

PROGRAMME SPECIFICATION

SECTION A: DETAILS OF THE COURSE AND AWARD

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| Programme Title | BSc (Hons) Nursing (Adult) with NMC Registration BSc (Hons) Nursing (Children's) with NMC Registration BSc (Hons) Nursing (Mental Health) with NMC Registration |
| Awarding Body | Buckinghamshire New University |
| Teaching Institution / Course Location | Buckinghamshire New University |
| Faculty | Society & Health |
| School | Pre-Qualifying Nursing & Vocational Healthcare |
| Name of Final Award | Bachelor of Science with Honours, BSc (Hons) |
| NQF/FHEQ Level of Qualification | Level 6: Bachelor's degree with honours |
| QAA Benchmark Statement(s) | Benchmark Statements for Nursing (2001) |
| UCAS Code | B701 Nursing (Adult) B731 Nursing (Children's) B761 Nursing (Mental Health) |
| Course Code(s) | BN1ADN1 (Adult) BN1CHN1 (Children's) BN1MHN1 (Mental Health) |
| Mode and Length of Study | 3 Years / Full Time |
| Number of Intakes | Two: September / February |
| Regime of Delivery | Attendance |
| Language of Study | English |
| Details of Accreditation | The Nursing and Midwifery Council (NMC) |
| Month and Year valid from | 01 September 2016 / 1 March 2018 |
| Month and year valid until | 31 May 2022 |
| Publication Date | March 2018 |

Potential Student Profile / Criteria for Admission:

What the award is about and who the programme is aimed at:

The BSc Honours nursing programme is a three year full time programme with both a September and February intake which ensures that graduates are available for employment as Registered Nurses, which support our NHS partner's workforce planning. The programme focuses on expected professional competencies and behaviours ensuring students meet the aspirations and employability criteria expected by our NHS partners.

The programme incorporates three fields of nursing; adult, child and mental health, with module content being either Generic or Field specific. Generic modules allow for collaboration and sharing between the fields of nursing, allowing students to gain a broad knowledge base through shared learning. Field

specific modules enable students to gain knowledge, skills and competencies in their chosen area of nursing.

Students will undertake 120 credits in each year of the Programme and these will be across both theory and practice. In year 1 these credits are level 4, year 2 at level 5 and in year 3 at level 6. On completion of the Programme a student will have achieved 360 credits. The award of BSc (Hons) Nursing with NMC registration is governed by the University and the Pre-Registration Nursing Regulations.

The programme aims to produce caring, compassionate, competent and dynamic graduate nurses who are capable of undertaking nursing practice in a variety of clinical settings; this includes both in acute and community settings. The student will be able to design strategies for the collection and analysis of scholarly material relating to nursing care, as well as being able to identify nursing issues from a wide perspective. Successful students will be able to identify and lead changes in practice, improving the quality and delivery of care. Opportunities for student nurses (Adult, Child and Mental Health) are continually expanding. The student nurse may experience healthcare delivery in a variety of settings.

Placements

A major element of the student's learning and assessment will be in the practice area and will be based on their experience of caring for individuals under supervision and their performance of nursing competencies and professional behaviour. Fifty per cent of the programme is spent at the University and fifty per cent is spent in practice placements. For the most part these are at one of our practice partner NHS Trusts, referred to as a home base. Some placements may be undertaken outside of the NHS. The total number of hours to be completed in a practice environment is 675 hours in Year 1, 750 hours in Year 2 and 900 hours in Year 3, making a total of 2325 hours of clinical practice.

Each year of the programme is divided into two semesters, the first of which is delivered in the university setting the second consisting of practice placements. This structure is repeated throughout each of the three years of the programme. The student has some discretion in the choice of their home base. The University staff foster close working relationships with the staff in the practice placement areas in order to offer a coherent and integrated learning programme. When the student is in practice placement, they are allocated a mentor who will provide structured supervision and support in the clinical setting. The mentor will assess the requisite clinical competencies. The supervision of students in practice settings is required to conform to the NMC standards, currently the Standards for Assessment and Learning in Practice (2008).

Why students should choose this award:

Completion of the BSc in Nursing will enable students to fulfil the requirements of the Professional Statutory Regulatory Body, the Nursing and Midwifery Council, for entry to the register, appropriate to the specific programme field of nursing (Adult, Children or Mental Health).

In pursuing this award students will be equipped with the necessary knowledge and skills to lead and manage. Additionally they will be both innovative and responsive to the changing needs of the population. Students who choose the:

- **'Adult' nursing programme** will develop clinical knowledge and skill, underpinned by a critical knowledge of sciences applied to nursing to empower them to provide safe and effective care to meet the complex and co-existing needs of adults and significant others under their care in any setting including hospital, community and at home.
- **'Children' nursing programme** will develop their clinical knowledge and skills applied to meet the complex and co-existing needs of a child and their significant others both in the hospital and community settings. Their skill development will be underpinned by a critical knowledge of sciences applied to nursing.
- **'Mental Health' nursing programme** will develop their clinical management and practice skills applied to the care of a person with mental health conditions. Based on best available evidence the student will develop skills to empower them in providing appropriate, safe and effective care of the person and significant others.

