



**BSc (Hons) Nursing (Adult) Programme Specification**  
**BSc (Hons) Nursing (Children’s)**  
**BSc (Hons) Nursing (Mental Health)**

Academic Year:	2021/2
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 Harrogate and District NHS Foundation Trust The Mid Yorkshire Hospitals NHS Foundation Trust Primary Care
Final and interim award(s):	BSc (Honours) Nursing (Adult, Children’s Mental Health) [Framework for Higher Education Qualifications (FHEQ) level 6] BSc (Ordinary) Health Studies [Framework for Higher Education Qualifications (FHEQ) level 6] Diploma of Higher Education in Health Studies [Framework for Higher Education Qualifications (FHEQ) level 5] Certificate of Higher Education in Health Studies [Framework for Higher Education Qualifications (FHEQ) level 4]

Programme accredited by (if appropriate):	Nursing and Midwifery Council
Programme duration:	3 Years full time
UCAS code:	B740 (Adult) B730 (Children's) B760 (Mental Health) B743 (Adult) Harrogate and District NHS Foundation Trust B742 (Adult) The Mid Yorkshire Hospitals NHS Foundation Trust
QAA Subject benchmark statement(s):	Health Studies (2019)
Date last confirmed and/or minor modification approved by Faculty Board	

**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 profession which centres not only upon the care of the individual but that of families, carers and the communities in which they live. The University of Bradford has been awarded the University of the Year for Social Inclusion (Good University Guide, 2020), and Bradford itself is a diverse city. The changing landscape of an evolving healthcare system incorporating innovative digital technologies makes this an exciting time to study nursing. The School collaborates with industry partners and researchers at the Digital Health Enterprise Zone (DHEZ), incorporating many projects such as child and baby basic life support teaching to parents and families from the local community. The University of Bradford works in partnership with Bradford Teaching Hospitals NHS Trust at the Wolfson Centre for Applied Health Research, the work of the Centre includes the Born in Bradford project.

The School of Nursing and Healthcare Leadership, at the University of Bradford, has successfully delivered pre-registration undergraduate nursing programmes for many years in three fields of nursing: Adult, Children and Mental Health. The programme commences in September at the University of Bradford campus, with placements across the area, there is an opportunity for students to undertake all placements at Harrogate and District NHS Foundation Trust on request. The BSc Nursing (Adult) programme is also delivered at Mid

Yorkshire Hospitals NHS Foundation Trust with an April start date each year. Students at the Mid Yorkshire Hospitals NHS Foundation Trust undertake all placements and academic learning from this site.

Our nursing programmes are student-centred, meaning that it has been designed around the needs of our students. Students will spend approximately 50% of the programme in academic learning and 50% in clinical practice. The University timetable has been designed to best support students to be able to succeed in their studies whilst being able to plan ahead to juggle their home lives, with all its associated caring responsibilities, employment demands and a social life important for our wellbeing. Blended learning activities will be delivered on 2 set days per week enabling a regular pattern of attendance and a stable structure of delivery, they will be provided with assessment schedules for the year ahead and students will be informed of placement allocations as far in advance as possible. Students will also be able to negotiate with their practice supervisor/assessor the timing of their annual leave if it falls within a practice placement episode allowing students more flexibility and providing a family friendly and culturally inclusive approach.

The programme is academically and clinically demanding, and students will be stretched to enable them to flourish. Whilst we do set the standards high, all students will receive excellent pastoral and academic support from staff who are passionate about their role as educators and who support our students to develop the skills and the confidence to achieve these high standards. Students are allocated a Personal Academic Tutor from the start of the programme who will take an active interest in students' academic progress and personal wellbeing. Whilst in placement settings, practice supervisors in the clinical area and the University Practice Education Support Team (PEST) work together to plan, support and monitor student development in clinical practice. Additionally, our nursing programmes have well established and thriving peer support systems, including the Peer Assisted Learner (PAL) scheme which engages 3rd year students to support the first-year students and the student-led nursing society.

The University welcomes international students to join the Adult or Mental Health Nursing programmes.

