

Programme Specification

Programme title: BSc (Hons) Nursing (Adult, Child or Mental Health)

Academic Year:	2019-20
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	Bradford Teaching Hospitals NHS Foundation Trust Airedale NHS Foundation Trust Bradford District Care NHS Foundation Trust Private and Voluntary Sector Healthcare Providers
Final and interim award(s):	BSc (Hons) Nursing Adult BSc (Hons) Nursing Child BSc (Hons) Nursing Mental Health [Framework for Higher Education Qualifications Level 6] BSc (Ordinary) Health Studies [Framework for Higher Education Qualifications Level 6] Diploma of Higher Education in Health Studies [Framework for Higher Education Qualifications Level 5] Certificate of Higher Education in Health Studies [Framework for Higher Education Qualifications Level 4]
Programme accredited by (if appropriate):	Nursing and Midwifery Council
Programme duration:	3 Years full time
UCAS code:	B740 (Adult) B730 (Child) B760 (Mental Health)
QAA Subject benchmark statement:	Health Studies (2016)
Date last confirmed and/or minor modification approved by Faculty Board	April 2019

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

Nursing is a diverse and rewarding career in which students can really make a difference to people's lives. It is a profession which focuses not only upon the care of the individual but that of families and the communities in which they live. Nurses are the largest staff group in the NHS and work in every health setting with people of all ages and backgrounds (NHS Health Careers 2016). An honours degree in nursing will equip students with the skills, knowledge and attributes for a lifelong career as a respected, autonomous practitioner. It will give students the opportunity to progress their career across a range of healthcare settings.

This programme reflects the Nursing and Midwifery Council Standards for Pre-registration Education (2010) in conjunction with the guidance set in The Framework for Higher Education in England, Wales and Northern Ireland (The Quality Assurance Agency for Higher Education (QAA) 2008), and the Benchmark statements for Nursing (QAA 2001). It also takes into account the Strategic Priorities outlined by Health Education England (2013). The programme aims to equip students with the knowledge, skills and attitudes to work in a diverse and challenging health and social care environment and to help provide efficient and effective health care for local communities.

Bradford and Airedale have the youngest, fastest growing population outside London and is a cosmopolitan area which is one of Yorkshire's most diverse districts. Highlights include the imposing Victorian industrial architecture of Saltaire's UNESCO World Heritage site, the cuisine of the current Curry Capital of Britain, the award of City of Sanctuary for an area which has a long history of welcoming and including newcomers from all over the world and the first UNESCO City of Film. All within easy access of some of the most spectacular countryside in the UK in the nearby Yorkshire Dales.

The University, Faculty of Health Studies and the School of Nursing and Healthcare Leadership has successfully delivered pre-registration undergraduate nursing programmes for many years in adult, children's and mental health nursing fields. The nursing programme is three years full time, with 50% of course time spent in the University and 50% in the clinical practice setting, delivered over a 44-week academic year with eight weeks of fixed annual leave. Students will be supported both in the academic and clinical settings through the allocation of a Personal Academic Tutor (PAT), registered nurse mentors in the clinical area and the School of Nursing, Practice Education Support Team (PEST).

We have well established collaborative links with local healthcare providers. Full time practice placements of between 6 and 12 weeks will allow students to consolidate their learning and build caring and therapeutic relationships with patients, service users and carers. The Faculty of Health Studies hosts a thriving service user and carer community who are actively involved in the development of courses, recruitment and selection of students, research projects and teaching. No other area of the UK offers such a rich diversity of clinical experience available through the University and its partner Trusts and our nursing students are highly sought after by local and national employers.

Students will have the opportunity to gain experience in a variety of clinical placement areas, such as acute hospital settings, patients' homes, community settings and the independent sector. The City of Bradford is a vibrant multi-cultural city, where they will be exposed to people from diverse ethnic and socio-economic backgrounds.

The programme commences every September. During each academic year a number of theory and practice-based modules are delivered. Each module has academic credit rating attached and will contribute to the final award.

