



**BSc / BSc (Hons)**

**PROFESSIONAL STUDIES IN NURSING**

**PROGRAMME SPECIFICATION PRO-FORMA (PSP)**

**JUNE 2014**

## **Programme Specification Pro-forma (PSP)**

### **GENERAL INFORMATION**

<b>1.Programme Title:</b>	BSc /BSc (Hons) Professional Studies in Nursing
<b>2.Final Award:</b>	BSc (Hons) Professional Studies of Nursing
<b>3.Exit Awards:</b>	BSc Professional Studies in Nursing
<b>4.Awarding Body:</b>	Glasgow Caledonian University
<b>5.Approval Date:</b>	May 2014
<b>6. School:</b>	School of Health and Life Sciences
<b>7. Host Division/Dept:</b>	Nursing and Community Health
<b>8. UCAS Code:</b>	Not applicable
<b>9. PSB Involvement:</b>	Not applicable
<b>10. Place of Delivery:</b>	Glasgow / International FT and PT
<b>11. Subject Benchmark Statement:</b>	QAA
<b>12. Dates of PSP</b>	April 2014

### **2.1 Educational Aims of the Programme**

The aim of the BSc/BSc (Hons) Professional Studies in Nursing programme is to support those who are already Registered Nurses undertake quality Continuing Professional Development (CPD) and also attain a degree or honours degree. Aligned with Glasgow Caledonian University's (GCU) Strategy for Learning (SfL 2013-2020on) the overarching principles ensure graduates are 'Proficient in their discipline, enterprising, responsible and capable of fulfilling leadership roles in different organisational and cultural contexts' (Appendix 1). These attainments will demonstrate that Registered Nurses graduating from GCU are capable of contributing to academic discourse about nursing practice and that they have professional principles; both key in fulfilling the expectations of service users, carers and the public. Registered Nurses as students will experience an education that through its content, its range of teaching and learning strategies affords them an enhanced and intrinsic motivation to enable change within nursing practice.

The programme outcomes seek primarily to develop Registered Nurses, although some of the modules presented as the programme's portfolio are also on offer to others working in the Health and Social Care workforce and importantly and strategically to student nurses in the final or second to final year of their pre-registration nursing programme at GCU because of their relevance to the career choices available to registered nurse (Community, Public

Health, Acute Care, End of Life), and the alignment the content with the School of Health and Life Sciences (HLS) research themes (Public Health, Long term conditions). The modules that comprise the portfolio offer relevance in terms of professional development, professional standards as well as choice.

The programme through its modular format will:-

- Permit the registered nurse to structure their own curriculum and in doing so review, refresh and enhance their professional practices and behaviours.
- Provide an applied and intellectual education in the relevant and contemporary areas of nursing and health care, which demonstrates an enquiring, critical, analytical and creative approach.
- Encourage the review of key International, National and local Government and health providers' policies and perspectives.
- Encourage students to focus on the application of what they learn to their workplace or placement areas and to the wider context of health care delivery to help determine their preferred career pathways or career changes.
- Provide knowledge and skills that prepare students for specialist roles relevant to working in local, national and if appropriate international nursing services.
- Provide the opportunity for the development of personal transferable skills across different cultural, social and economic contexts.
- Provide a solid grounding for students who intend to undertake further study, either for a postgraduate degree, or professional qualifications.
- Stimulate and develop a scholarly approach to developing nursing theory and practice, utilising contemporary, challenging and relevant curriculum development;
- Provide students with a conceptual and applied understanding of contemporary nursing related theories, models, challenges, perspectives, processes and practices.
- Apply contemporary research to practice to ensure a sound evidence base.

By participating in this programme and the modules that comprise it, students embark on a developmental journey that focuses on professional principles and academic discourse about practice. Caring, kind and compassionate nurses as valued by service users are fostered through acknowledging nursing comprises professional, ethical and technical competences and requires nurses to be responsible for both managing self and others.

During their time in the university community, no matter how long or short, the 21st century graduate will be introduced to and supported in the development of a range of graduate attributes that have significant relevance in the context of the work of nursing and the cultural diversity witnessed with service users and carers (Appendix 2).

Any nursing related degree should be designed to provide graduates with a thorough grounding in key skills and knowledge that assures both the profession and the public that all

nurses are academically excellent; share their knowledge across discipline and have cross discipline knowledge, are leaders in the nursing communities, are attuned to cultural diversity and are active global citizens, accepting of social and civic responsibilities (QAA 2013).