Once the profession is chosen the route differs from the home-grown student in that most international students seek out agents to assist with application or sponsors to help with the cost. Usually with the help of an agent an application is put together, this needs to show why the candidate wants to be a nurse in their chosen field and that they meet the entry criteria. When looking at the entry criteria the agents and admissions team at the university will help candidates to ensure that all criteria are met.

The international office at the university is there to help with applicant questions and have a great deal of experience helping students from around the globe, they are also experts on travel and visas. They will continue to offer support for the duration of your stay and signpost to other help such as the language office for those who want to improve their English.

The University has a very active students union with societies for students from various regions which can be very helpful in a new country. These societies are where students from different courses can meet.

In the clinical practice settings, students will have the opportunity to gain experience in a variety of placement areas, such as community settings, patients' homes, acute hospital settings, and the private and voluntary and independent sector in both fields of practice. The city of Bradford is a multi-cultural city, where students will be exposed to people from diverse ethnic and socio-economic background.

Blended learning activities are varied, creative and interesting focusing not only on building the knowledge students need but also designed to promote independent learning skills and skills in team working and communication. Students will take part in interactive lectures delivered by experts in their field, helping to develop the core knowledge required for that subject whilst also focused on understanding the relevance of those learning experiences to their future roles. Team Based Learning is also used within the programme, which is a structured collaborative learning approach designed to guide students through interactive online learning materials, individual and team quizzes, and problem-solving activities to maximise independent learning skills, ability to work in a team and highly developed skills in applying theory-based knowledge to the practical application in the clinical setting. Small group teaching sessions will include a range of activities, including lively debates centred around current healthcare issues, exploring real life nursing situations, and working with staff to apply core knowledge to the care of patient scenarios.

Our Service User and Carer group, which includes people with a range of health and social care experiences, regularly work with students to maximise learning opportunities from people's own stories. Students will have lots of hands-on experience to learn the practical skills required to delivery effective nursing care, known as nursing procedures, which includes skills such as monitoring respiratory rate and blood pressure, preparing and administering injections, as well as basic life support for the child and adult. These types of simulated learning experiences are woven throughout the course so that students can derive maximum benefit from the fantastic simulation resources we have at the University of Bradford, whilst developing these skills in a safe environment. Alongside the scheduled learning that takes place on campus, students are supported to develop self-directed learning and digital literacy skills with high quality, interactive and varied online learning materials, commonly known as self-directed learning.

In Stages 1 and 2 of the programme, theory modules focus on building the core knowledge, skills and behaviours that are common to all fields of nursing and on applying those to contemporary nursing practice to safely meet the needs of all patient/client groups. Students will learn alongside their peers from the different field specific disciplines encouraging cross-disciplinary skill development. Stage 1 and 2 practice modules focus on supporting students to develop their nursing practice within contemporary healthcare settings in clinical areas that are specific to their chosen field,

In Stage 3 of the programme students focus on building the skills and confidence to transition towards professional registration as a nurse and are supported to become confident and autonomous practitioners in their chosen fields of practice, by completion of two theory and two practice modules focused in this field.

Applications to join the NMC register must be made within 5 years of completing your programme.

## Philosophy

Our philosophy recognises all students as unique learners and values the individual contribution of each student to their own academic and practical learning. Using a constructivist approach (building on learning) we will help students to enhance knowledge and skills to become independent self-directed learners, accountable for their own professional development. We will work alongside the student in collaboration with others, through a variety of learning opportunities, to nurture confidence in a supportive atmosphere.

## Programme Aims

The programme is intended to:

Develop a nurse who:

- Is caring, and compassionate who can apply their knowledge and skills competently and who is responsible and accountable for their own actions.
- Is clinically excellent, culturally competent, and digitally literate.
- Can adapt to work in a variety of settings.
- Has leadership skills and can deal with complex situations
- Is prepared for lifelong learning in pursuit of personal development and excellence in practice.
- Is a critical thinker equipped for the changing landscape of an evolving healthcare system.