The programme has Nursing and Midwifery Council (NMC) professional body requirements which must be achieved by the end of each year in order for students to progress into the next year of the programme. Students who do not meet the professional body requirements at any stage of the programme will be required to withdraw. Students who are eligible for an academic award, but who do not meet the university, clinical, or professional body requirements that permit application for professional registration, will receive an award with the title "Health Studies". For these students there is an opportunity to transfer credits achieved onto another undergraduate programme.

The programme has mandatory requirements, including Basic Life Support, Moving and Handling and Student and Patient Safety Training, agreed with health service providers, which must be met every year in order for students to be able to engage in clinical practice.

The nature of nursing and health care means that students will be working alongside other health and social care professionals. Students will engage in collaborative, shared learning with students from other fields of nursing and other health professional programmes at the University of Bradford, as well as learning about their own specific field of nursing. Theory and practice are integrated equally throughout the programme and, as they are interdependent, both elements are assessed and graded and must be passed at a minimum of 40% unless a specific pass mark is defined.

The teaching on the programme is informed by current theoretical knowledge, research and practice-based evidence. Delivery of the programme is predominantly undertaken by academics that hold NMC recordable qualifications as Registered Nurse Lecturers and Registered Nurses with extensive expertise in their field of practice. Other lecturers, who contribute to the programme, hold professionally recognised qualifications in allied fields of health care and/or are subject specialists.

Philosophy

The profession of nursing aspires to be holistic, compassionate and inclusive. In collaboration with patients, their families and carers we will provide an emphasis on authentic scenarios with students at the heart of learning. Experiential reflection, exploration, evidence-informed inquiry and assessment opportunities will take place with our partner organisations and at the University of Bradford.

- We are committed to encouraging a community in which scholarly inquiry, improving nursing education and practice, lead to provision for quality health care and initiating change.
- We believe in inspiring students to develop their full potential through high quality, evidence- informed learning, teaching and practice activities.

- We believe in supporting, guiding and preparing nurses to provide evidence-informed nursing care in a range of health and social care settings in accordance with the Nursing and Midwifery Council Standards for Pre-registration Nursing Education.
- We will support students to maximise their potential and prepare them to be effective practitioners in global settings, celebrating diversity and enhancing their employability.
- We believe in including the inter-professional team in shared governance, working and learning together to ensure the delivery of excellence in care.
- We will ensure that educational opportunities encompass a student centred, deep approach to learning, recognising each student as an independent adult learner with emphasis on their personal and life experiences.
- We will deliver a portfolio of educational opportunities to serve contemporary professional nursing and service needs using innovative learning, teaching and assessment strategies, underpinned by research informed theoretical knowledge.

Programme Aims

The programme is intended to:

- Deliver a coherent educational experience that will enable students to develop the professional standards associated with high quality person-centred nursing care required for eligibility to apply for registration with the Professional Statutory Body, the Nursing and Midwifery Council (NMC).
- Enable students to demonstrate fitness for practice and prepare them to engage in ongoing personal and professional development which will allow them to demonstrate a commitment to lifelong learning.
- Prepare students to work in partnership with other professionals, service users and their carers/families across organisational and professional health and social care settings.
- Provide students with the skills to develop an enquiry-based approach to enable the delivery of care utilising knowledge of a range of subjects.
- Develop a critical awareness to enable students to work safely and effectively within an evidence-informed profession.
- Prepare students to become a Registered Nurse who is able to provide culturally appropriate and sensitive care across the health and illness continuum in diverse health and social care settings.

Programme Learning Outcomes

To be eligible for the award of Certificate of Higher Education in Health Studies at FHEQ level 4, students will be able to:

- LO1 Discuss knowledge of the underlying principles and concepts of nursing and the ability to interpret and evaluate these within the concept of health.
- LO2 Demonstrate an awareness of social and cultural contexts which affect health and social care, whilst understanding and acknowledging issues of diversity, equality, differing beliefs and cultural practices for individuals and groups.
- LO3 Demonstrate the human factors that can enhance and inhibit effective inter-professional team working.
- LO4 Identify the skills, values and behaviours of a professional practitioner.
- LO5 Demonstrate an ability to communicate clearly, succinctly and professionally across a range of formats.
- LO6 Develop the skills necessary to provide support to service users/ carers, families and colleagues.
- LO7 Manage themselves and their practice in accordance with the NMC guidelines (NMC 2012), whilst practicing safely under the direct supervision of a registered professional to meet the competencies as set out by the NMC at first progression point.
- LO8 Demonstrate independent study skills and take responsibility for their own learning by reflecting on their strengths and weaknesses; identifying appropriate courses of action.

