

## Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

<b>Programme Title:</b>	
<b>BSc (Hons) Nursing (Adult, Child, Mental Health and Learning Disability) with NMC registration</b>	
<b>Programme (AOS) Code(s):</b>	<b>BN2ADN1 – Adult BN2CHN1 – Child BN1LDA1 – Learning Disabilities BN2MHN1 – Mental Health</b>
<b>UCAS Code:</b>	<b>TBC</b>
<b>Name of Final Award:</b>	<b>Bachelor of Science with Honours, BSc (Hons)</b>
<b>Level of Qualification:</b>	<b>Level 6</b>
<b>Regime of Delivery:</b>	<b>Attendance</b>
<b>Mode(s) of Delivery:</b>	<b>Full Time</b>
<b>Typical Length of Study (Years):</b>	<b>3</b>
<b>Professional Body Recognition / Accreditation (including specific requirements where applicable):</b>	<b>Nursing and Midwifery Council</b>

### Brief Description of the Programme

This programme integrates academic and practice learning underpinned by collaboration between practice partners and the University. It adopts a student centred approach, enabling the development of the required knowledge, skills and professional values required to deliver compassionate, safe and effective nursing care. Students develop into autonomous, reflective practitioners in a chosen field of nursing. Our teaching is informed and underpinned by contemporary research evidence.

The Programme will comprise a total of at least three years of study. Students complete the requisite 4600 hours required by the NMC, spending approximately half of their programme learning in clinical practice, with the remaining time spent learning underpinning associated academic subjects. Academic study is undertaken through varying modalities including: seminars; lectures; simulation and virtual learning.

The programme aims to produce compassionate, competent and confident Registered Nurses at academic Level 6. On successful completion of the programme, students will be qualified to deliver a wide range of clinical and care skills, and will be able to demonstrate appropriate values and behaviours, underpinned by contemporary evidence. On successful completion of the programme, students will be able to apply for registration with the Nursing and Midwifery Council (NMC) to practise as a Registered Nurse in the field of nursing which they have studied.

## Programme Aims

1	Produce registered nurses who meet the requirements of the Nursing and Midwifery Council Standards for the pre-registration nursing education (NMC 2018) and the Standards of proficiency for registered nurses (NMC; 2018), including the European requirements, as set out in Annex B Nursing Procedures.
2	Produce registered nurses who can work autonomously taking responsibility and accountability for their own actions whilst playing a vital role in providing, leading and coordinating compassionate and evidence based person-centred care.
3	Produce registered nurses who consistently adhere to the precepts of the Code (NMC 2018).

## Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
<b>Graduate Attribute: Knowledge and its application (K)</b>	
K1	Communicate effectively with a range of individuals and stakeholders to provide safe, compassionate, person centred nursing care, in the best interests of people, underpinned by contemporary research, evidence and best practice.
K2	Perform a range of nursing skills, with proficiency, predicated on contemporary knowledge and the understanding of best practice.
K3	Assess and review mental, physical, cognitive, behavioural, spiritual and social needs to identify the priorities and requirements for evidence based, person-centred nursing interventions and support.
K4	Lead the care of people with complex healthcare needs to optimise independence, manage risk and reduce vulnerability across organisations and settings.
K5	Demonstrate a critical understanding of contemporary research processes that underpin evidence based, professional nursing practice.
<b>Graduate Attribute: Creativity (C)</b>	
C1	Employ a diverse range of culturally sensitive communication and relationship management skills to ensure that individuals, families and their carers are actively involved in and understand care decisions.
C2	Work as critically reflective, resilient practitioners, demonstrating an ability to learn from experience, solve problems and develop as professionals.
<b>Graduate Attribute: Social and ethical awareness and responsibility (S)</b>	
S1	Demonstrate professional values and duty of candour, in the protection and safeguarding of the public and in dealings with other professionals and agencies, assuring confidentiality where appropriate.
S2	Proactively support individuals, families, communities and populations throughout the life span, by assimilating current health economics to improve health outcomes to positively impact upon health inequalities.
S3	Engage effectively in therapeutic relationships across the lifespan, integrating theoretical and practical skills and demonstrating ethical discernment and clinical judgement.