In addition, the programme will enable students to develop the knowledge, understanding and confidence to work as part of the multi-professional team, influence and evaluate innovative and creative approaches in the work place in-order to deal with complex leadership and management situations within their individual fields by:

- Providing a range of clinical placements experiences which take place in several world-renowned central and outer London NHS acute Trusts, community healthcare settings, and both independent and voluntary sector organisations.
- Allowing students to learn via flexible and innovative virtual learning environments and clinical skills platforms - ensuring that students acquire the necessary skills to evaluate and respond effectively and to employ appropriate evidence in complex and unpredictable situations within various healthcare setting/environments.

Expected entry qualifications, knowledge and skills that the entrant will have on entry to the programme:

All prospective students will be invited for an individual interview as part of the selection process to enter the BSc (Hons) in Nursing (with Nursing and Midwifery Council registration) programme. Applicants need to demonstrate evidence of study within the last five years. Every applicant will be invited for an interview and their potential to succeed is considered on an individual basis. Applicants will have to undertake both a group and individual interview underpinned by both the philosophy of Values Based Recruitment (Health Education England 2014) and the six C's (NHS England 2012). Skills of numeracy and literacy are also assessed on the day of interview.

Applicants are required to have a minimum UCAS Tariff score of 280 points; or an Access to Nursing qualification (minimum of 30 Level 3 credits at Distinction, 12 at Merit, and 3 at Pass). Although not a requirement, preferred A-level subjects are: Biology, Health and Social Care, Chemistry, Psychology, Physics, Physical Education, and Sociology. In addition, applicants require five GCSEs including Maths, English and Science at Grade C or above (or equivalent). Irish entry requirements are a FETAC Level 5 award (minimum of five distinctions in health related subjects). If English is not the first language, an overall IELTS score of 7.0 or equivalent is normally required. All applicants should be able to demonstrate evidence of study within the last five years. Mature students without the necessary formal qualifications but with relevant experience are welcome to apply. Appointment will be subject to Disclosure and Barring Service (DBS) clearance.

Accreditation of Prior Learning (APEL)

The University has well established Institutional processes for managing APL. This includes APCL which is prior learning acquired on award bearing (certificated) courses or APEL which is learning acquired through life and work experience and study, and that is not formally attested through an educational or professional certification. A student guide is available to enable a clear understanding of the process. Furthermore, students are invited to seek advice and guidance from the Programme Leader and Accreditation of Prior Learning (APL) Co-ordinator about making an APL claim on their application. The NMC allows applicants to a graduate pre-registration nursing programme to apply to AP(E)L up to 50% of the programme (NMC, 2010).

Note: Students applying for APEL will be required to have completed the requisite number of clinical hours required at the point of the programme for which they are applying for entry and to meet all other criteria for the first progression point.

Progression from Foundation Degree – Assistant Practitioner

Students completing the Foundation Degree (FD) Assistant Practitioner at Buckinghamshire New University will be eligible to apply to enter the BSc (Hons) in any field in the 2nd year provided there is evidence that they have successfully completed all requirements of the first progression point of the BSc (Hons) Nursing programme in accordance with University Regulations and NMC Standards (2010).

Opportunities available for students after completion of the award:

Upon successful completion of the programme students will be awarded the BSc (Hons) Nursing (Adult/Child/Mental Health), and are eligible to register with the Nursing and Midwifery Council (NMC). BSc (Hons) Nurses are well placed to secure employment and gain promotion in a variety of settings e.g.:

- various specialities within hospitals
- general practice surgeries
- community settings
- outpatient day surgery
- nursing homes
- mental health services

- private healthcare providers
- Prison nursing

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

The main educational aims of the **BSc (Hons) Nursing (Adult / Children's / Mental Health)** are to:

- Meet the requirements of the Nursing and Midwifery Council Standards for pre-registration nursing education (NMC, 2010) and European requirements as set out in the European Directive 2005/36/EC on the recognition of professional qualification, as appropriate.
- Produce a compassionate, confident and collaborative-practice-ready practitioner who is able to negotiate, deliver and manage intelligent care in complex situations.
- Prepare the student to critically evaluate concepts and evidence from a range of sources.
- Enable transfer and application of diagnostic and creative skills and to develop and exercise appropriate professional judgement in a range of healthcare situations.
- Prepare the student to critically review, consolidate and extend a systematic and coherent body of nursing and health related knowledge.
- Enable development and integration of personal and professional knowledge, skills and values within a chosen field, such that the student is prepared for employment and fit for purpose as a reflective registered nurse.
- Strive to create a transformative environment and experience for the student.
- Fulfil the duties of care, candour, leadership and teamwork explicit with The Code NMC (2015).