## Programme Learning Outcomes

By the end of the programme the student nurse will be competent to:

1. Demonstrate the skills, values and behaviours in order to become an accountable professional in accordance with The Code (NMC 2018).
2. Identify and critically appraise research evidence to plan, manage and evaluate high-quality, person centred, safe and compassionate care.
3. Critically evaluate and apply health education and promotion strategies, and knowledge of normal and abnormal anatomy and pathophysiology to promote the health and well-being, of service users, carers and groups, and prevent their ill health.
4. Demonstrate excellent communication and relationship management skills including through the use of digital technology, enhance the management of care for service users/ carers and colleagues.

5. Analyse human factors theory and its implications for effective interprofessional team-working demonstrating commitment to effective multidisciplinary/interagency team working to assess and initiate person-centred plans of collaborative care.
6. Critically evaluate how human factors impact on the development of organisational policy, procedure and culture, providing appropriate levels of guidance, role modelling and support to others to lead and manage nursing care.
7. Apply the principles and knowledge of safety legislation in order to contribute to risk management and quality of care improvement to ensure safe care to service users and carers/families.
8. Apply knowledge of local and national policies to manage and coordinate complex nursing and integrated care needs across the lifespan.
9. Demonstrate appropriate study and reflective skills including digital technologies and tools for teaching and learning to benefit self and others.

## Curriculum

### Stage 1

FHEQ Level	Module Title	Type	Credit	Module Code
4	Nursing and Academic Practice	Core	30	NUR4501-C
4	Practice 1	Core	30	NUR4502-C
4	Social Concepts of Health	Core	30	NUR4503-C
4	Practice 2	Core	30	NUR4504-C

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.

[THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL].

### Stage 2

FHEQ Level	Module Title	Type	Credit	Module Code
5	Evidence Based Healthcare	Core	30	NUR5501-C
5	Practice 3	Core	30	NUR5502-C
5	Practice 4	Core	30	NUR5503-C
5	Promoting Health	Core	30	NUR5504-C

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.

[THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL]

## Stage 3

FHEQ Level	Module Title	Type	Credit	Module Code
6	Preparing for Professional Practice	Core (all fields)	20	NUR6501-B
6	Integrated Acute Care of the Adult	Core (Adult)	20	NUR6502-B
6	Integrated Care of Children and Young People	Core (Children's)	20	NUR6503-B
6	Integrated Approaches to Mental Health Across the Lifespan	Core (Mental Health)	20	NUR6504-B
6	Practice 5	Core (all fields)	30	NUR6505-C
6	The Management of Complex Care of the Adult	Core (Adult)	20	NUR6506-B
6	Managing the Care of Children and Young People	Core (Children's)	20	NUR6507-B
6	Managing Therapeutic Approaches and Facilitating Therapeutic Interventions within Mental Health Care	Core (Mental Health)	20	NUR6508-B
6	Practice 6	Core (all fields)	30	NUR6509-C

At the end of stage 3, Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at 120 credits in Level 4 and 120 at Level 5 and 60 credits at level 6.

[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. and achieved the required 4600 hours.

[THIS AWARD CONFERS ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL (NMC)]

### **Placement and/or Study Abroad**

During the programme the student will undertake a variety of clinical experiences predominately in the Bradford, Airedale and Craven districts, although there is an opportunity to request placements within other local Trusts. Practice placements will last 10 weeks each. To support students during their placements they will be allocated a practice supervisor, whose role is to support and educate the student during their placement, helping them to integrate the theoretical knowledge gained into effective/ appropriate practice. Students will also have a practice assessor who in conjunction with a member of academic staff from the university act as an academic assessor. The academic assessor will assess the students' 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 support to students and their practice supervisor / assessor to ensure and enhance learning in practice. Students will have a field specific preparation for practice session before every placement, as well as reflective practice sessions during placements.

There are also opportunities to undertake an elective placement in stage 2 or 3 which can include experience abroad, for example students in previous years have visited Jordan, Ghana, Finland, and China. Students will also have the opportunity to organise their own placements through agencies such as Work the World or Global Medical.

## **Learning and Teaching Strategy**

The programme is framed around the NMC future nurse standards of proficiency for registered nurses (2018) alongside realising professionalism: Standards for education and training Part 1: Standards for nursing and midwifery education (2018).