Additionally, to be eligible for the award of Diploma of Higher Education in Health Studies at FHEQ level 5, students will be able to:

- LO9 Analyse human factors theory and its implications for inter-Professional practice.
- LO10 Reflect on the impact that human factors can have upon their own professional practice.
- LO11 Develop existing skills and acquire new competencies to effectively communicate in a range of settings and complex situations, recognising how their values and beliefs may impact.
- LO12 Demonstrate knowledge and understanding of ethical, legal and professional issues within inter-professional teams.
- LO13 Demonstrate critical evaluation and research skills, and their applications for nursing, personal and professional development
- LO14 Apply knowledge of public protection/patient safety by creating a safe environment of care.
- LO15 Critically analyse and use a range of knowledge that underpins social, biological and psychological issues in nursing to develop effective and appropriate skills.

- LO16 Practice safely with more indirect supervision and contribute to inter-disciplinary team working to meet the competencies set out by the NMC second progression point.

Additionally, to be eligible for the award of Honours Degree of Bachelor Nursing at FHEQ level 6, students will be able to:

- LO17 Demonstrate a systematic understanding of key aspects of research, political, economic, social and cultural frameworks that affect health and social care.
- LO18 Apply practical skills and knowledge competently and therapeutically to deliver and enhance quality of care and build partnerships with service users and carers/ families.
- LO19 Communicate information and articulate sound arguments using a range of communication skills and through the use of technology to enhance the management of care.
- LO20 Critically evaluate how human factors impact on the development of organisational policy, procedure and culture.
- LO21 Identify and evaluate professional scope of practice in the context of inter-professional and multi-agency working.
- LO22 Critically reflect on the development of their own learning and knowledge in becoming a collaborative practitioner.
- LO23 Undertake and accurately document a comprehensive, systematic approach to nursing care in partnership with service users/ carers, prioritising care appropriately and critically evaluating outcomes of care.
- LO24 Provide appropriate levels of guidance, role modelling and support to others in the delivery of health and social care.
- LO25 Evaluate and interpret health education/promotion strategies and use this knowledge to promote the health and well-being of service users, carers and groups.
- LO26 Critically evaluate their own and others' practice and abilities; appreciating the limitations of practice in accordance with the NMC Code (NMC 2015), practicing competently, safely and effectively without the need for direct supervision as part of the team and where relevant, as leader of the team to develop treatment options and choices.

Curriculum

Stage 1

FHEQ Level	Module Title	Type	Credits	Semester	Module Code
4	Principles of Nursing	Core	20	1	NUR4009-B
4	Practice Placement 1	Core	20	1	NUR4011-B
4	Foundations of Nursing Practice	Core	20	NSYR	NUR4012-B
4	Practice Placement 2	Core	20	2	NUR4010-B
4	Concepts of Health and Wellbeing	Core	20	NSYR	NUR4013-B
4	Practice Placement 3	Core	20	3	NUR4015-B

NSYR – Non-standard year, starts in January and ends in or before September

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits, the additional hours required towards meeting the final NMC Standard achieved the award learning outcomes. THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL.

Stage 2

FHEQ Level	Module Title	Type	Credits	Semester	Module Code
5	Long Term Conditions	Core	20	1	NUR5012-B
5	Practice Placement 4	Core	20	1	NUR5011-B
5	Acute Care	Core	20	2	NUR5014-B
5	Practice Placement 5	Core	20	2	NUR5010-B
5	Improving Public Health	Core	20	3	NUR5013-B
5	Practice Placement 6	Core	20	NSYR	NUR5009-B

NSYR – Non-standard year, starts in January and ends in or before September

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits, the additional hours required towards meeting the final NMC Standard and achieved the award learning outcomes. THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL.

