



## PROGRAMME SPECIFICATION

Section 1: Basic Data

Version 2

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Delivery Location(s)</b>	University of the West of England
<b>Faculty responsible for programme</b>	Health and Life Sciences
<b>Modular Scheme title</b>	Undergraduate
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	Nursing and Midwifery Council
<b>Highest award title</b>	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Children's) BSc (Hons) Nursing (Mental Health) BSc (Hons) Nursing (Learning Disabilities)
<b>Default award title</b>	
<b>Interim award titles</b>	BSc Nursing (Adult) BSc Nursing (Children's) BSc Nursing (Mental Health) BSc Nursing (Learning Disabilities) 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>	
<b>Mode(s) of delivery</b>	Full time
<b>Codes</b>	
<b>ISIS code</b>	B7AV
<b>Relevant QAA subject benchmark statements</b>	Nursing (2001)
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	September 2012
<b>Original Validation Date:</b>	
<b>Latest Committee Approval...</b>	<b>Date:...</b>
<b>Version Code</b>	

*For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications*

## **Section 2: Educational aims of the programme**

The pre registration nursing programme focuses on preparing individuals to become competent, capable and 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:-

### **BSc students:**

- Fulfil the requirements for registration
- Appreciate the broader 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
- 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 producing coherent project reports
- Reflect on self and others in relation to safeguarding the public and work within appropriate boundaries
- Demonstrate the ability to apply critical thinking skills and independent decision making in the delivery of nursing care in unknown or changing situations of care appropriately, safely and effectively.
- Demonstrate the ability to undertake an in depth and sustained piece of work with minimal supervision.

**Educational aims and learning outcomes of the programme will be applied to the appropriate field of nursing being studied.**

### Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

#### A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p><b>A Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. The skills and attitudes necessary to act as facilitators of patient centred/nursing care, optimising health, both in the presence and absence of disease.</li> <li>2. The skills and attitudes in relation to assessment, delivery, management, and co-ordination of health care in a variety of health care settings.</li> <li>3. Monitoring the effectiveness of service user and carer centred/nursing care strategies.</li> <li>4. The skills and attitudes required to meet the range of health care needs across the relevant age spectrum years, their families and carers, reflecting cultural diversity.</li> <li>5. The skills and attitudes required for competent accountable practitioners who are able to adapt and respond to changes in society and the developments in the changing context of care</li> <li>6. The significance of social policy and public health within the context of nursing</li> <li>7. The contributions of sociological, psychological and biological sciences to the underpinning of nursing care</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Acquisition of 1 - 7 is through:</p> <p>Essential principles and a range of concepts will be introduced in the first year and the depth and breadth of the subjects progressively explored over the next two years through lectures, seminars, debates, work shops, e-learning, simulation skills and self directed study (1,2,6,7).</p> <p>Underpinning principles and care processes (3) will be examined theoretically and practical skills developed within skills laboratories and practice arenas throughout the three years with continuous assessment of competence a feature of the practice development.</p> <p>Students complete a range of modules during the 3 years, that introduce and develop knowledge and understanding of underpinning sciences, communication skills and care concepts (4) through the use of skills laboratory, scenario based activities, lectures and seminars, e-learning opportunities, the use of service user and carer perspectives, and Supervision of Learning Days (SoLD) that underpin nursing practice and theory.</p> <p>Health care policy and provision, issues of accountability and personal responsibility (5,6) are introduced at the commencement of the programme. These themes are developed and debated within the practice SoLD and within seminars and new concepts</p>

introduced through lectures, seminars and work shops. Competence is developed through practice based learning and shared dialogues with practitioners both in practice and through shared learning opportunities in the Year 1 shared modules and year 2 and 3 Interprofessional modules in addition to practice.

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.

Additional support is provided through:

Module teams

Module Leaders

Faculty, Programme and

Module Handbooks

Library Services (including IT based platforms and study skills)

Assignment workshops

Study skills tutors

ICT based platforms

**Assessment:**

The assessment of knowledge and understanding (1-7) will be undertaken by a variety of means. These could include written assignments, unseen and part seen written examinations, oral and poster presentations, Objective Structured Clinical Examinations (OSCE), portfolio assessment and practice based assessment of competence

