



## **Programme Specification**

### **Nursing (Mental Health) {Apprenticeship-UWE} [Glenside]**

Version: 2024-25, v2.0, 19 Oct 2023

#### **Contents**

<b>Programme Specification</b> .....	<b>1</b>
<b>Section 1: Key Programme Details</b> .....	<b>2</b>
Part A: Programme Information .....	2
<b>Section 2: Programme Overview, Aims and Learning Outcomes</b> .....	<b>3</b>
Part A: Programme Overview, Aims and Learning Outcomes .....	3
Part B: Programme Structure.....	6
Part C: Higher Education Achievement Record (HEAR) Synopsis .....	10
Part D: External Reference Points and Benchmarks .....	11
Part E: Regulations .....	15

## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Nursing (Mental Health) {Apprenticeship-UWE} [Glenside]

**Highest award:** BSc (Hons) Nursing (Mental Health)

**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:** ST0781

**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:** B76U13

## **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 that graduates are caring, competent and critical thinkers. This will be realised by working in partnership with 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 the strategic planning of placement episodes of care, linking theory to practice and anticipating future trends in healthcare delivery. 'A student is expected to achieve a pass in the professional practice placement of a specific level in order to be allowed to commence a professional practice placement at the next level of the programme.

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, Problem-Based, 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 capture all experiences in the course of the student's journey

Strong links with research and evidence-based practice are 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
- C6. Ensure that care they provide and delegate is person-centred and of a consistently high standard
- C7. 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
- C8. Play an active and equal role in the interdisciplinary team, collaborating and communicating effectively with a range of colleagues
- C9. Assess risks to safety or experience and take appropriate action to manage those, putting the best interests, needs and preferences of people first
- C10. 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**

The student must take 90 credits from the modules in Year 1.

**Year 1 Compulsory Modules**

The student must take 90 credits from the modules in Compulsory Modules.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZUYCS-30-1	Applied Episodes of Care 1 2024-25	30
UZWYJK-15-1	Essentials of Nursing Practice 2024-25	15
UZUYJL-15-1	Nursing Principles 2024-25	15
UZZYJJ-30-1	Pharmacology, Anatomy and Physiology 2024-25	30

**Year 2**

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

**Year 2 Compulsory Modules**

The student must take 90 credits from the modules in Compulsory Modules.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZZYCT-15-2	Applied Episodes of Care 2 2025-26	15
UZTYJM-30-1	Global Sustainable Public Health 2025-26	30
UZUYJP-15-2	Medicine Management and Pharmacology 2025-26	15
UZTYJR-30-2	Supporting Complex Needs 2025-26	30

**Year 3**

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)

For students who have completed a Healthcare Assistant Practitioner (IfAte) programme where all level one modules are approved for Accredited Learning/Accredited Experiential Learning and where Employers wish them to commence in Year 3, the structure will be amended for Year 3 to include UZZYJN-30-2, UZUYJP-15-2, UZTYJR-30-2, UZTYJQ-15-2, UZZYCT-15-2 and UZWYCU-15-2 with UZWYJS-30-3 moving into Year 4 of the programme, along with the four modules outlined in this specification [Minor modification sent to NMC January 2022].

**Year 3 Compulsory Modules**

The student must take 90 credits from the modules in Compulsory Modules.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZWYCU-15-2	Applied Episodes of Care 3 2026-27	15
UZZYJN-30-2	Decision Making and Assessment 2026-27	30
UZTYJQ-15-2	Research Methodologies of Nursing 2026-27	15
UZWYJS-30-3	Supervision and Leadership 2026-27	30



**Year 4**

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

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

HIGHEST AWARD: BSc (Hons) Nursing (Mental Health) (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.

For students who have completed a Healthcare Assistant Practitioner (IfAte) programme where all level one modules are approved for Accredited Learning/Accredited Experiential Learning and where Employers wish them to commence in Year 3, the structure will be amended for Year 3 to include UZZYJN-30-2, UZUYJP-15-2, UZTYJR-30-2, UZTYJQ-15-2, UZZYCT-15-2 and UZWYCU-15-2 with UZWYJS-30-3 moving into Year 4 of the programme, along with the four modules outlined in this specification [Minor modification sent to NMC January 2022].