**Graduate Attribute: Leadership and self-development (L)**

L1	Provide leadership for the timely delivery and evaluation of evidence-based, compassionate and safe, person-centred nursing interventions, which engenders shared decision making, whilst protecting equality, diversity and inclusion.
L2	Lead, supervise, challenge, and support the development of a range of colleagues.
L3	Collaborate and take an equal role within the interdisciplinary team, consistently acting as a role model for others.
L4	Demonstrate a critical understanding of the processes, resources and policies influencing organisational change, within the contemporary healthcare arena, utilising developments in digital health technology. (Incorporates developing a basic business case)
L5	Critically contribute to risk monitoring processes and quality of care improvement agendas, in uncertain and changing environments.

**Programme Structure**

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

*Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.*

**Level Four**

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
NS406	Foundations of nursing and evidence based healthcare	30	Core	No
<b>Students will also complete two field specific modules from the list below:</b>				
NA403	Health and Social Care in a Contemporary World (Adult)	30	Core	No
NC403	Health and Social Care in a Contemporary World (Child)	30	Core	No
NM403	Health and Social Care in a Contemporary World (Mental Health)	30	Core	No
NL403	Health and Social Care in a Contemporary World (Learning Disability)	30	Core	No
NA404	The Fundamentals of Adult Nursing Practice	60	Core	No
NC404	The Fundamentals of Child Nursing Practice	60	Core	No

NM404	The Fundamentals of Mental Health Nursing Practice	60	Core	No
NL404	The Fundamentals of Learning Disabilities Nursing Practice	60	Core	No

### Level Five

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
NS506	Approaches to Research; methods, appraisal and application	30	Core	No

**Students will also complete two field specific modules from the list below:**

NA503	Public Health in Action (Adult)	30	Core	No
NC503	Public Health in Action (Child)	30	Core	No
NM503	Public Health in Action (Mental Health)	30	Core	No
NL503	Public Health in Action (Learning Disabilities)	30	Core	No
NA504	Developing Adult Nursing Practice	60	Core	No
NC504	Developing Child Nursing Practice	60	Core	No
NM504	Developing Mental Health Nursing Practice	60	Core	No
NL504	Developing Learning Disabilities Nursing Practice	60	Core	No

### Level Six

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
NS607	Innovations in Evidence-Based Nursing	30	Core	No
NS608	Leading and Co-ordinating Care	30	Core	No

**Students will also complete one field specific module from the list below:**

NA604	Leading Complex Care In Adult Nursing Practice	60	Core	No
CN604	Leading Complex Care In Child Nursing Practice	60	Core	No
NM604	Leading Complex Care In Mental Health Nursing Practice	60	Core	No
NL604	Leading Complex Care In Learning Disabilities Nursing Practice	60	Core	No

## Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

The philosophy of the Buckinghamshire New University BSc (Hons) Nursing programme is predicated on a community of practice, with students placed at the heart. Students choose to study a specific field of practice: adult; child; mental health or learning disability. The programme is

inclusive and celebrates diversity in the student population; the School is committed to supporting a diverse range of students with different academic needs.

This is a full time undergraduate programme that utilises a variety of blended learning teaching methods in the University including: seminar based teaching; lectures; authentic scenarios and case studies; presentations; on-line learning resources, and simulation in the simulation suites. Students are required to engage in independent study, guided through their modules. They will utilise a variety of resources: the University Virtual Learning Environment (Blackboard™); professional websites; academic databases and library resources.

Simulation is recognised within the School as essential in disseminating the required knowledge, skills and behaviours from expert nurse academics to our students. Nursing simulation incorporates the use of human patient simulators in a virtual “real-life” healthcare environments and situations. Within this learning environment, real-time evolving clinical situations can be simulated, repeated, evaluated and reflected, reducing the risk of patient harm. The simulation areas are equipped to a national standard of excellence. Our facilities offer a high fidelity environment, which includes the use of NHS approved consumables, genuine functioning equipment and a combination of actors and technology enhanced manikins. The essential element of de-brief in simulation is undisputed; audio/visual technology (smots™/CCTV) is available and widely used by the teaching teams to enhance feedback to students. Within this curriculum simulation is not counted as practice hours. The use of simulation to assist in the development and assessment of clinical skills ensures that students are better prepared for practice learning and can use time in the practice learning environment more effectively for skills rehearsal and consolidation. Simulation is not limited to psycho-motor skills alone but include a range of other skills, e.g. interpersonal, communication and decision making skills.

