming practice. The UWE nurse seeks opportunities to enhance their learning and identifies continuous development of practice. The UWE graduate nurse will be situationally responsive, digitally

literate, driving the profession forward through connectivity and dynamism that has been underpinned by research informed learning and teaching.

Educational Aims: Broad aims:

Provide exploratory learning opportunities fostering solution focussed practitioners

Create competency in evidence based enquiry and self-directed learning

Develop a flexible and adaptable nursing workforce

Meet the Future Nurse standards as set out by the Nursing and Midwifery Council (NMC)

Facilitate access to postgraduate study and beyond.

Specific aims:

Future Nurse uses facets of Critical Pedagogy, Action Learning, Enquiry Based Learning and Peer Coaching in learning and teaching methods incorporating digital technology

The assessment strategies within the modules are designed to account for the broad aims of the programme and captures all experiences in the course of the students journey

Strong links with research and evidence-based practice is embedded within the curriculum.

Programme Learning Outcomes:
On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

A1.   Understand the need to base all decisions regarding care and interventions on people's needs and preferences, recognising and addressing any personal and external factors that may unduly influence their decisions and in accordance with the NMC Code (2018)

A2.   Work in partnership with people, families and carers to evaluate whether care is effective and the goals of care have been met in line with their wishes, preferences and desired outcomes

A3.   Communication skills for assessing, planning, providing and managing best practice, evidence-based nursing care

A4.   Support and enable people at all stages of life and in all care settings to make informed choices about how to manage health challenges in order to maximise their quality of life and improve health outcomes

Intellectual Skills

B1.   Work in partnership with people to develop person-centred care plans that take into account their circumstances, characteristics and preferences

B2.   Commitment to continuing professional development and lifelong learning through the development of skills in relation to self-directed and independent study

B3.   Make a key contribution to the continuous monitoring and quality improvement of care and treatment in order to enhance health outcomes and people's experience of nursing and related care

B4.   Contribute to processes of organisational change through an awareness of local and national policies

Subject/Professional Practice Skills

C1.   Act in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate

C2.   Act professionally at all times and use their knowledge and experience to make evidence-based decisions about care

C3.   Play a key role in improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations

C4.   Active involvement in the prevention of and protection against disease and ill health and engage in public health, community development and global health agendas, and in the reduction of health inequalities

C5.   Take the lead in providing evidence-based, compassionate and safe nursing interventions. Ensure that care they provide and delegate is person-centred and of a consistently high standard

C6.   Responsible for managing nursing care and are accountable for the appropriate delegation and supervision of care provided by others in the team including lay carers

C7.   Play an active and equal role in the interdisciplinary team, collaborating and communicating effectively with a range of colleagues

C8.   Assess risks to safety or experience and take appropriate action to manage those, putting the best interests, needs and preferences of people first

C9.   Play a leadership role in coordinating and managing the complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings

Transferable Skills and other attributes

D1.   Communicate effectively, are role models for others, and are accountable for their actions

D2.   Continually reflect on their practice and keep abreast of new and emerging developments in nursing, health and care

D3.   Prioritise the needs of people when assessing and reviewing their mental, physical, cognitive, behavioural, social and spiritual needs

D4.   Use information obtained during assessments to identify the priorities and requirements for person-centred and evidence-based nursing interventions and support

D5.   Provide leadership by acting as a role model for best practice in the delivery of nursing care

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

UZZYCC-30-1	Anatomy, Physiology and Pharmacology for Nursing 2024-25	30
UZUYCK-30-1	Episodes of Care 1 2024-25	30
UZWYCB-15-1	Fundamentals of Nursing Practice 2024-25	15
UZUYCD-15-1	Principles of Nursing (Field Specific) 2024-25	15
UZTYCJ-30-1	Sustainable Global Public Health 2024-25	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)

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

Module Code	Module Title	Credit
UZZYCM-30-2	Assessment and Decision Making 2025-26	30
UZZYCN-15-2	Episodes of Care 2 2025-26	15
UZWYCP-15-2	Episodes of Care 3 2025-26	15
UZUYCE-15-2	Pharmacology and Medicines Management 2025-26	15
UZTYCF-15-2	Research Methodologies of Nursing Enquiry 2025-26	15
UZTYCL-30-2	Supporting People with Complex Needs 2025-26	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 (Adult) (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 105 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZTYCR-30-3	Episodes of Care 4 2026-27	30
UZWYCG-30-3	Leadership and Supervision 2026-27	30
UZUYCQ-30-3	Nursing Final Project 2026-27	30
UZTYCH-15-3	Transition to Registration 2026-27	15

Year 3 Optional Modules

The student must take 15 credits from the modules in Optional Modules.