Stage 3

FHEQ Level	Module Title	Type	Credits	Semester (s)	Module Code
6	Complex Care	Core	30	1	NUR6035-C
6	Practice Placement 7	Core	30	1	NUR6034-C
6	Transition to Professional Practice	Core	30	NSYR	NUR6032-C
6	Practice Placement 8	Core	30	3	NUR6033-C

NSYR – Non-standard year, starts in January and ends in or before September

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at least 300 credits, the additional hours required towards meeting the final NMC Standard and achieved the award learning outcomes. **THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL.**

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits, the NMC required hours totalling 4600 and achieved the award learning outcomes.

This award confers eligibility to register with Nursing & Midwifery Council (NMC).

Placement and/or Study Abroad

During the programme, students will undertake a variety of clinical experiences predominately in the Bradford, Airedale and Craven districts, consisting of practice placements lasting between 6 and 12 weeks. Students will be allocated a Mentor on each placement who has undertaken a professionally recognised Mentorship preparation award. Students may also be allocated an associate mentor depending upon the placement. Mentors are there to support and educate them during their practice placement, helping them to integrate the theoretical knowledge gained into effective/ appropriate practice. They will supervise their work and assess their progress during and at the end of the placement. We also have a Practice Education Support Team (PEST) that provides a link between practice placement areas and the University. The team are there to offer Mentor support and guidance to assure and enhance each student's learning in practice. There is also an opportunity to undertake an elective placement at the end of Year 2 which can include experience abroad, for example Finland.

Learning and Teaching Strategy

The programme is framed around four core concepts; direct clinical/patient care, leadership and collaborative practice, improving quality and developing practice and

developing self and others. These are common to all fields of nursing and represent the NMC domains (NMC 2010). The core concepts form a framework of key content which is revisited across the three years, progressing from an introduction and broad understanding of concepts, to complex in-depth application of concepts applied to nursing. The intention is to facilitate students' development by introducing them to the fundamental knowledge and skills centred on core and field subjects required to meet the health needs of all patient/client groups, whilst ensuring students develop the specific in-depth knowledge and skills to meet the complex health needs of people from their chosen field of practice. However, students will not only learn about and become competent nursing patients/clients in their own field of nursing but they will also become confident in nursing patients/clients who have an additional condition related to other fields of nursing. For example; learning to work with patients/service users with problems associated with their own field of nursing but who also have a learning disability.

Students will have the opportunity to work with and learn alongside other professionals in health and social care, both in the university and practice settings. Nursing students are expected to develop and display the professional behaviour that is required of all nurses by the profession and the general public, both in the university and whilst gaining practice experience.

Throughout the three-year programme, students will participate in a wide range of student-centred learning activities in order to help develop their knowledge, skills and values required for professional practice based around core subjects and field specific content. There is a structured approach to teaching which will start with key reading, and or a directed activity, followed by a keynote lecture either as a cohort or collaborative field groups, this is consolidated by more directed activities for example group work, clinical case studies, simulated practice, elements of team and problem based learning, tutorials, debates and discussions. Students will be expected to complete and give feedback upon directed activities and undertake regular self-directed study. Student learning will be monitored by regular formative assessments; this provides timely feedback but does not contribute to the final module mark.

Assessment Strategy

The programme is assessed both formatively and summatively in theory and practice. There is scope within some assessments to choose topic areas for study and in some cases type of assessment. Assessments aim to determine achievement of the learning outcomes of each module. Methods used include essays, case studies, reports, workbooks, communications exercise, written and clinical examinations and portfolios. Practice experience is continuously assessed with a mid-placement formal formative assessment and a formal summative assessment. Practice is assessed and graded using the School of Nursing assessment rubric. In addition, students complete a summative reflection on practice which is graded by PATs. Students are required to submit a self-assessment for all summatively assessed work. Service users/carers are involved in all aspects of assessment, including setting assessments, providing evaluation and feedback in practice and summatively assessing presentations.