Programme Learning Outcomes

On successful completion of the **BSc (Hons) Nursing (Adult / Children's / Mental Health)** students will be able to:

A. Knowledge and Understanding

1. Register with the Nursing and Midwifery Council as a nurse, in their chosen field of nursing (Adult / Children's / Mental Health).
2. Become autonomous as a registered nurse, reflexive and capable in prioritising their personal, academic, and continuing professional development, through the competent use of their own development record and plan.
3. Provide intelligent care with compassion, incorporating a critical ethical dimension into care management, delivery, and leadership and healthcare innovation.
4. Understand the differences in beliefs and cultural practices of individuals and groups and recognise and challenge discriminatory practice.

B. Intellectual/Cognitive Skills

1. Critically combine knowledge, skills, attitudes, values and technical abilities that address the individual and complex needs of people and communities.
2. Be capable and competent in analysing and engaging in discourses surrounding health as a human experience mediated by the individual, societal and global contexts.
3. Analyse complex health and care problems and apply appropriate knowledge and skill to show understanding, resolve or palliate as appropriate.

C. Practical Skills

1. Engage in, develop and disengage from therapeutic relationships, creatively integrating theoretical and practice skills, demonstrating ethical discernment and clinical judgment
2. Safeguard vulnerable people; assess, minimise and manage the associated risks.
3. Competently and confidently use the best available evidence and resources to solve problems and make sound professional judgements, and to do so within the context of rapidly changing healthcare environments.

D. Key/Transferable Skills

1. Capitalise on the potential for prevention and health improvement for people and communities through the development of initiatives and strategies.

2. Contribute to the development of quality monitoring and enhancement to promote best and evidence based practice within a transformative agenda.
3. Be equipped to lead, supervise and challenge other nurses and healthcare professionals and practitioners in striving for excellence, whilst taking account of the dynamic social, cultural, spiritual, legal, political and economic factors.
4. Enhance the professional development and safe practice of others through peer support, supervision and teaching (NMC:2015)

Table 1: Programme Skills Matrix – Assessment

| Module Code | Information Acquisition | Critical thinking, analysis and synthesis | Self-reflection and Criticality | Communication Skills: Oral | Communication Skills: Written | Information & Communications Technology (ICT) | Numeracy & Quantitative Skills | Problem Solving & Decision Making | Independent & Self-managed Learning | Working with Others |
|--------------|-------------------------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| AN/CN/MH 423 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NS421 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| AN/CN/MH 421 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| AN/CN/MH 422 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| NS522 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| NS521 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| AN/CN/MH 522 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| AN/CN/MH 521 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| AN/CN/MH 523 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| NS621 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| NS622 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| AN/CN/MH 623 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| AN/CN/MH 622 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

Introduction to the professional requirements

The programme is constructively designed for the education and training of the graduate nurse within a chosen field of nursing (adult, children's or mental health). It delivers 2400 hours of theory and 2325 hours of practice. Students will experience 24 hour care (NMC Standards 2010) and will be required to complete a minimum of 60 hours night duty across Year 2 and Year 3. Up to 300 hours of simulation in

skills areas may contribute to the total 2325 practice hours (NMC, 2010). It also incorporates the European Directive for the Adult Nurse to gain insight into alternative fields of nursing. This programme is made up of a total of 4,725 hours as follows.

| Year | Theory hours | Practice hours |
|--------------------|--------------|----------------|
| 1 | 600 | 675 |
| 2 | 900 | 750 |
| 3 | 900 | 900 |
| Total hours | 2,400 | 2,325 |

The programme emphasises the collaborative nature of learning, in conjunction with contemporary policy and frameworks relevant to both healthcare and nursing. This influences the emphasis on integration of theory and practice with people as service users at the forefront of learning. In a rapidly changing healthcare context, this enables the graduate to be prepared as knowledgeable, competent and professional in order to excel in their role as a registered nurse. The emphasis throughout the programme is placed on supporting the student to acquire the knowledge, skills and behaviours to enable them to become safe, capable, independent, compassionate practice-ready graduate nurses. The programme is offered on the Uxbridge Campus. However, learning will take place in diverse environments, often in widespread locations in a range of settings in the National Health Service (NHS) and elsewhere in private, independent and voluntary sectors. Provision is made for students to study for up to four weeks in an elective placement outside of the UK.

Key features of the programme are illustrated below. They include:

Choice of field

Students will be able to choose one of three fields of nursing (adult, children's, mental health) at the recruitment and selection stage. Once selected, students cannot change their preferred option due to the nature of the programme (NMC 2010).

Blended learning integrating theory and practice

A blended learning approach to learning, teaching and assessment will be used in order for students to develop an increasing autonomy in their learning, gain feedback on their development and be successful in achieving the required standards, throughout the programme. The methods will include lectures, group seminars, clinical instruction and demonstrations, both guided and independent study, supervision and mentorship.