In this context, the overall purpose of the programme is to provide a vocationally relevant programme and a source of high quality contemporary CPD provision. All modules have been designed to be academically challenging while helping to develop a relevant comparative understanding of theory and practices. Nursing makes a major contribution to health and social care and proven academic, business and social skills further equips nurses to be lifelong learners and citizens contributing to the common good that not only Glasgow Caledonian University demands but which the profession of nursing demands.

#### **4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS**

The programme comprises of a portfolio of over 80 modules. The modules have been developed on the premise that they provide a wide enough choice for the discerning nurse to progress their own personal and professional development in a direction that both enhances their knowledge and skills in key areas of nursing care and specialisms but also helps direct their career choices. The only mandatory module is the Honours level Dissertation for students on the BSc (Hons) Professional Studies in Nursing.

Students can opt to undertake the degree programme and also to progress to the honours route. Recognition of prior learning is used to determine entry point and advanced standing. RPL to a maximum of 50% of exit level when the degree is being undertaken is permitted. No RPL is permitted at honours level.

The programme offers full time and part time study options. Full time students will complete between 60 -120 credits at SCQF 9 in a single year, depending on the level of Recognition of Prior Learning awarded ( maximum of 50% of exit level). The full time honours year comprise of 120 credits at SCQF 10. Part time students study at either SCQF9 or 10 will normally undertake a maximum of 1 module per trimester (30-60 credit modules normally span 2 trimesters). Provision will be available in all three trimesters to facilitate progression through the programme or completion at a pace that suits the student.