Dependent on changing healthcare priorities and initiatives the module options may be added to or removed.

Module Code	Module Title	Credit
UZTSUD-15-3	Cancer Care 2026-27	15
UZTSUE-15-M	Cancer Care 2026-27	15
UZTRWH-15-3	Collaborative Approaches to Effective Pain Management 2026-27	15
UZTK93-15-M	Collaborative Approaches to Effective Pain Management 2026-27	15

UZTYFQ-15-3	Crossing Borders 2026-27	15
UZTSNX-15-3	End of Life Care 2026-27	15
UZTSNY-15-M	End of Life Care 2026-27	15
UZZSP7-15-3	Family and Carer Work for Serious Mental Illness 2026-27	15
UZZYC7-15-3	Health Needs of Children and Adults on the Autism Spectrum 2026-27	15
UZZYC8-20-M	Health Needs Of Children And Adults On The Autism Spectrum 2026-27	20
UZTYC3-15-3	Healthy Ageing 2026-27	15
UZUK94-15-M	High Dependancy Care in Children's Nursing 2026-27	15
UZUY7G-15-3	High Dependency Care in Children's Nursing 2026-27	15
UZWSV7-15-3	Independent Study 2026-27	15
UZWY7Q-15-M	Introduction to Emergency Care 2026-27	15
UZWY7M-15-3	Introduction to Emergency Care 2026-27	15
UZZSPB-15-3	Mental Health and Well-being of Children and Young People 2026-27	15
UZURUM-15-3	Palliative Care for Children, Young People and their Families 2026-27	15
UZUK95-15-M	Palliative Care for Children, Young People and their Families 2026-27	15
UZTK96-15-M	Primary and Community Healthcare 2026-27	15

UZTRWG-15-3	Primary and Community Healthcare 2026-27	15
UZWSVB-15-3	Principles of Cardiac Care 2026-27	15
UZTK97-15-M	Principles of Cardiac Care 2026-27	15
UZZSP5-15-3	Principles of Cognitive Behavioural Therapy 2026-27	15
UZZSP6-15-M	Principles of Cognitive Behavioural Therapy 2026-27	15
UZWRUV-15-3	Principles of Perioperative Care 2026-27	15
UZTK98-15-M	Principles of Perioperative Care 2026-27	15
UZTRTY-15-3	Principles of Respiratory Care 2026-27	15
UZTRU4-15-M	Principles of Respiratory Care 2026-27	15
UZURQU-15-3	Promoting Children and Young People's Health in the Community 2026-27	15
UZTRA7-15-M	Public Health and Health Promotion for Professional Practice 2026-27	15
UZTRSP-15-3	Public Health and Health Promotion for Professional Practice 2026-27	15
UZTY7T-15-3	Sexual Health 2026-27	15
UZZRUW-15-3	Solution Focused Practice - Developing Empowering Conversations with People 2026-27	15
UZTK99-15-M	The Social and Policy Context of Mental Health Nursing 2026-27	15
UZZRVG-15-3	The Social and Policy Context of Mental Health Nursing 2026-27	15

UZTY7U-15-3	Understanding Legal and Regulatory Aspects of Healthcare Practice 2026-27	15
UZZYC6-15-3	Using the Mental Capacity Act in Practice 2026-27	15
UZTSP4-15-M	World Wide Nursing/Nursing Electives 2026-27	15
UZTSP3-15-3	World Wide Nursing/Nursing Electives 2026-27	15

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 they 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 BSc (Hons) Nursing (Adult/ Children and Young People/ 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 (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://www.britishpain...de_Feb_2018_1wsCBZo.pdf

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/Liveconsulta/DH_134221

Department of Health (2012) Transforming care: A national response to Winterbourne View Hospital, Final Report. London: Department of Health. https://assets.publishi...213215/final-report.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

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 %282018%29.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.a...ework_b-qaf_july_16.pdf

NHS England (2016) Leading Change, Adding Value A framework for nursing,

midwifery and care staff. https://www.england.nhs...5/nursing-framework.pdf

NHS England (2017) Five year forward view for mental health.
https://www.england.nhs...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

NHS England (2017) Five Year forward view for mental health: one year on.
https://www.england.nhs...fyfv-mh-one-year-on.pdf

NHS England (2017) Next steps on the NHS Five Year forward view
https://www.england.nhs...E-YEAR-FORWARD-VIEW.pdf

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

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

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

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 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; 4600 hours of theory and practice with a minimum of 2300 hours in each , and numeracy.

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.

External examiner(s) are appointed in line with the NMC (2018) requirement to 'ensure appropriately qualified and experienced external examiners consider and report on the quality of theory and practice learning'.

UWE Regulation variant (approved July 2019):

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.