Theory assessments include a variety of methods with optionality being available in the topic areas studied and where possible method of assessment. A written examination is included to meet NMC requirements. Clear links between formative

and summative work will be made evident to students to support learning from and for assessment. Methods of assessment have taken into consideration; outcomes and feedback (staff, clinicians and students) from current assessments, variety of assessment, clinical assessments to assess safe practice in a controlled and safe environment, resourcing and marking mechanisms.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

However, there are 4 exceptions to these regulations as listed below:

1. Waiver against the Progression Criteria as follows:

Waiver from the university progression regulation of 120 credits at 35% of which 100 credits must be at 40%. The waiver is 120 credits at 40% of which all component parts of an assessment must be achieved at a minimum of 40%. Any element of the component part must also be achieved at a minimum of 40%.

2. Waiver to the regulations on supplementary assessment attempts for modules with clinical practice:

That modules including clinical practice will only be offered a single supplementary assessment for the clinical component and that where the requisite mark is not achieved the student will be required to withdraw from the programme or transfer to a non-professionally accredited course within the university. The length of that supplementary assessment will be agreed with the clinical practice area.

3. Waiver re time limit for progression: To complete outstanding modules within 12 weeks of the progression points.

That all credit and professional body requirements must have been successfully achieved (passed) within 12 weeks of the "NMC progression points" at the end of years 1 and 2 (NMC 2010 Standards for Pre-Registration Education). Students not meeting an NMC progression point be required to withdrawn/suspend studies from the programme and be reported to the next Board of Examiners (Standard 3.10.2).

4. Waiver re the regulations for decisions on supplementary assessment by the Board of Examiners Committee.

Faculty of Health Studies waiver to permit the first supplementary assessment attempts after the 4 weeks of publication of first attempt results and prior to the assessment committee.

That the Faculty of Health Studies algorithm for 2nd, and 3rd attempts at supplementary attempts should be applied to all theoretical modules in this programme.

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The **minimum** entry requirements for the programme are as follows:

A typical offer to someone seeking entry through the UCAS scheme would be a minimum of 120 UCAS tariff points (UCAS 2016) and GCSE English, Mathematics and Science at grade C or above or grade 4 equivalent. However, applications are welcomed from applicants with non-standard qualifications. Please talk to us if applicant do not fit the standard pattern of entry requirements. On completion of a UCAS form and successful shortlisting, applicants will be invited to the Faculty for an interview. We strongly encourage potential applicants to attend university Open Days, where applicants will have the opportunity to meet staff, view the facilities and discuss the "Bradford Experience" with current students.

The UCAS **tariff** applicable may vary and is published here <https://www.ucas.com/>

All places offered on the programme are also subject to the candidate's ability to meet non-academic requirements; these include assessment by an occupational health department and an enhanced Disclosure and Barring Service (DBS) check. These are to ensure you can meet the physical and emotional demands of the programme and the requirements of the Faculty's Learning and Development agreement with Health Education England.

Where issues are identified during application in the DBS or occupational health assessment the results will be notified to the applicant and/or the candidate as well as the actions proposed by a multi-professional panel. An ongoing health issue or a criminal conviction/caution is not necessarily a bar to entering the programme however each case is reviewed on its own merit in line with professional body guidelines. In order to protect the public, it is a mandatory requirement that you make a self-declaration of good health and good character annually and at the end of the programme.

Students are recruited to the programme following a successful interview which is centred on values-based recruitment in accordance with Health Education England guidelines.

If offered a place on the nursing course, applicants will be invited to an applicant experience day. At this event, applicants will have the opportunity to find out more information about the programme, including modules and placements and meet current students and lecturing staff to enable individuals to make an informed choice they make their final UCAS decision.

We also welcome international students onto this programme. As well as meeting the entrance requirements above, students must also complete the International English Language Test (IELTS) with an overall score of 7.0 with no sub-set less than 6.5. The IELTS must have been completed within the last 2 years.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme. We recommend contacting our Central Admissions Department on admissions-health@bradford.ac.uk before making an application.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
2	Minor layout corrections. Updated teaching periods for the modules	April 2019