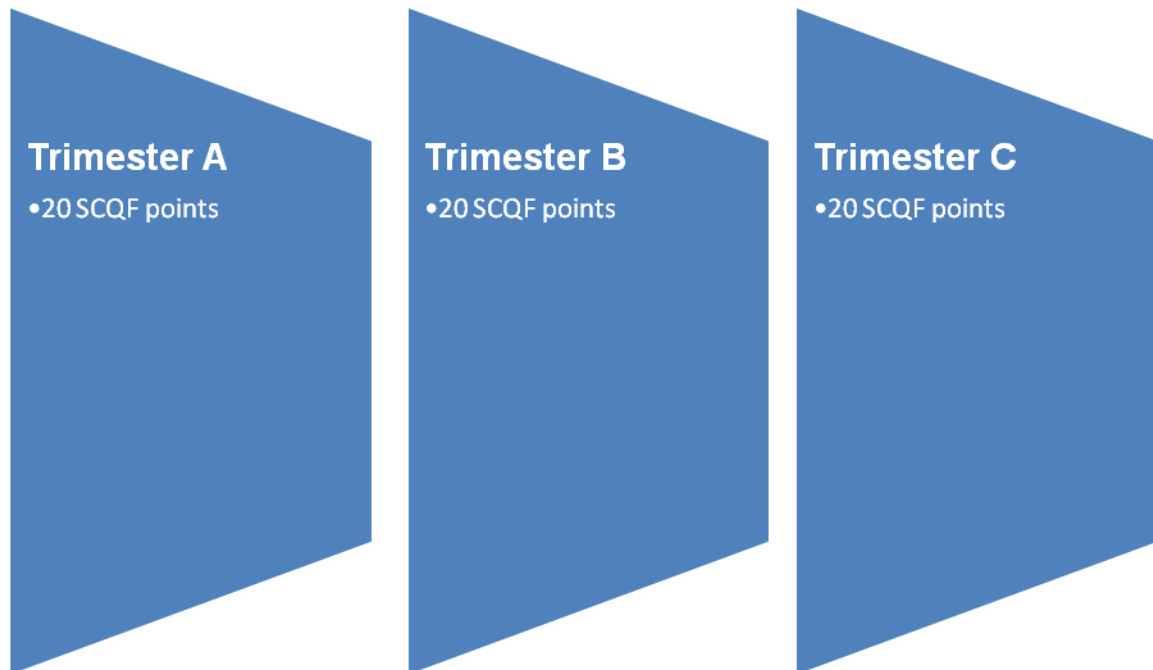
##### **Exit awards**

BSc Professional Studies in Nursing	60 – 120 credits
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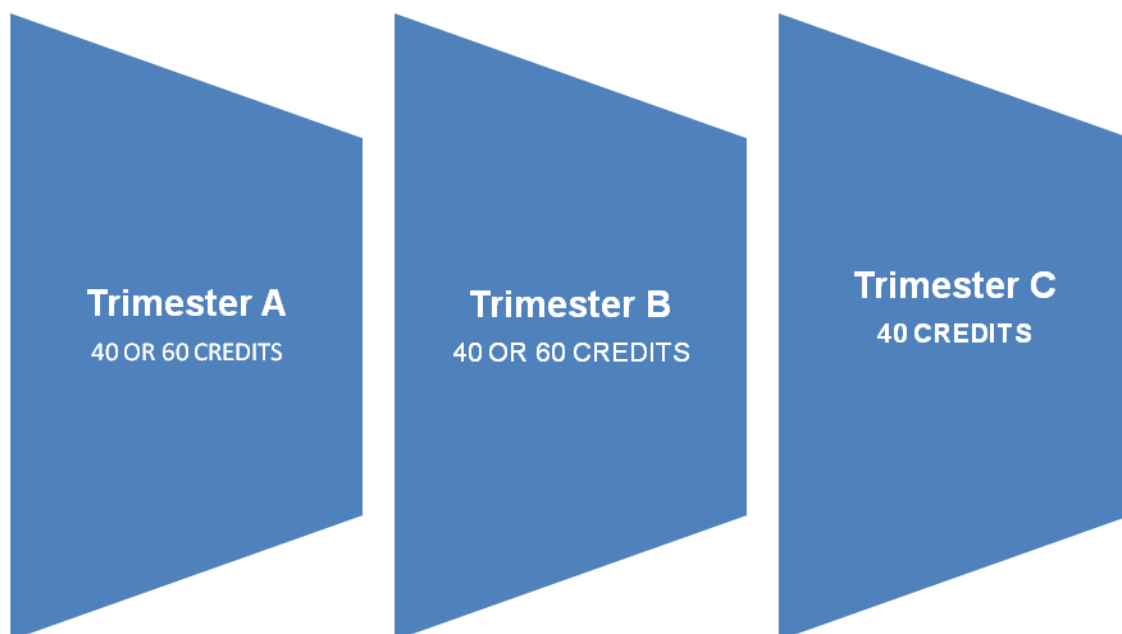
BSc (Hons) Professional Studies in Nursing including:

MHB723056 Honours Dissertation (40 credits)	120 credits
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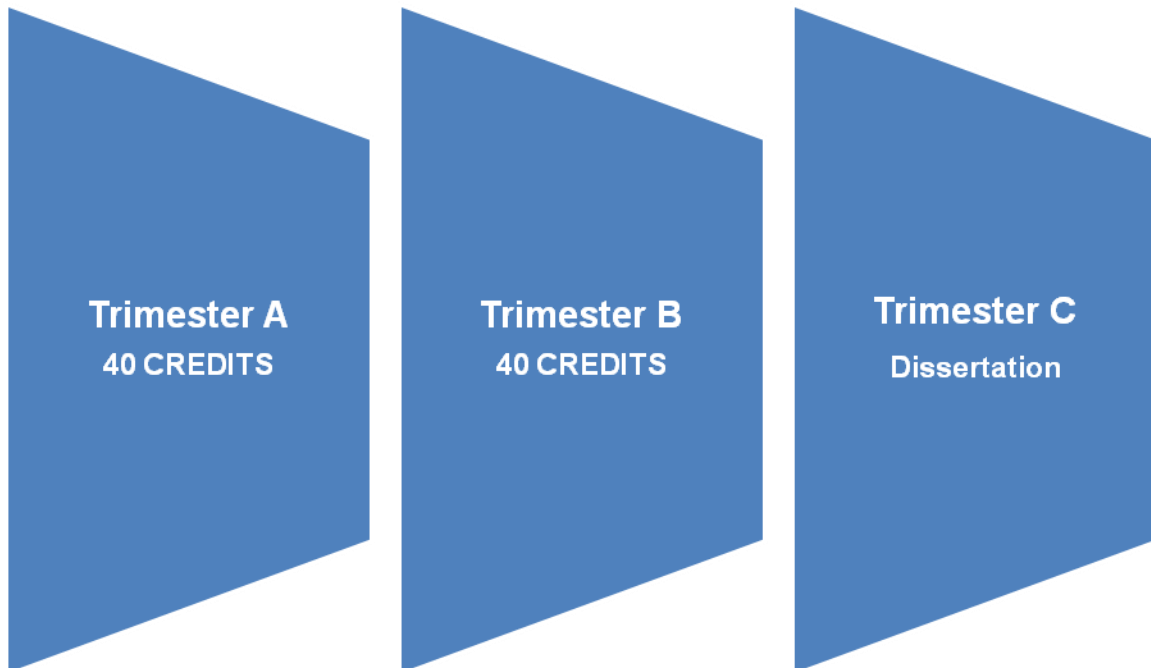
**Example of BSc / BSc Professional Studies in Nursing FULL TIME STUDY / Maximum RPL**