Simulation and authentic based learning

The skills based modules all have simulation elements which are essential in progressing clinical skills acquisition and embedding the required professional behaviours embedded within the NHS Constitution, and reflected in the teaching and learning strategies. Authentic scenarios developed in conjunction with our practice partners form the triggers for simulation in state-of-the-art skills areas at Buckinghamshire New University such that students will be introduced to and rehearse skills for nursing in a safe environment. Formative assessment will be supported through briefing and debriefing such that students will receive real-time feedback on their performance. Video analysis further provides students with opportunities for reflection and self-evaluation in this context. Learning through simulation which takes place during the practical classes provides students with a safe environment to develop and rehearse both clinical skills and professional behaviours such that students can develop confidence and capabilities in nursing. Simulation will be led by academic staff supported not only by a dedicated simulation team but also includes practice partners and service users where appropriate.

Personal, academic and professional development

The Personal Tutor and the development of an individual portfolio provide a framework for personal, academic and professional development, including reflection and dialogue in readiness for employment as a registered nurse. Career development and employability file statements are listed in each module proforma. Within the programme, specific criteria (NMC, 2010) dictate the two progression points and entry to the NMC register.

Named Personal Tutor and academic support

Each student is allocated a Personal Tutor at the start of their programme and will be available to provide guidance and support through the three years. Personal tutors are in a unique position of having an overview of the student experience across all of their modules and as a consequence are able to play a significant part in ensuring that any issues and problems are dealt with quickly and effectively. Personal Tutoring is embedded throughout the programme such that students will have a timetabled session once per semester and by personal appointment throughout the whole of the three year programme. A further module in year two, Broadening Perspectives on Practice is supported by the personal tutor and contributes to the student's personal and professional portfolio. In year 3: Leadership and Collaborative inter-professional practice culminates in the student developing autonomy as a nurse, in readiness for NMC registration, application for their employment as a registered nurse and career. The Personal Tutor role has been positively evaluated by our External Examiners and is supported by the University Personal Tutoring Policy (2015). A dedicated learning support Tutor is also available to provide academic support.

Service provider partnership and user involvement

Healthcare provider partnerships are well established and highly regarded at Buckinghamshire New University and are extending as the context of healthcare changes to include Third Sector providers. Students will experience excellent role modelling in collaborative working as Practice Partners and academics work together for the benefit of safeguarding people and developing students to reach their potential as a registered nurse. This will be experienced by the student through simulation in skills areas at Buckinghamshire New University and in practice through the role of the Link Lecturer and Mentor working in partnership to provide support, feedback and assessment. Link Lecturing is a fundamental approach to supporting students in practice settings, reducing the theory/practice gap and has been highly commended. A highly acclaimed feature of this programme is the ongoing engagement with our Practice Partners further enabling delivery and enhancements that are contemporary, evidence based and practice focused. This includes ongoing curriculum development, review and monitoring, practice forums, inter professional clinical simulation and assessment activity based around authentic scenarios. The appointments of Professors and Readers in Nursing Research further enhance the student learning experience. Students will learn through caring for people in healthcare placements. The Principal Lecturer for Service User Involvement has further increased the numbers of Service Users actively involved with the programme to 30 and they are actively involved in selection/ recruitment activities and simulation activity in the skills area at Buckinghamshire New University (either in person or through their narratives). This brings learning to life. Service Users are also actively engaged in the curriculum with planning, delivery and assessment. Additional Service Users are actively involved in recruitment activities and simulation days.

Broadening Perspectives on Healthcare

As part of the European requirements nurses providing general care (adult nursing) must show knowledge and understanding in theory and practice across a range of contexts. A unique feature of this BSc (Hons) Nursing programme is that it provides this as an integral component for all three fields. The Broadening Perspective on Practice module enables students to access and learn through a variety of sources and complete assignment activities to demonstrate their learning. This will enable students to grasp a greater appreciation of individual and community health needs and contexts of care and health promotion beyond their field of practice.

Diverse practice placements

Practice placements are work-based (QAA, 2014) where students are supernumerary as dictated by the NMC. Placement learning will enable students to gain further knowledge, understanding, skills and professional values for nursing. The development of clinical nursing skills for and in practice, fulfil the requirement dictated by the NMC Standards for Pre-Registration Nursing Education (NMC, 2010) and are responsive to the needs and emphasis of contemporary health care. Teaching and learning strategies will also incorporate methods which utilise the Virtual Learning Environment such that students can access materials and engage in a discussion with their peers or facilitators remotely. Students will share their "ongoing achievement record" with their mentor in each new placement and with their sign-off mentor. This enables students to develop further action plans in discussion with their mentor. Students will experience diverse placements that reflect the changing nature of healthcare and need. These will include locations within the community, home and hospital settings within the NHS, independent/ third sector and voluntary organisations. Students can initially choose their home-base Trust.

