



## 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 Science
<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 and Young People) BSc (Hons) Nursing (Learning Disabilities) BSc (Hons) Nursing (Mental Health)
<b>Default Award Title</b>	BSc (Hons) Health and Social Studies
<b>Interim Award Titles</b>	BSc Health and Social Studies FdSc Health and Social Studies Dip HE Health and Social Studies Cert HE Health and Social Studies
<b>UWE Progression Route</b>	N/A
<b>Mode of Delivery</b>	Full time (Apprenticeship)
<b>ISIS code/s</b>	B70X
<b>For implementation from</b>	February 2020

**Part 2: Description**

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 21<sup>st</sup> 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.

**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
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**Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

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.

**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 (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).

**Part 2: Description**

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.

**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.

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'.

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

*The Learning Outcomes taken from the Future Nurse standards: Standards for registered nurses (NMC, 2018)*

**A. Knowledge and Understanding (subject specific)**

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

**B. Intellectual Skills (generic)**

- Work in partnership with people to develop person-centred care plans that take into account their circumstances, characteristics and preferences
- Commitment to continuing professional development and lifelong learning through the development of skills in relation to self-directed and independent study
- 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
- Contribute to processes of organisational change through an awareness of local and national policies.

**C. Subject/Professional/Practical Skills (subject specific)**

- Act in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate.
- Act professionally at all times and use their knowledge and experience to make evidence-based decisions about care
- Play a key role in improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations.
- 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
- Take the lead in providing evidence-based, compassionate and safe nursing interventions. They ensure that care they provide and delegate is person-centred and of a consistently high standard
- 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
- Play an active and equal role in the interdisciplinary team, collaborating and communicating effectively with a range of colleagues
- Assess risks to safety or experience and take appropriate action to manage those, putting the best interests, needs and preferences of people first
- 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

**Part 3: Learning Outcomes of the Programme***D. Transferable Skills and other attributes (generic)*

- Communicate effectively, are role models for others, and are accountable for their actions
- Continually reflect on their practice and keep abreast of new and emerging developments in nursing, health and care
- Prioritise the needs of people when assessing and reviewing their mental, physical, cognitive, behavioural, social and spiritual needs
- Use information obtained during assessments to identify the priorities and requirements for person-centred and evidence-based nursing interventions and support
- Provide leadership by acting as a role model for best practice in the delivery of nursing care

<b>Learning Outcomes:</b>	Nursing 1 UZWK88-30-1	Nursing 2 UZTK89-30-1	Episodes of Care 1 UZUK9U-30-1	Episodes of Care 2 UZZK9V-30-1	Nursing 3 – Adult UZTK8N-30-2	Nursing 3 – Child UZUK8P-30-2	Nursing 3 – Learning Disabilities UZZK8Q-30-2	Nursing 3 – Mental Health UZZK8R-30-2	Nursing 4 UZZK8S-30-2	Nursing 5 UZUK8T-30-2	Episodes of Care 3 UZWK9W-15-2	Episodes of Care 4 UZTK9Y-15-2	Choice Module	Nursing 6 UZTK8U-15-3	Nursing 7 UZWK8V-15-3	Nursing 8 UZUK8W-30-3	Episodes of Care 5 UZUKF3-15-3	Episodes of Care 6 UZTKF4-30-3
<b>A) Knowledge and understanding:</b>																		
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)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
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			x	x	x	x	x	x			x	x					x	x
Communication skills for assessing, planning, providing and managing best practice, evidence-based nursing care	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
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.			x	x							x	x					x	x
<b>(B) Intellectual Skills</b>																		
Work in partnership with people to develop person-centred care plans that take into account their circumstances, characteristics and preferences			x	x							x	x					x	x

Commitment to continuing professional development and lifelong learning through the development of skills in relation to self-directed and independent study	x		x	x	x	x	x	x			x	x					x	x
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		x							x						x	x	x	
Contribute to processes of organisational change through an awareness of local and national policies															x	x	x	x
<b>(C) Subject/Professional/Practical Skills</b>																		
Act in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Act professionally at all times and use their knowledge and experience to make evidence-based decisions about care	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Play a key role in improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations.			x	x							x	x					x	x
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		x	x	x							x	x					x	x
Take the lead in providing evidence-based, compassionate and safe nursing interventions.											x	x			x	x	x	x
Ensure that care they provide and delegate is person-centred and of a consistently high standard			x	x							x	x					x	x
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															x	x	x	x
Play an active and equal role in the interdisciplinary team, collaborating and communicating effectively with a range of colleagues	x	x	x	x				x	x	x	x	x	x	x	x		x	x
Assess risks to safety or experience and take appropriate action to manage those, putting the			x	x							x	x	x				x	x

best interests, needs and preferences of people first																		
<b>(D) Transferable skills and other attributes</b>																		
Communicate effectively, are role models for others, and are accountable for their actions			x	x							x	x			x		x	x
Continually reflect on their practice and keep abreast of new and emerging developments in nursing, health and care	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Prioritise the needs of people when assessing and reviewing their mental, physical, cognitive, behavioural, social and spiritual needs			x	x							x	x					x	x
Use information obtained during assessments to identify the priorities and requirements for person-centred and evidence-based nursing interventions and support			x	x					x	x	x	x					x	x
Provide leadership by acting as a role model for best practice in the delivery of nursing care			x	x							x	x			x		x	x