The design of the curriculum embraces intra/inter-professional education and collaborative practice and promotes the need for collaboration within and between healthcare teams across diverse settings. The curriculum includes generic and field specific learning and teaching in all three stages of the programme. This supports students from all fields to be taught and learn together thus allowing them to benefit from their individual experiences, to share insights and to offer competing perspectives. Inter-professional learning will primarily occur in the practice settings. As a consequence students will demonstrate their awareness of and competence in working within the multi-disciplinary teams within the practice proficiencies. This innovative curriculum reflects the university’s core values of creating a learning environment that is inclusive, challenging and promotes collaboration, professionalism and confidence in students. Quality Assurance mechanisms are embedded in the School through: course Committees, student representation, module and programme evaluations, practice audit and evaluation, module and subject assessment boards and subject annual monitoring processes.

As professional nurses and educators, staff within the school bring a wealth of clinical expertise and research activity through individual scholarship across all four fields of nursing (adult, child, mental health and learning disability). In addition, expert specialist nurses regularly deliver sessions for students within the university.

Students apply their academic knowledge to their practice experiences, supported by practice supervisors, practitioners and link lecturers. Each student is allocated to a diverse range of placement learning experiences to meet NMC requirements and reflect the demand for integrated health and social care workforce planning. Within the first year of the programme students attend University for the first six months and spend the remainder of the year undertaking clinical placements. This pattern of learning ensures that our students are adequately prepared prior to

the commencement of placements. Years two and three adopt a more integrated theory/practice model, which will enable students to apply and reflect on clinical practice within their academic studies. Students are supported through a variety of mechanisms including: personal tutors; module leaders and course leaders. In practice they remain supported by personal tutors and course leaders, in addition to: practice supervisors, practice assessors and academic assessors who appraise proficiency. Additionally, in practice students are supported through link lecturing activities.

### Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities and/or other security checks.

Preparation of an academic poster  
Travel  
Maths cards  
On-going printing costs

### Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Total theory hours	Placement Hours	Total
Year One	307	493	307+493= 800	695	1495
Year Two	332	468	332+468= 800	742.5	1542.5
Year Three	286	514	286+514=800	895	1695
<b>Total</b>	<b>925</b>	<b>1475</b>	<b>2400</b>	<b>2332.5</b>	<b>4732.5</b>

## Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the ‘three-week turnaround’).

### Level 4

- Reflective assignment (Generic Module)
- Presentation (Field Module)
- Numeracy exam (Field Module)
- Exam: short answer questions (Field Module)
- Practice Assessment Document – Year 1 (including practice hours and proficiencies) (Field Module)

### Level 5

- Academic poster presentation (Generic Module)
- Assignment (Field Module)
- Numeracy exam (Field Module)
- Exam: short answer questions (Field Module)
- Practice Assessment Document – Year 2 (including practice hours and proficiencies) (Field Module)

### Level 6

- Extended Literature Review or a Work-Based Learning Project (Generic Module – applied to field)
- Professional Development - reflective assignment
- OSCE (Field Module)
- Numeracy exam (Field Module)
- Practice Assessment Document – Year 3 (including practice hours and proficiencies) (Field Module)

## Classification

**Calculation of final award:**

**Normally Level 5 - 33% / Level 6 – 67%**

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

## Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

## Typical applicant profile and any programme-specific entry requirements

- Evidence of study within the previous five years.
- Successful interview (group and one-to-one)
- Enhanced Disclosure and Barring Service check
- Skills of numeracy and comprehension of written English and the ability to write English.
- Establish digital and technological literacy on application
- 5 GCSE at grade C or above to include English Language, Mathematics and Science or equivalent level 2 qualifications such as Functional Skills Level 2 numeracy, English Language and Science.
- A minimum of 112-128 UCAS points.
- A minimum of two full GCE A levels is required. Applicants may use GCE AS awards when these have been studied alongside two other full GCE A levels. Tariff points will be taken from GCE AS awards when studied in a different subject to GCE A levels.
- Further qualifications include BTEC Health and Social care Level 3 or Access to Nursing with 30 level 3 credits at distinction, 12 at merit and 3 at pass.

Applications are reviewed on an individual basis. Applicants who do not fulfil the entry criteria may discuss their profile with the admissions team.

**Do applicants required a Disclosure and Barring Service (DBS) Check?**

**Yes**

## Opportunities for students on successful completion of the programme

Typically students who are successful on this programme will be employed in a healthcare environment at band 5 level in the relevant field of nursing.

## Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

Students who have successfully completed a **Foundation Degree (Sc) Nursing Associate (NA) programme (Apprenticeship and UCAS entry route)** may apply to have recognition of prior learning to enter the BSc (Hons) Nursing (Adult, Child, Learning Disability or Mental Health Field) for up to 33% of the programme (NMC 2018). For those who complete this programme in Buckinghamshire New University this recognition of prior learning is already mapped. For students applying, who have undertaken the NA programme at another University, they will need to present their programme content for an APL mapping exercise to be undertaken. All applicants will need to evidence that they have been employed in the field of nursing, for which they are applying, i.e. Adult, Child, Mental Health or Learning Disability.

Students who have successfully completed a **Foundation Degree (Sc) Assistant Practitioner** programme may apply to have recognition of prior learning to enter the BSc (Hons) Nursing (Adult, Child, Learning Disability or Mental Health Field). For Buckinghamshire New University, the recognition of prior learning is mapped against the first year of the BSc (Hons) Nursing programme.



## Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

### Programme specific support (if applicable)

Students are required to spend 2300 hours in a practice learning environment and 2300 hours engaged in theoretical studies (NMC 2018). Students have access to all University support systems, including: the Learning and Development Unit; student services; personal tutor. In addition students are supported in all their practice learning environments by the Placement Learning Unit and a designated Link Lecturer.

## Appendices

### Quality Assurance

<b>Awarding Body:</b>	<b>Buckinghamshire New University</b>
<b>Language of Study:</b>	<b>English</b>
<b>QAA Subject Benchmark Statement(s):</b>	QAA Benchmark Statement under review Mapping completed: Standards of proficiency for Registered Nurses (NMC; 2018) Standards framework for Nursing and Midwifery Education (NMC; 2018) Standards for supervision and assessment (NMC; 2018) Standards for pre-registration Nursing programmes (NMC; 2018)
<b>Assessment Regulations:</b>	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages ( <a href="https://bucks.ac.uk/students/academicadvice">https://bucks.ac.uk/students/academicadvice</a> )
<b>Does the Fitness to Practise procedure apply to this programme?</b>	Yes
<b>Date Published / Updated:</b>	September 2020
<b>Date programme re-approval required:</b>	2025-26

### Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

<b>Name of Exit Qualification:</b>	<b>Honours Degree</b>
<b>Full name of Qualification and Award Title:</b>	<b>BSc (Hons) Health Studies (without NMC registration)</b> This award will be made in the rare situations where students have successfully completed all credit bearing modules on the programme but have not fulfilled other requirements, for example mandatories, portfolio etc. after referral or are not considered fit for registration with the NMC e.g. 'Fitness to Practise'.
<b>Credits requirements:</b>	<b>360</b>
<b>Module requirements:</b>	<b>ALL 120 Credits at Level 4</b> <b>ALL 120 Credits at Level 5</b> <b>ALL 120 Credits at Level 6</b>
<b>Learning Outcome</b>	
K2. Perform a range of nursing skills, with proficiency, predicated on contemporary knowledge and the understanding of best practice.	
S2. Proactively support individuals, families, communities and populations throughout the life span, by assimilating current health economics to improve health outcomes to positively impact upon health inequalities	

K3. Assess and review mental, physical, cognitive, behavioural, spiritual and social needs to identify the priorities and requirements for evidence based, person-centred nursing interventions and support

L1 Provide leadership for the timely delivery and evaluation of evidence-based, compassionate and safe, person-centred nursing interventions, which engenders shared decision making, whilst protecting equality, diversity and inclusion.

L2. Lead, supervise, challenge, and support the development of a range of colleagues.

L4. Demonstrate a critical understanding of the processes, resources and policies influencing organisational change, within the contemporary healthcare arena, utilising developments in digital health technology. (Incorporates developing a basic business case)

L5. Critically contribute to risk monitoring processes and quality of care improvement agendas, in uncertain and changing environments.

K4. Lead the care of people with complex healthcare needs to optimise independence, manage risk and reduce vulnerability across organisations and settings.

C1. Employ a diverse range of culturally sensitive communication and relationship management skills to ensure that individuals, families and their carers are actively involved in and understand care decisions.