Grading of practice, contributing to the degree classification

In addition to simulation of practice and formative feedback in collaboration with Bucks Partners, in the skills areas, students will be assessed in practice by appropriately qualified mentors (NMC, 2008). Practice will be graded in all three years based on the NHS Knowledge and Skills Framework, key skills, management and leadership. In the first year the grading will be formative. In years two and three practice will be graded summatively and as such the grading will contribute to the degree classification.

The assessment of learning in practice is supported via the use of the Pan London Practice Assessment Document (PLPAD). Students are assessed by an appropriately qualified mentor (NMC 2008) as having “achieved” or “not achieved” the Essential Skills Clusters and Professional Values in Practice Statements prior to each of the two progression points at the end of the first and second years of the programme and before award. The student’s achievement of the ESC’s constitutes an essential element in each skills module. In each clinical experience of the programme whilst out in practice students undertake what is termed, an ‘assessment of an Episode of Care’. The Episode of Care assesses the student’s progress towards competency and must be achieved by progression. It enables the student to demonstrate they can safely bring together the required skills, knowledge and attitudes drawn from the ESCs and professional values in practice statements. In Year 3 all students undertake a Medicines Management Assessment to demonstrate achievement of the ESC domain of Medicines management. A patient/service user’s feedback form is also incorporated within the PLPAD. The mentor’s assessment of the student is triangulated with the experience of the Service User; Service Users are asked by the relevant mentor to give formative feedback to the student.

Students are expected to demonstrate their skills, knowledge and behaviour in practice with decreasing levels of supervision as they progress through the programme i.e. direct in year 1 and with minimal supervision by year 3. Supervision is expected to ensure that students work within their limitations in order to ensure the continued safety of patients. Students who achieve the ESC, are satisfactory or above in the KSF domains and have completed the required hours of practice will be deemed to have passed a placement. Each student is also required to complete an On-going Achievement Record (OAR). This record is held by the student for the duration of the Programme and must be presented to new mentors at the beginning of each placement, thus ensuring continuity across the mentorship process. The OAR enables the Sign Off Mentor, in the final placement of the Programme, to view one document that provides evidence of student achievement and progression in practice over the duration of the Programme; thus providing a mechanism to support their decision to either pass or fail the student.

Work-Based / Placement Learning

Mapping against the precepts of QAA Code of Practice Chapter B10 (2012) has been undertaken.

Practice placements are work-based (QAA, 2012) where students are supernumerary as dictated by the NMC (2010). Placement experience will be various to reflect the changing nature of healthcare and meet the Standards for competence and Standards for education (NMC, 2010), as well as the Standards to support learning and assessment in practice (NMC, 2008). Placement learning will enable students to gain further knowledge, understanding, skills and professional values for nursing. The learning opportunities also enable students to develop clinical nursing skills for and in practice, fulfil the requirement dictated by the NMC Standards for Pre-Registration Nursing Education (NMC, 2010) and are responsive to the needs and emphasis of contemporary health care. Each student is allowed to choose their home-base Trust.

Additionally, following progression point two, students are invited to choose an elective placement (4 weeks long). This can be an overseas elective placement in year 3 of the programme. This will be risk assessed and negotiated on the basis of a learning agreement, covering no more than 4 weeks. The student will not be summatively assessed during this period. The student will be expected to make their own arrangements, covering travel and accommodation costs and identifying a named professional person to supervise them in advance of the placement.

Blended and accessible assessments

The assessment strategy is pedagogically responsive to the nature of the professional requirements (NMC, 2010) and academic award. The methods used incorporate both formative and summative

approaches thus enabling rapid, real-time and responsive feedback for learning and further development. Accessible assessments will include: written material including case studies (as course work), worksheets, and examinations (seen and unseen), presentations, simulation of skills, video analysis, and the demonstration of competence through practice (NMC, 2010). Primarily, authentic scenarios will provide the focus for learning and assessment thus enabling a meaningful integration and application of practice and theory.

Practice assessments through the three years will confirm the student's competence in practice (NMC, 2010). The professional performance in practice is graded against specified criteria and contributes to the degree classification. Mentors are appropriately prepared to grade practice and sign-off the student as suitable to enter the NMC register.

Resources

The University offers extensive learning resources to assist with student studies. Learning resources facilities can be found at each of the two campuses and are available to students across the whole University. All module resources will be available on Blackboard™, the Virtual Learning Environment (VLE), so that students can access these and other facilities of the VLE, including discussion forums with other students on the programme, between the taught days.

The University also has membership of a number of regional and national collaborative schemes, which enable students to use other institutions' library facilities. Details of these schemes can be found on the Learning Resources web page or in the Learning Resources Centre. Lecture notes and relevant learning resources will be posted on Blackboard™.

The relationship between the student, the University and the placement provider is underpinned by Placement Agreements.