## B Intellectual Skills

<b>B Intellectual Skills</b>	<b>Teaching/learning methods and strategies</b>
<p><b>On successful completion of the programme the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self directed and independent study</li> <li>2. Use problem solving skills and decision making strategies to support sound clinical judgement</li> <li>3. Use skills of reflection, evaluation and critical thinking to support the delivery of care to service users and carers</li> <li>4. Demonstrate the ability to apply critical evaluation and informed decision making when undertaking care</li> <li>5. Demonstrate the ability to undertake sustained study applying deeper cognitive learning to an aspect of nursing practice</li> <li>6. Critically evaluate an aspect of nursing based on systematic rigorous research processes which highlights both implications and recommendations for developing current and future practice</li> <li>7. Incorporate an ethical dimension into a major piece of sustained independent study</li> </ol>	<p>Intellectual skills are developed through:</p> <p>Concepts and theories related to lifelong learning and independent learning (1) being introduced at the commencement of the programme. The diverse abilities within the student population require a number of strategies to manage this outcome. Workshops and tutorials, independent study guides, and on-line guides are all used to inform and direct the students toward more independent working. Student led, lecturer facilitated activities in SoLD and problem based learning, conference, peer assessment and on-line study in the Interprofessional modules all contribute to this development over the three years.</p> <p>Reflective skills (3) are developed through the use of portfolios and supported by lectures, seminars, tutorial support and the Graduate Development Programme (GDP). Skills for critical thinking (3) are developed through the use of debate, discussion and exploration both within seminar group work, and during SoLD as part of practice. Study skills tutorial support is available to help students develop. Assignment feedback gives direction and offers insight to students to establish their competency levels. Portfolio development is encouraged through tutor support and application to practice is assisted through assessment of practice competency, review of the supporting evidence and through a presentation on the theme of service improvement.</p> <p>Principles of problem solving (2) are explored within the first year in the Communication in a Diverse World module and in the field specific modules. Problem solving activities are used within scenario based teaching/learning activities, through facilitated student led activities during the SoLD and work shops within the field specific modules as the students progress through the</p>

programme. Skills of clinical judgement are developed through exploring decisions related to direct patient care and through skills preparation and role play activities in the skills laboratories, using problem solving approaches and also expert practitioners in workshops.

Intellectual skills (1-7) are developed through the use of enquiry based and problem based learning. For example students will use case studies or scenarios to develop an understanding of practice theory links and interprofessional learning, which they can apply in their professional role, and the wider context of Health and Social care. Critical thinking skills will be developed through reflection and the Personal Portfolio.

A variety of learning methods are used. The intention is to facilitate the students' progression towards self directed learning for professional practice and life long learning. This will include key lectures, student led seminars, small group work, skills based practice sessions, student directed studies including web based study, learning in and through practice.

### **Assessment**

The assessment of intellectual skills (1-7) will be undertaken by a variety of means depending on the module. These could include written assignments, unseen or part seen written examinations, seminar, oral and poster presentations, simulation skills/OSCE, portfolio assessment and assessment of evidence based practice and competencies.

The dissertation offers the student the opportunity to undertake a significant piece of independent study and so develop the critical skills of enquiry and analysis.

## C Subject, Professional and Practical Skills

<b>C Subject/Professional/Practical Skills</b>	<b>Teaching/learning methods and strategies</b>
<p><b>On successful completion of the programme the student will be able to</b></p> <ol style="list-style-type: none"> <li>1. Work in partnership with service users and their carers, respecting their wishes, needs and rights and where necessary advocating for them.</li> <li>2. Recognise and monitor changes in the physical and mental health status, and respond appropriately</li> <li>3. Provide and co-ordinate competent nursing care for service users and their carers, in hospital, community or at home.</li> <li>4. Undertake health promotion, screening, growth and development monitoring and disease prevention at a competent level</li> <li>5. Work competently in a dynamic and changing environment</li> <li>6. Demonstrate the ability to respond appropriately and effectively in changing situations of care, and act independently where appropriate at a competent level</li> <li>7. Be an accountable practitioner, who demonstrates the ability to be flexible and able to work with other health care practitioners and agencies in recognising and meeting health care needs</li> <li>8. Work with expert, specialist nurses to provide specialist care</li> <li>9. Work within the multi-disciplinary team and with other agencies to ensure that the total needs of the service user are addressed</li> <li>10. Promote independence enabling the individual to reach their full potential</li> <li>11. Work in partnership, negotiating care and empowering the service user and</li> </ol>	<p><b>Subject, Professional and Practical Skills are developed through:</b></p> <p>Communication skills, concepts of partnership working and working together in teams, groups etc (1) are introduced in Year 1 Communication in a Diverse World, Year 2 and 3 Interprofessional modules. Group work, conference, role play, use of video, and games are all methods of developing these skills. Assertiveness, advocacy and rights are introduced and developed across the programme over the 3 years. Using lectures, seminars, activities during SoLD and practice based learning under supervision.</p> <p>Skills of assessment, care planning and care delivery, and the requirements of the professional role (2-7) are introduced in the first weeks of the programme and developed throughout the 3 years using skills teaching in classroom, skills laboratory, lectures, seminars and group work and facilitated supervised learning Study packs, e-learning and self directed activities are all part of this development. Direct practice learning is accomplished through placement learning activities under the supervision and mentorship of practitioners. Student competencies are assessed through assessment of identified Nursing and Midwifery Council outcomes for field and registration, as well as the NMC Essential Skills Clusters.</p> <p>Students will be exposed to a range of practice placements from the commencement of the programme (8-10), exposure to interprofessional and multidisciplinary team working is a key element of this experience. Preparation is managed through seminars, workshops and supported through SoLD activities and practitioner teaching on placement.</p> <p>Participation in partnership working,</p>