Students will be taught alongside peers from all three fields of nursing adult, children's and mental health in stage 1 & 2 where an integrated approach to learning and teaching will be adopted. The curriculum will introduce all students to the fundamental knowledge and skills centred upon the core and field subjects required to safely meet the needs of all patient/ client groups.

During stage 3 the student will develop the specific in-depth knowledge and skills to meet the complex and enduring needs of people in their chosen field of practice.

The student will have the opportunity to work with and alongside other professionals in health and social care, as well as service users and carers both in the university and practice setting.

The student will develop and display the professional behaviour which is required of all nurses by the profession and the general public, both in the university, in the practice setting and in everyday life.

The student will participate in a wide range of student-centred learning activities in order to help them develop the knowledge, skills and values for professional practice. There is a structured approach to teaching which will start with key reading, and or a directed study activity, followed by keynote lectures and smaller group seminars. This is consolidated by more directed activities for example clinical case studies, simulated practice, elements of team and problem-based learning, tutorials, debates and discussions. The student will be expected to complete and give feedback upon directed activities and undertake regular self-directed study. Timely feedback will be provided with academic supervision and formative assessment.

## **Assessment Strategy**

During the programme students will be assessed using both formatively (feedback to enable students to improve their work) and summatively (formal assessment against module learning outcomes) in theory and in practice. There is opportunity within some assessments to choose topic areas for study. Assessments aim to determine achievement of the learning outcomes for each module. Methods used include essays, reports, written



and practical examinations, poster presentations, critical reflection and team based learning.

Practice experience is continuously assessed using the Midlands Yorkshire and East practice assessment document (MYePAD) with a mid-placement formal formative assessment and a formal summative assessment. MYePAD has been developed to support nursing students to achieve the criteria set out in the Future Nurse: Standards of proficiency for registered nurses (NMC 2018). Practice is assessed and graded using the School of Nursing and Healthcare Leadership assessment rubric (a scoring guide used to promote consistency of marking against defined criteria) Students are required to submit a self-assessment for all summatively assessed work this helps to provide insight into the students' true comprehension and promotes a shift towards student centred learning, by helping to identify the gaps in knowledge. 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. 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 from current assessments, (students, staff, clinicians, and service users/ carers), variety of assessment, clinical assessments to assess safe practice in a safe and controlled environment, resourcing and marking mechanisms.

## Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below: <https://www.bradford.ac.uk/regulations/>

The programme has three exceptions to standard regulations:

- In clinical practice modules the student will only be offered a single supplementary assessment for the clinical component of the module. If two consecutive clinical practice assessments in a stage of study is failed the student will be required to withdraw from the programme.
- Students will be permitted to progress to the next stage of the programme and to trail up to a maximum of 30 theory module credits in order to attempt that module again without attendance.
- Students must attain at least 40.0% in all components of assessment in a module with the exception of the Safe medicate exam which must be passed at 80% year 1, 90% year 2 and 100% in year 3.

## Admission Requirements

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 112 UCAS tariff points for Adult and Mental Health nursing and 120 UCAS tariff points for Children’s nursing. GCSE Mathematics and English at grade C or grade 4 or equivalent. Applications are welcomed from applicants with non-standard qualifications.

Please contact us if you do not fit the standard pattern of entry requirements. On completion of a UCAS form and successful shortlisting you will be invited to the Faculty for an interview. We strongly encourage potential applicants to attend university open days, where you will have the opportunity to meet staff, view the facilities and discuss the “Bradford Experience” with current students.

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 the Nursing and Midwifery Council. 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, each case is reviewed individually 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 centered on values-based recruitment in accordance with Health Education England guidelines. If you are offered a place on nursing course you will be invited to an applicant experience day. At this event you will have the opportunity to find out more information about the programme, including modules and placements and meet current students and lecturing.

## 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. Consideration of prior learning will be made in line with NMC Standards for education and training. We recommend contacting our central admissions department on [admissions-health@bradford.ac.uk](mailto:admissions-health@bradford.ac.uk) before making an application.

## Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Annual changes for 2021 academic year	May 2021