Students with disabilities

Where students have identified special learning and development needs, appropriate support and reasonable adjustments will be made, based on their requirements. The University operates admission processes in line with legislation concerning disabilities. Potential for 'reasonable adjustment' is considered carefully and on an individual basis; occasionally students may be asked to participate in a functional assessment to establish the extent of need and potential for adjustment. Additionally a risk based assessment may be undertaken in practice with support from practice partners. This is focused both on maintaining patient safety and on the safety of the student.

SECTION C: PROGRAMME STRUCTURE(S)

Table 2: Programme Structure Table

| Course Title | | BSc (Hons) Nursing (Adult) with NMC Registration | | | | | | | |
|---------------|---|--|---------------------|--|--------------|-------------------|--------------|-------------|-------------------|
| Course Code | | BN1ADN1 | | | | | | | |
| Mode of Study | | Full Time | | | | | | | |
| Credit Value | | UK | 360 | | ECTS | | 180 | | |
| Module Code | Module Title | QCF/FHEQ Level | Course Stage / Year | Status in Award ([C]ore / [O]ptional) | Credit Value | Assessment Regime | | | Semester Taught * |
| | | | | | | Written Exam % | Coursework % | Practical % | |
| NS421 | Professional & Academic Skills for Nursing | 4 | 1 | C | 15 | | 100% | | S1 |
| AN421 | Health Wellbeing & Disability: Implications for Adult Nursing | 4 | 1 | C | 15 | | 100% | | S1 |
| AN423 | Foundation Skills For Adult Nursing | 4 | 1 | C | 30 | 100% | | | S1 |
| AN422 | Foundation of Adult Nursing Practice | 4 | 1 | C | 60 | | | 100% | S2 |
| NS521 | Research Methods for Nursing | 5 | 2 | C | 15 | | 100% | | S1 |
| AN521 | Adult Community Nursing: Public Health in Action | 5 | 2 | C | 15 | | 100% | | S1 |
| AN523 | Intermediate Skills for Adult Nursing | 5 | 2 | C | 30 | 100% | | | S1 |
| NS522 | Broadening Perspectives on Practice | 5 | 2 | C | 30 | | 100% | | S2 |
| AN522 | Intermediate Adult Nursing Practice | 5 | 2 | C | 30 | | | 100% | S2 |
| NS621 | Research in Nursing | 6 | 3 | C | 30 | | 100% | | SB |
| NS622 | Leadership & Collaborative Inter professional Practice | 6 | 3 | C | 30 | | 100% | | S1 |
| AN623 | Adult Nursing Skills underpinning Complex Care | 6 | 3 | C | 30 | 100% | | | S1 |
| AN622 | Towards autonomy in Adult Nursing practice | 6 | 3 | C | 30 | | | 100% | S2 |

| Course Title | | BSc (Hons) Nursing (Children's) with NMC Registration | | | | | | | |
|---------------|--|---|---------------------|--|--------------|-------------------|--------------|-------------|-------------------|
| Course Code | | BN1CHN1 | | | | | | | |
| Mode of Study | | Full Time | | | | | | | |
| Credit Value | | UK | 360 | | | ECTS | 180 | | |
| Module Code | Module Title | QCF/FHEQ Level | Course Stage / Year | Status in Award ([C]ore / [O]ptional) | Credit Value | Assessment Regime | | | Semester Taught * |
| | | | | | | Written Exam % | Coursework % | Practical % | |
| NS421 | Professional & Academic Skills for Nursing | 4 | 1 | C | 15 | | 100% | | S1 |
| CN421 | Health Wellbeing & Disability: Implications for Children's Nursing | 4 | 1 | C | 15 | | 100% | | S1 |
| CN423 | Foundation Skills For Children's Nursing | 4 | 1 | C | 30 | 100% | | | S1 |
| CN422 | Foundation of Children's Nursing Practice | 4 | 1 | C | 60 | | | 100% | S2 |
| NS521 | Research Methods for Nursing | 5 | 2 | C | 15 | | 100% | | S1 |
| CN521 | Children's Community Nursing: Public Health in Action | 5 | 2 | C | 15 | | 100% | | S1 |
| CN523 | Intermediate Skills for Children's Nursing | 5 | 2 | C | 30 | 100% | | | S1 |
| NS522 | Broadening Perspectives on Practice | 5 | 2 | C | 30 | | 100% | | S2 |
| CN522 | Intermediate Children's Nursing Practice | 5 | 2 | C | 30 | | | 100% | S2 |
| NS621 | Research in Nursing | 6 | 3 | C | 30 | | 100% | | SB |
| NS622 | Leadership & Collaborative Inter professional Practice | 6 | 3 | C | 30 | | 100% | | S1 |
| CN623 | Children's Nursing Skills underpinning Complex Care | 6 | 3 | C | 30 | 100% | | | S1 |
| CN622 | Towards Autonomy in Children's Nursing Practice | 6 | 3 | C | 30 | | | 100% | S2 |