carer to become independent and self managing

12. Demonstrate the ability to apply critical thinking skills and independent decision making in the delivery of nursing care in unknown or changing situations of care appropriately, safely and effectively

leadership and independent care delivery (11) is achieved by the end of the programme. This is supported through partnerships in teaching and practice and the shared input from lecturers, practitioners service users and carers (12).

### **Assessment**

Practice skills (1-12) are primarily assessed in the practice setting by qualified mentors who are supported in this role by the university based programme team and Academics in Practice (AiP). This is undertaken using a system of continuous assessment of competence and a skills assessment framework which is professionally driven and defined.

The assessment may also contain written assignment components to test critical thinking and appraisal skills underpinning the evidence base of nursing care (12).



## D Transferable Skills and other attributes

<b>D Transferable skills and other attributes</b>	<b>Teaching/learning methods and strategies</b>
<p><b>On successful completion of the programme the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate skills of engagement and communication</li> <li>2. Demonstrate skills in facilitation through effective interaction</li> <li>3. Demonstrate skills in negotiation</li> <li>4. Demonstrate the ability to share responsibility</li> <li>5. Demonstrate active listening skills</li> <li>6. Use effective inclusive communication</li> <li>7. Demonstrate the ability to accommodate diversity in collaborative working</li> <li>8. Apply critical evaluation and informed decision making skills</li> <li>9. Demonstrate an adequate knowledge of research methods, design, methods of data collection and data analysis to appraise and interpret different kinds of evidence</li> <li>10. Use information and management technology in the workplace</li> <li>11. Show awareness of the implications of different types of evidence in professional policy, practice and service improvement</li> <li>12. Use available library services (eg library catalogues, CD Rom, on line databases etc)</li> <li>13. Critically analyse the implications of different types of evidence in professional policy, practice and service improvement.</li> <li>14. Incorporate a critical ethical dimension into a major piece of sustained independent study.</li> </ol>	<p>The acquisition of key and transferable skills will be acquired during small group work, SoLD and practice experience. Students will be encouraged and facilitated to explore skills development and interprofessional working through scenario and problem based learning and independent study which will include web based learning resources, and study packs. E-learning is a key feature of skills development. (I/T skills work shops, lessons and tutorials on line.)</p> <p><b>Assessment</b></p> <p>The key and transferable skills (1-14) are assessed in the undertaking of practice based assessment, formative class work, research project module and other module assignments.</p>