**Part 4: Programme Structure**

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, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Awards
Level 1		Nursing 1: Preparation for professional practice and learning UZWK88-30-1		<b>Interim award:</b> Cert HE Health & Social Studies (120 credits)
		Nursing 2: Physiology and pharmacology and public health UZTK89-30-1		
		Episodes of Care 1 UZUK9U-30-1		
		Episodes of Care 2 UZZK9V-30-1		
Level 2		Nursing 3: Complexities of health in adult nursing UZTK8N-30-2		<b>Interim award:</b> Dip HE Health & Social Studies (240 credits)  <b>FdSc Health and Social Studies</b> Credit requirements: 240 credits to include all Episodes of Care modules at levels 1 & 2
		Nursing 3: Complexities of health in Children and Young person's nursing UZUK8P-30-2		
		Nursing 3: Complexities of health in learning disabilities nursing UZZK8Q-30-2		
		Nursing 3: Complexities of health in in mental health nursing UZZK8R-30-2		
		Nursing 4: Assessment and Clinical Reasoning UZZK8S-30-2		
		Nursing 5: Evidence-based Pharmacology and Practice UZUK8T-30-2		
		Episodes of Care 3 UZWK9W-15-2		
		Episodes of Care 4 UZTK9Y-15-2		

	<b>Compulsory Modules</b>	<b>Optional Modules</b>	<b>Interim Awards</b>
<b>Level 3</b>	Nursing 6: Health Care Research Methods UZTK8U-15-3	Choice (optional) module  See list below	<b>Interim award:</b> BSc Health and Social Studies (300 credits)  <b>Default award:</b> BSc (Hons) Health and Social Studies (360 credits)  <b>HIGHEST AWARD:</b> (360 credits) BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Children and Young People) BSc (Hons) Nursing (Learning Disabilities) BSc (Hons) Nursing (Mental Health)  <b>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.</b>
	Nursing 7: Leadership and Supervision UZWK8V-15-3		
	Nursing 8: Final Project UZUK8W-30-3		
	Episodes of Care 5 UZUKF3-15-3		
	Episodes of Care 6 UZTKF4-30-3		

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

#### **Choice (optional) modules**

UZTRWH-15-3 / UZTK93-15-M	Collaborative Approaches to Effective Pain Management
UZTRWG-15-3 / UZTK96-15-M	Primary and Community Healthcare
UZTRSP-15-3 / UZTRA7-15-M	Public Health and Health Promotion for Professional Practice
UZTSP3-15-3 / UZTSP4-15-M	World Wide Nursing
UZWY7M-15-3 / UZWY7Q-15-M	Introduction to emergency care
UZZRUW-15-3	Solution Focused Practice – developing empowering conversations with people

### Part 5: Entry Requirements

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

#### Entry Criteria

- Functional skills level 2 in Maths and English / grade C / 4 GCSE Maths and English or equivalent and
- NVQ level 3 / BTEC or equivalent

Tariff points as appropriate for the year of entry - up to date requirements are available through the degree apprenticeship webpages:

[www1.uwe.ac.uk/business/degreeapprenticeships/currentdegreeapprenticeships.aspx](http://www1.uwe.ac.uk/business/degreeapprenticeships/currentdegreeapprenticeships.aspx)

- Candidates must be in employment in a health or social care role.

**Accreditation of prior (experiential) learning** will be evaluated on an individual basis in accordance with university regulations and NMC standards (1.5 and 1.6) for pre-registration nursing education. 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>

Applicants whose first language is not English must have a minimum IELTS of 7.0 in written and spoken English to meet NMC requirements; Part 3: Standards for pre-registration nursing programmes (2018) point 1.1.5.

#### Health assessment/declaration/vaccinations.

Confirmation from employer that Occupational Health status is satisfactory

**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. Confirmation from the employer that the requirements for DBS have been met is satisfactory.

### Part 6: 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.

[Registered Nurse - Degree \(NMC 2018\) Apprenticeship Standards](#)  
[Standards for proficiency for Registered Nurses](#)  
[Standards for pre-registration nursing programmes](#)

#### [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:

## Part 6: Reference Points and Benchmarks

- 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 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 [Available](#)
- Department of Health (2016) Making a difference in Dementia: Nursing vision and strategy: refreshed edition [Available](#)
- Department of Health (2016) National Framework for children and young people's continuing care [Available](#)
- Department of Health (2012) Liberating the NHS: No decision about me without me. London: The Stationery Office. [Available](#)
- Department of Health (2012) Transforming care: A national response to Winterbourne View Hospital, Final Report. London: Department of Health. [Available](#)
- Health Education England (2018) National Framework for Simulation Based Education (SBE) [Available](#)
- Health Education England (2018) Maximising Leadership Learning in the Pre-Registration Healthcare Curricula. [Available](#)
- Higher Education Academy (2016) Quality Assurance Framework for Biosciences Education in Nursing Learning Outcomes for Biosciences in Pre-registration Nursing Programmes. [Available](#)
- NHS England (2016) Leading Change, Adding Value A framework for nursing, midwifery and care staff. [Available](#)
- NHS England (2017) Five year forward view for mental health. [Available](#)
- NHS England (2017) A Health and Care Digital Capabilities Framework. [Available](#)
- NHS England (2017) Five Year forward view for mental health: one year on. [Available](#)
- NHS England (2017) Next steps on the NHS Five Year forward view [Available](#)
- NHS England (2018) Clinical informatics and digital delivery in health and care: a career framework outline. [Available](#)
- NHS England (2019) The NHS Long Term Plan. [Available](#)
- Nursing and Midwifery Council (2018) Standards for Pre-registration Nursing Education. London. [Available](#)

**Part 6: Reference Points and Benchmarks**

- 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. [Available](#)
- Quality Assurance Agency for Higher Education (2018) UK quality code for higher education, [Available](#)

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<b>First SUVP Approval Date</b>	19 September 2019		
<b>Revision UVP Approval Date</b>		<b>Version</b>	1
<b>Next Programme Enhancement Review due date</b>			
<b>Date of last Programme Enhancement Review</b>			