| Course Title | | BSc (Hons) Nursing (Mental Health) with NMC Registration | | | | | | | | |
|---------------|---|--|---------------------|---|--------------|-------------------|--------------|-------------|-------------------|--|
| Course Code | | BN1MHN1 | | | | | | | | |
| Mode of Study | | Full Time | | | | | | | | |
| Credit Value | | UK | 360 | | | ECTS | 180 | | | |
| Module Code | Module Title | QCF/FHEQ Level | Course Stage / Year | Status in Award (<i>C</i> /core / <i>O</i> ptional) | Credit Value | Assessment Regime | | | Semester Taught * | |
| | | | | | | Written Exam % | Coursework % | Practical % | | |
| NS421 | Professional & Academic Skills for Nursing | 4 | 1 | C | 15 | | 100% | | S1 | |
| MH421 | Health Wellbeing & Disability: Implications for Mental Health Nursing | 4 | 1 | C | 15 | | 100% | | S1 | |
| MH423 | Foundation Skills For Mental Health Nursing | 4 | 1 | C | 30 | 100% | | | S1 | |
| MH422 | Foundation of Mental Health Nursing Practice | 4 | 1 | C | 60 | | | 100% | S2 | |
| NS521 | Research Methods for Nursing | 5 | 2 | C | 15 | | 100% | | S1 | |
| MH521 | Mental Health Community Nursing: Public Health in Action | 5 | 2 | C | 15 | | 100% | | S1 | |
| MH523 | Intermediate Skills for Mental Health Nursing | 5 | 2 | C | 30 | 100% | | | S1 | |
| NS522 | Broadening Perspectives on Practice | 5 | 2 | C | 30 | | 100% | | S2 | |
| MH522 | Intermediate Mental Health Nursing Practice | 5 | 2 | C | 30 | | | 100% | S2 | |
| NS621 | Research in Nursing | 6 | 3 | C | 30 | | 100% | | SB | |
| NS622 | Leadership & Collaborative Inter professional Practice | 6 | 3 | C | 30 | | 100% | | S1 | |
| MH623 | Mental Health Nursing Skills underpinning Complex Care | 6 | 3 | C | 30 | 100% | | | S1 | |
| MH622 | Towards autonomy in Mental Health Nursing practice | 6 | 3 | C | 30 | | | 100% | S2 | |

Table 3: Mapping of Programme Outcomes to Modules**BSc Honours Nursing (Adult Child Mental Health) with NMC Registration. Level 6**

| Programme Outcome | AN/CN/MH 623 | NS622 | AN/CN/MH 622 | NS621 |
|---|--------------|-------|--------------|-------|
| A. Knowledge and Understanding | | | | |
| A1 Register with the Nursing and Midwifery Council as a nurse, in their chosen field of nursing (Adult / Children's / Mental Health) | X | | | |
| A2 Become autonomous as a registered nurse, reflexive and capable in prioritising their personal, academic, and continuing professional development, through the competent use of their own development record and plan | | | | X |
| A3 Provide intelligent care with compassion, incorporating a critical ethical dimension into care management, delivery, and leadership and healthcare innovation | | X | | |
| A4 Understand the differences in beliefs and cultural practices of individuals and groups and recognise and challenge discriminatory practice | | | X | |
| B. Intellectual / Cognitive Skills | | | | |
| B1 Critically combine knowledge, skills, attitudes, values and technical abilities that address the individual and complex needs of people and communities | X | | | |
| B2 Be capable and competent in analysing and engaging in discourses surrounding health as a human experience mediated by the individual, societal and global contexts | | | | X |
| B3 Analyse complex health and care problems and apply appropriate knowledge and skill to show understanding, resolve or palliate as appropriate | X | | | |
| C. Practical Skills | | | | |
| C1 Engage in, develop and disengage from therapeutic relationships, creatively integrating theoretical and practice skills, demonstrating ethical discernment and clinical judgment | | | X | |
| C2 Safeguard vulnerable people; assess, minimise and manage the associated risks | | X | | |
| C3 Competently and confidently use the best available evidence and resources to solve problems and make sound professional judgements, and to do so within the context of rapidly changing healthcare environments | X | | X | |
| D. Key / Transferable Skills | | | | |
| D1 Capitalise on the potential for prevention and health improvement for people and communities through the development of initiatives and strategies | | | X | |
| D2 Contribute to the development of quality monitoring and enhancement to promote best and evidence based practice within a transformative agenda | X | | | |
| D3 Be equipped to lead, supervise and challenge other nurses and healthcare professionals and practitioners in striving for excellence, whilst taking account of the dynamic social, cultural, spiritual, legal, political and economic factors | | X | | X |
| D4 Enhance the professional development and safe practice of others through peer support, supervision and teaching | | | X | |

SECTION D: CONTACT HOURS

Table 4: Breakdown of Contact Hours

| Year of course | Scheduled Learning and Teaching Activities | Guided Independent Study | Placement / Study Abroad | Total |
|----------------|--|--------------------------|--------------------------|-------------|
| Year One | 290 | 310 | 675 | 1275 |
| Year Two | 323 | 577 | 750 | 1650 |
| Year Three | 362 | 538 | 900 | 1800 |
| Total | 975 | 1425 | 2,325 | 4725 |

SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures and regulations.