Level 1	<p><b>Compulsory modules for all fields</b></p> <ul style="list-style-type: none"> <li>• Communication in a Diverse World UZZSDT-20-1</li> <li>• Essentials of Professional Practice UZWSDU-20-1</li> </ul>	<p><b>Field specific compulsory modules</b></p> <p><b>Adult Field</b></p> <ul style="list-style-type: none"> <li>• Understanding Adult Nursing UZTSG7-40-1</li> <li>• Participating in the Practice of Adult Nursing UZTSG8-40-1</li> </ul> <p><b>Childrens Field</b></p> <ul style="list-style-type: none"> <li>• Understanding Children’s Lives UZUSDW-40-1</li> <li>• Participation in the Practice of Children’s Nursing UZUSDV-40-1</li> </ul> <p><b>Mental Health Field</b></p> <ul style="list-style-type: none"> <li>• Foundations of Mental Health UZZSE6-40-1</li> <li>• Making a Difference: 1 UZZSE7-40-1</li> </ul> <p><b>Learning Disabilities Field</b></p> <ul style="list-style-type: none"> <li>• Building Positive Relationships with, and Services for, People with Learning Disabilities UZZSG6-40-1</li> <li>• Learning Disabilities Nursing Practice 1 UZZSFV-40-1</li> </ul>	<p><b>Interim Awards:</b></p> <p><b>Cert HE Health &amp; Social Studies</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> <p>120 credits of which not less than 100 credits are at level 1 or above</p> <p><b>Dip HE Health &amp; Social Studies</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> <p>240 credits of which not less than 220 credits are at level 1 or above and not less than 100 credits are at level 2 or above</p> <p><b>FdSc Health and Social Studies</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> <p>240 credits of which not less than 220 are at level 1 or above and not less than 100 credits are at level 2 or above PLUS at least 20 credits of work-based learning at level 1 or above and at least 20 credits of work-based learning at level 2 or above</p> <p><b>BSc Health and Social Studies</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> <p>300 credits of which not less than 280 credits are at level 1 or above, not less than 60 are at level 2 or above and not less than 60 are at level 3 or above.</p>
Level 2	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• The purpose, scope and context of Interprofessional Collaboration (IPA) UZYSFD-20-2</li> <li>• Evidence Based Practice for Nursing and Midwifery UZWSFS-20-2</li> </ul>	<p><b>Field specific compulsory modules</b></p> <p><b>Adult Field</b></p> <ul style="list-style-type: none"> <li>• Planning and Delivering Nursing Care UZTSGA-20-2</li> <li>• Assessment and Clinical Reasoning UZTSG9-20-2</li> <li>• Implementing the Practice of Adult Nursing UZTSGC-40-2</li> </ul> <p><b>Childrens Field</b></p> <ul style="list-style-type: none"> <li>• Making Every Child and Family Matter UZUSDX-20-2</li> <li>• Delivering Care and Keeping Children and Young People Safe UZUSE3-20-2</li> <li>• Implementing Children’s Nursing Practice UZUSDY-40-2</li> </ul> <p><b>Mental Health Field</b></p> <ul style="list-style-type: none"> <li>• Working in Partnership in Mental Health UZZSEB-40-2</li> <li>• Making a Difference: 2 UZZSE8-40-2</li> </ul> <p><b>Learning Disabilities Field</b></p> <ul style="list-style-type: none"> <li>• Making Every Child and Family Matter UZUSDX-20-2</li> <li>• Health of Adults and Older People with Learning Disabilities UZZSG5-20-2</li> <li>• Learning Disabilities Nursing Practice 2 UZZSFW-40-2</li> </ul>	<p><b>BSc Health and Social Studies</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> <p>300 credits of which not less than 280 credits are at level 1 or above, not less than 60 are at level 2 or above and not less than 60 are at level 3 or above.</p>

Level 3	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• Exploring Quality practice for Interprofessional/inter-agency Collaboration (IP B) UZYSFE-20-3</li> <li>• Nursing and Midwifery Dissertation UZWSFU-40-3</li> </ul>	<p><b>Field specific compulsory modules</b></p> <p><b>Adult Field</b></p> <ul style="list-style-type: none"> <li>• Leadership for Health UZTSGF-20-3</li> <li>• Managing the Practice of Adult Nursing UZTSGD-40-3</li> </ul> <p><b>Childrens Field</b></p> <ul style="list-style-type: none"> <li>• Leadership in Children’s Nursing UZUSE5-20-3</li> <li>• Managing Children’s Nursing Practice UZUSE4-40-3</li> </ul> <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• Promoting Recovery in Mental Health UZZSED-20-3</li> <li>• Making a Difference: 3 UZZSEA-40-3</li> </ul> <p><b>Learning Disabilities</b></p> <ul style="list-style-type: none"> <li>• Management of Complex Situations in Services for People with Learning Disabilities UZZSG3-20-3</li> <li>• Learning Disabilities Nursing Practice 3 UZZSFY-40-3</li> </ul>	<p><b>BSc Nursing (Adult)</b>  <b>BSc Nursing (Childrens)</b>  <b>BSc Nursing (Mental Health)</b>  <b>BSc Nursing (Learning Disabilities)</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> <p>300 credits of which not less than 280 credits are at level 1 or above, not less than 60 are at level 2 or above and not less than 60 are at level 3 or above. Achievement of <b>all</b> modules with the exception of UZWSFU-40-3</p> <p><b>Target/highest Award:</b></p> <p><b>BSc (Hons) Nursing (Adult)</b>  <b>BSc (Hons) Nursing (Children’s)</b>  <b>BSc (Hons) Nursing (Mental Health)</b>  <b>BSc (Hons) Nursing (Learning Disabilities)</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> <p>360 credits of which not less than 340 credits are at level 1 or above, not less than 200 credits are at level 2 or above and not less than 100 credits are at level 3 or above</p> <p><b>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.</b></p>
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## **Section 5: Entry requirements**