K5. Demonstrate a critical understanding of contemporary research processes that underpin evidence based, professional nursing practice

<b>Name of Exit Qualification:</b>	<b>Ordinary Degree</b>
<b>Full name of Qualification and Award Title:</b>	<b>BSc in Health Related Care (without NMC registration)</b>
<b>Credits requirements:</b>	<b>330 Credits</b>
<b>Module requirements:</b>	<b>ALL 120 Credits at Level 4 ALL 120 Credits at Level 5 ALL Level 6 modules (excluding the Dissertation or equivalent)</b>
<b>Learning Outcome</b>	
K1 Communicate effectively with a range of individuals and stakeholders to provide safe, compassionate, person centred nursing care, in the best interests of people, underpinned by contemporary research, evidence and best practice.	
K2 Perform a range of nursing skills, with proficiency, predicated on contemporary knowledge and the understanding of best practice.	
K3 Assess and review mental, physical, cognitive, behavioural, spiritual and social needs to identify the priorities and requirements for evidence based, person-centred nursing interventions and support.	
K4 Lead the care of people with complex healthcare needs to optimise independence, manage risk and reduce vulnerability across organisations and settings.	
C1 Employ a diverse range of culturally sensitive communication and relationship management skills to ensure that individuals, families and their carers are actively involved in and understand care decisions.	
C2 Work as critically reflective, resilient practitioners, demonstrating an ability to learn from experience, solve problems and develop as professionals.	

- S1 Demonstrate professional values and duty of candour, in the protection and safeguarding of the public and in dealings with other professionals and agencies, assuring confidentiality where appropriate.
- S2 Proactively support individuals, families, communities and populations throughout the life span, by assimilating current health economics to improve health outcomes to positively impact upon health inequalities
- S3 Engage effectively in therapeutic relationships across the lifespan, integrating theoretical and practical skills and demonstrating ethical discernment and clinical judgement.
- L1 Provide leadership for the timely delivery and evaluation of evidence-based, compassionate and safe, person-centred nursing interventions, which engenders shared decision making, whilst protecting equality, diversity and inclusion.
- L2 Lead, supervise, challenge, and support the development of a range of colleagues.
- L3 Collaborate and take an equal role within the interdisciplinary team, consistently acting as a role model for others.
- L4 Demonstrate a critical understanding of the processes, resources and policies influencing organisational change, within the contemporary healthcare arena, utilising developments in digital health technology. (Incorporates developing a basic business case)
- L5 Critically contribute to risk monitoring processes and quality of care improvement agendas, in uncertain and changing environments.

<b>Name of Exit Qualification:</b>	<b>Diploma of Higher Education (DipHE)</b>
<b>Full name of Qualification and Award Title:</b>	<b>Diploma of Higher Education in Health Related Care</b> without NMC registration
<b>Credits requirements:</b>	<b>240 Credits</b>
<b>Module requirements:</b>	<b>ALL 120 Credits at Level 4</b> <b>ALL 120 Credits at Level 5</b>
<b>Learning Outcome</b>	
Proactively support individuals, families, communities and populations throughout the life span, by assimilating current health economics to improve health outcomes to positively impact upon health inequalities	
Perform a range of nursing skills, with proficiency, predicated on contemporary knowledge and the understanding and evaluation of best practice.	
Demonstrate professional values and duty of candour, in the protection and safeguarding of the public and in dealings with other professionals and agencies, making sound and informed judgements.	
Employ a diverse range of culturally sensitive communication and relationship management skills (including the use of appropriate technology - ICT) to ensure that individuals, families and their carers are actively involved in and understand care decisions.	
Demonstrate an ability to interpret data and present results in relation to public health and well-being.	

<b>Name of Exit Qualification:</b>	<b>Certificate of Higher Education (CertHE)</b>
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<b>Full name of Qualification and Award Title:</b>	<b>Certificate of Higher Education in Health Related Care</b> without NMC registration
<b>Credits requirements:</b>	<b>120 Credits</b>
<b>Module requirements:</b>	<b>ALL 120 Credits at Level 4 (without NMC registration)</b>
<b>Learning Outcome</b>	
Perform a range of nursing skills, with proficiency, predicated on contemporary knowledge and the understanding of best practice.	
Demonstrate an understanding of professional values and duty of candour, in the protection and safeguarding of the public and in dealings with other professionals and agencies.	
Demonstrate an understanding of a diverse range of culturally sensitive communication and relationship management skills to ensure that individuals, families and their carers are actively involved in and understand care decisions.	
Demonstrate an ability to interpret data in relation to public health and well-being.	