- The following modules have non-standard pass marks for some or all of their assessments, please refer to the relevant module descriptors for further details
 - AN523, AN623
 - CN523, CN623
 - MN523, MN623

- The NMC requires the University to have in place a panel for the consideration of Pre-registration nursing students whose fitness to practice may be of concern. The processes relating to fitness to practice are governed by the Fitness to Practice procedure”

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APPENDIX: EXIT QUALIFICATIONS

BSc in Health Studies (with Honours) Level 6

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 mandatorys, portfolio etc. after referral or are not considered fit for registration with the NMC e.g. 'Fitness to Practise'.

On successful completion a Graduate will be able to:

A. Knowledge and Understanding

- Formulate a systematic understanding and detailed knowledge of key aspects of health studies

B. Intellectual/Cognitive Skills

- Discuss and comment on current research in health studies
- Be competent in analysing and engaging in discourses surrounding health

C. Practical Skills

- Formulate arguments and data to make judgements and identify possible solutions

D. Key/Transferable Skills

- Justify communication and information to a variety of patients, families, carers and healthcare professionals

A BSc Honours in Health Studies will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 360 Credits from the programme comprising 120 Credits at Level 4, 120 Credits at Level 5, and 120 Credits at Level 6.

- AN / CN / MH623 Adult / Child / Mental Health Nursing Skills underpinning Complex Care
- NS622 Leadership & Collaborative Inter professional Practice
- AN / CN / MH622 Towards Autonomy in Adult / Child / Mental Health Nursing Practice
- NS621 Research in Nursing

BSc in Health Studies (Ordinary Degree) Level 6

This award will be made in instances where the student has achieved 300-330 credits and will **not** lead to NMC registration.

On successful completion a Graduate will be able to:

A. Knowledge and Understanding

- Formulate a systematic understanding and detailed knowledge of key aspects of health studies

B. Intellectual/Cognitive Skills

- Discuss and comment on current research in health studies

C. Practical Skills

- Formulate arguments and data to make judgements and identify possible solutions

D. Key/Transferable Skills

- Justify communication and information to a variety of patients, families, carers and healthcare professionals

A BSc in Health Studies will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined minimum total of 300 Credits from the programme comprising 120 credits at Level 4, 120 Credits at Level 5, and 60 Credits at Level 6. All modules at Levels 4 and 5 must have been successfully completed and 60 credits from a combination of the following modules at Level 6 will count towards achievement of this award:

- AN / CN / MH623 Adult / Child / Mental Health Nursing Skills underpinning Complex Care
- NS622 Leadership & Collaborative Inter professional Practice
- AN / CN / MH622 Towards Autonomy in Adult / Child / Mental Health Nursing Practice
- NS621 Research in Nursing

Diploma of Higher Education (DipHE) Health Studies, Level 5

On successful completion of a Diploma of Higher Education (DipHE) Health Studies, Level 5, a graduate will be able to:

A. Knowledge and Understanding

- Demonstrate a sound understanding of the principles associated with health studies

B. Intellectual/Cognitive Skills

- Highlight different approaches to problem solving within a healthcare environment

C. Practical Skills

- Examine the limits of their knowledge and how this influences decisions made within healthcare

D. Key/Transferable Skills

- Communicate effectively in a variety of forms with patients, families, carers and the inter professional team

A Diploma of Higher Education (DipHE) will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 240 Credits comprising 120 credits at Level 4 and 120 Credits at Level 5.

- AN / CN / MH523 Intermediate Skills for Adult / Child / Mental Health Nursing
- AN / CN / MH521 Community Nursing: Adult/Children's/Mental Health Public Health in Action
- NS521 Research Methods for Nursing
- AN / CN / MH522 Intermediate Adult / Child / Mental Health Nursing Practice
- NS522 Broadening Perspectives on Practice

Certificate of Higher Education (Cert HE) Health Studies, Level 4

On successful completion of a Certificate of Higher Education (Cert HE) Level 4, a graduate will be able to:

A. Knowledge and Understanding

- Describe the underlying knowledge and principles associated with health studies

B. Intellectual/Cognitive Skills

- Explain and interpret principles of healthcare

C. Practical Skills

- Demonstrate different approaches to solving problems within a healthcare environment

D. Key/Transferable Skills

- Communicate patient results accurately and reliably within the inter professional team

A Certificate of Higher Education (Cert HE) will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of 120 credits at Level 4 from the programme.

- NA / NC / NM423 Foundation Skills for Adult / Child / Mental Health Nursing
- AN / CN / MH421 Health, Wellbeing & Disability: Implications for Adult / Child / Mental Health Nursing
- NS421 Professional and academic skills for Nursing
- AN / CN / MH422 Foundations of Adult / Child / Mental Health Nursing Practice