### **BSc (Hons) Nursing – all fields**

- 5 GCSE subjects at grade C or above including Mathematics and English Language

### **Additional field specific criteria**

#### **Children's**

GCSE subjects must also include a Science

#### **Mental Health**

GCSE subjects must also include a Science/Social Science

#### **PLUS**

- Tariff points as appropriate for the year of entry (refer to the UWE website)

OR

- Access Diploma (refer to UWE website for requirements)

OR

- European Baccalaureate 68-74

Applicants who do not have the above academic profile will be considered on an individual basis.

Students who have gained the Foundation Science Degree Health Care Practice (Adult Nursing pathway or Mental Health pathway), (Gloucestershire College) are eligible to apply for direct entry into the mid point of level 2 of the undergraduate BSc (Hons) Nursing (Adult) and BSc (Hons) Nursing (Mental Health) programmes respectively via accreditation of learning processes.

### **All Applicants**

All applicants will be interviewed for suitability.

NMC registered first and second level nurses enrolled 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 Experiential Learning (AEL) relates to learning achieved through experience gained outside formalised learning arrangements and may also be applied for. Please see further information including the administrator contact details at <http://hsc.uwe.ac.uk/net/student/Default.aspx?pageid=64>

And also <http://acreg.uwe.ac.uk/caat.asp>

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.

### **Section 6: Assessment Regulations**

Approved to University Academic Regulations and Procedures.

Progression points occur 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).

Full time programme delivery is to be completed within 5 years including interruptions. Part time programme delivery where offered must be completed within 7 years including interruptions (NMC, 2010).

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.

External examiner(s) are appointed in line with the NMC (2010) requirement 'who can demonstrate currency in education and practice with due regard and engage with assessment of both theory and practice'.

### **References**

NMC (2010) *Standards for Pre-registration Nursing Education*. London.

Available at:

<http://standards.nmc-uk.org/PreRegNursing/statutory/background/Pages/Introduction.aspx>

## **Section 7: Student learning: distinctive features and support**

The design of the award route has been influenced by a numbers of factors:-

- The University regulations and interprofessional pre-qualifying framework of the Faculty of Health and Life Sciences; provides opportunities for programmes to share common elements.
- Students will experience an interprofessional and field specific nursing experience in the classroom and in the practice environment to widen their nursing perspectives
- The professional requirements of the Nursing and Midwifery Council
- The need to adopt an integrated and interactive approach so that component subjects are not free standing
- The changes in health care delivery which have resulted in nurses working with greater autonomy in an increasingly wide range of settings.
- Input from service users and carers and local stakeholders
- 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

It is our intention that the nursing pre-registration curriculum of 2011 will prepare individual learners to be caring, competent, critical and creative practitioners. The philosophy that underpins this curriculum not only recognises the importance of a programme of preparation that is practice centred, but also acknowledges the need to promote the integration of theory and practice for the achievement of professional competence. This has been recognised through the development of SoLD, which are held on University Campus, during practice placements and the inclusion of modules with an enquiry based learning focus. SoLD strengthen 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.

It is recognised that the use of a skills laboratory maximises 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 assessor/student relationship to develop. This facilitates the integration of theory and practice towards competency and compassionate care.

The student journey will be enhanced by a diversity/variety of practice learning opportunities providing the student with 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 practice opportunities exist for students to expand their skills and practice nationally and/or internationally. These are supported by a designated team of lecturers and the nominated department leader in international working.

Students may be considered for transfer to another field at the end of Year 1 subject to placement capacity, academic, and professional criteria.

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 an established 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.

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 tutor
- Provision of Faculty, Programme and Module Student Handbooks
- Web site information
- Access to libraries and computer suites
- Student advisors and study skills advisors
- Student one stop shop
- Academics in Practice
- Graduate Development Programme
- Practice Support Helpline

*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 four competency domains for practice are: Professional values, Communication and interpersonal skills, Nursing Practice and Decision-making, and Leadership, Management and Team-working and have been included in the module specifications and in the ongoing assessment of practice document. These are required for field specific registration by the NMC.*

## **Reference**

NMC (2010) *Standards for Pre-registration Nursing Education*. London.

Available at:

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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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.