**Year 4 Compulsory Modules**

The student must take 75 credits from the modules in Compulsory Modules.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZTYCV-30-3	Applied Episodes of Care 4 2027-28	30
UZUYJT-30-3	Nursing Project 2027-28	30
UZTYJU-15-3	Progression to Registration 2027-28	15

**Year 4 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.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZTK93-15-M	Collaborative Approaches to Effective Pain Management 2027-28	15

UZTRWH-15-3	Collaborative Approaches to Effective Pain Management 2027-28	15
UZWSV7-15-3	Independent Study 2027-28	15
UZWY7M-15-3	Introduction to Emergency Care 2027-28	15
UZWY7Q-15-M	Introduction to Emergency Care 2027-28	15
UZTRWG-15-3	Primary and Community Healthcare 2027-28	15
UZTK96-15-M	Primary and Community Healthcare 2027-28	15
UZTRSP-15-3	Public Health and Health Promotion for Professional Practice 2027-28	15
UZTRA7-15-M	Public Health and Health Promotion for Professional Practice 2027-28	15
UZZRUW-15-3	Solution Focused Practice - Developing Empowering Conversations with People 2027-28	15
UZTSP3-15-3	World Wide Nursing/Nursing Electives 2027-28	15
UZTSP4-15-M	World Wide Nursing/Nursing Electives 2027-28	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, 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 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

<https://www.instituteforapprenticeships.org/apprenticeship-standards/registered-nurse-degree-nmc-2018/>

Standards for proficiency for Registered Nurses

<https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/>

Standards for pre-registration nursing programmes

<https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/>

Strategy 2030 <https://www.uwe.ac.uk/about/values-vision-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/about/structure-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.britishpainsociety.org/static/uploads/resources/files/BPS\\_Pre-registration\\_Practical\\_Guide\\_Feb\\_2018\\_1wsCBZo.pdf](https://www.britishpainsociety.org/static/uploads/resources/files/BPS_Pre-registration_Practical_Guide_Feb_2018_1wsCBZo.pdf)

Department of Health (2016) Making a difference in Dementia: Nursing vision and strategy: refreshed edition.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554296/Dementia\\_nursing\\_strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/554296/Dementia_nursing_strategy.pdf)

Department of Health (2016) National Framework for children and young people's continuing care

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/499611/children\\_s\\_continuing\\_care\\_Fe\\_16.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/499611/children_s_continuing_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](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.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/213215/final-report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/213215/final-report.pdf)

Health Education England (2018) National Framework for Simulation Based Education (SBE) [https://www.hee.nhs.uk/sites/default/files/documents/National\\_framework\\_for\\_simulation\\_based\\_education.pdf](https://www.hee.nhs.uk/sites/default/files/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/sites/default/files/documents/Guidelines - Maximising Leadership in the Pre-reg Healthcare Curricula %282018%29.pdf](https://www.hee.nhs.uk/sites/default/files/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.ac.uk/system/files/bine\\_biosciences\\_qa\\_framework\\_b-qaf\\_july\\_16.pdf](https://www.heacademy.ac.uk/system/files/bine_biosciences_qa_framework_b-qaf_july_16.pdf)

NHS England (2016) Leading Change, Adding Value A framework for nursing, midwifery and care staff. <https://www.england.nhs.uk/wp-content/uploads/2016/05/nursing-framework.pdf>

NHS England (2017) Five year forward view for mental health. <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>

NHS England (2017) A Health and Care Digital Capabilities Framework. [https://www.hee.nhs.uk/sites/default/files/documents/Digital Literacy Capability Framework 2018.pdf](https://www.hee.nhs.uk/sites/default/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/wp-content/uploads/2017/03/fyfv-mh-one-year-on.pdf>

NHS England (2017) Next steps on the NHS Five Year forward view <https://www.england.nhs.uk/wp-content/uploads/2017/03/NEXT-STEPS-ON-THE-NHS-FIVE-YEAR-FORWARD-VIEW.pdf>

NHS England (2018) Clinical informatics and digital delivery in health and care: a career framework outline. [https://improvement.nhs.uk/documents/3255/Digital\\_career\\_framework\\_for\\_nurses\\_and\\_AHPs\\_sep2018.pdf](https://improvement.nhs.uk/documents/3255/Digital_career_framework_for_nurses_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/standards/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/docs/qaa/quality-code/qualifications-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; 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.

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'.