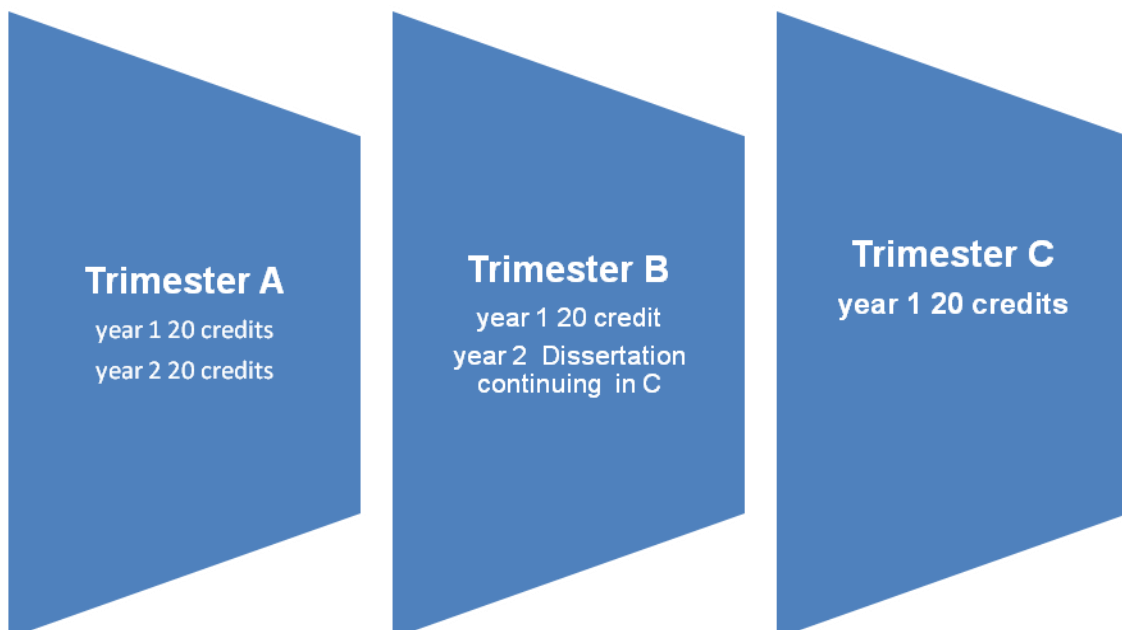
**BSc / BSc Professional Studies in Nursing FULL TIME STUDY / No RPL**



## **BSc (Hons) Professional Studies in Nursing FULL TIME STUDY**



## **BSc (Hons) Professional Studies in Nursing PART TIME STUDY**



## **8. ASSESSMENT REGULATIONS**

/The Glasgow Caledonian University Assessment Regulations:

<http://www.gcu.ac.uk/registry/secretariat/AssessmentRegulations.html>

### **Programme Specific Regulations**

The pass mark for all assessments will normally comply with GCU Assessment Regulations. However students are directed to module handbooks for module-specific regulations or exceptions.

All Objective Structured Clinical Examinations (OSCE) will have a pass mark of 70%. These marks are then normalized to 40% prior to being recorded in the student records. Non-medical prescribing has an OSCE as part of the assessment strategy and the pass mark is set at 80%. This is a National programme offered by a number of UK HEIs and the 80% pass mark stands with normalization to 40% undertaken as above.

Only 1 module (20 credits maximum) at both degree and honours level from outwith the programme specific suite of module options is permissible in the configurations of the final award. The module selection is expected to be relevant to the professional e.g. pharmacology, physiology, or social sciences.