School of Health and Life Sciences

BSc(Hons) Professional Studies in Nursing

Programme Specification Pro-Forma (PSP)

30th June 2021

GLASGOW CALEDONIAN UNIVERSITY

PROGRAMME SPECIFICATION PRO-FORMA (PSP)

1.General Information

1.	Programme Title:	BSc/BSc (Hons) Professional Studies in Nursing
2.	Final Award:	BSc Professional Studies in Nursing
		BSc (Hons) Professional Studies in Nursing
		Professional Studies in Nursing Graduate Certificate
		Graduate Certificate in Ophthalmic Nursing
3.	Exit Awards:	BSc Professional Studies in Nursing
4.	Awarding Body:	Glasgow Caledonian University
5.	Period of Approval	September 2020 – September 2025
6.	School:	School of Health and Life Sciences
7.	Host Department:	Nursing and Community Health
8.	UCAS Code:	Not applicable
9.	PSB Involvement:	Not applicable
10.	Place of Delivery:	Glasgow/International (Blended) (Full-time/Part-Time)
11.	Subject Benchmark Statement:	Quality Assurance Agency (QAA)
12.	Date of PSP Preparation:	November 2019

2. EDUCATIONAL AIMS OF THE PROGRAMME

The programme, and educational aims, are designed to empower students to develop knowledge, skills and confidence, enabling them to enter the contemporary nursing workforce better equipped to practise safely and to deliver effective person centred care as a registered nurse (RN). Combined, the educational aims (Table 1) support students embarking on this programme and/or modules to undertake a journey of continuing professional development (CPD) that will foster the development of key attributes and values reflective of both the GCU Common Good Curriculum and the nursing profession. In relation to the latter, RNs must deliver safe, effective, person-centred care that is underpinned by kindness, caring and compassion and these educational aims are reflective of this.

Table 1 – Programme Educational Aims

Programme Educational Aims	Common Good Attributes	Common Good Values
1. Enable RN's to structure their own study pathway and, in doing so, enable them to review, refresh and enhance their professional practices and behaviours and to determine own career development and direction.	Entrepreneurial Mind-Set Confidence	Creativity Confidence
2. Provide RN's with opportunities to develop enquiring, critical, analytical and creative approaches to nursing and healthcare, underpinned by contemporary evidence and	Entrepreneurial Mind-Set Confidence Responsible Leadership	Creativity Confidence Responsibility

the values of kindness, caring and compassion.		
3. Facilitate the review and synthesis of key national and international policy drivers, standards and guidelines in order to develop and enhance the delivery of safe, effective, person-centred care in the workplace/clinical setting.	Entrepreneurial Mind-Set Confidence Responsible Leadership Active & Global Citizenship	Creativity Confidence Responsibility Integrity
4. Support students to gain a conceptual and applied understanding of theoretical concepts, enabling them to apply these appropriately in the workplace to enhance the safety and effectiveness of care delivery.	Confidence Responsible Leadership Active & Global Citizenship	Confidence Responsibility Integrity
5. Assist students to develop requisite knowledge and skills, empowering them to engage with specialist roles in practice, taking account of relevant local, national and international contexts	Confidence Responsible Leadership Active & Global Citizenship	Creativity Confidence Responsibility
6. Provide opportunities to develop key transferable skills that can be applied in a variety of cultural, social and economic contexts.	Confidence Responsible Leadership Active & Global Citizenship	Creativity Confidence Responsibility
7. Provide a sound educational foundation for students who wish to undertake postgraduate study, or who wish to work towards additional professional qualifications.	Confidence	Confidence
8. Empower students to develop a scholarly and questioning approach to theoretical and practice learning through the implementation of a contemporary and challenging curriculum.	Confidence Creativity	Confidence Creativity

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

A **Knowledge and understanding**
B **Practice: Applied Knowledge, Skills and Understanding**
C **Generic Cognitive Skills**
D **Communication, Numeracy and ICT Skills**
E **Autonomy, Accountability and Working with Others**

3A Knowledge and Understanding
- A1- Demonstrate knowledge and critical understanding of subjects, issues and topics that are of direct relevance to the provision of nursing care.

- A2 - Demonstrate a critical understanding of the theoretical concepts, principles and practical concepts which underpin nursing, health and healthcare delivery in the context of the multi-professional health and social care team

- A3 - Demonstrate critical understanding and decision-making and the ability to reconstruct knowledge through the application of research and evidence from a wide range of sources to explore options for the delivery of safe, effective, person-centred nursing care/health and social care.

- A4 - Develop a critical understanding and awareness of contemporary professional drivers; including new insights and evidence at the forefront of an academic discipline, field of study or area of professional practice.

- A5 - Evaluate own knowledge and understanding, through reflective practice, as part of developing a critical understanding of techniques for research and advanced academic enquiry in a chosen field and/or discipline.

3B   Practice: Applied Knowledge, Skills and Understanding
- B1 - Critically review, synthesise and develop knowledge relevant to nursing and the delivery of safe, effective, person centred care as part of the health and social care team

- B2 - Critically analyse, evaluate and synthesise research evidence to support the provision of safe and effective evidence-based nursing practice.

- B3 - Critically analyse contemporary drivers, research and nursing practice in a range of care contexts

- B4 - Source, determine relevance and apply evidence in an appropriate manner to develop original, creative and ethical solutions to nursing and health care challenges.

- B5 - Demonstrate original and creative responses to problems as part of the review of best evidence to support safe, effective person-centred practice

- B6 - Demonstrate independent thought and a reflexive approach to learning in order to maximise own personal development and to enhance opportunities for progression to further studies

3C   Generic Cognitive Skills
- C1 - Adopt an approach to nursing that is evidence-based, demonstrating kindness, caring, compassion, creativity, responsibility, integrity, cultural sensitivity, competence and confidence.

- C2 - Demonstrate safety, integrity, responsibility and effectiveness in the delivery of person-centred nursing care

- C3 - Contribute to the development and enhancement of own and others' life-long learning and continuing professional and personal development.
- C4 - Enhance professional development and safe practice of self and others through leadership, peer support, supervision and sharing of knowledge

- C5 - Participate as a leader and/or competent member of the multi-professional health and social care team, respecting the contribution of self and others, including users and carers as partners in care.

3D   Communication, Numeracy and ICT Skills
- D1 – Demonstrate cognitive and intellectual skills including critical thinking; reflection; theory and practice problem solving; decision-making and creativity

- D2 – Demonstrate communication and team working including; written and verbal communication skills; listening to, working alongside and, where appropriate, leading others and effective presentation of work

- D3 – Develop time management skills including: organising and planning work; self-management; learning and working independently and with others

- D4 – Develop study and IT skills including; developing the confidence to engage fully with learning and academic study

- D5 – Demonstrate professional practice and values, aligned with professional practice, through the application of evidence and integration of theory and practice

3E   Autonomy, Accountability and Working with Others
- E1 - Practise autonomously, and with accountability, demonstrating safe and effective application of theoretical knowledge to practice

- E2 - Demonstrate confidence, integrity and responsibility when working alongside others in the practice context

- E3 - Recognise own and others accountability, seeking guidance where and when appropriate, to manage ethical and professional issues in accordance professional and ethical codes of practice

- E4 - Recognise own professional responsibility to share knowledge and the support the learning and development of others

- E5 - Critically reflect on own and others responsibilities, demonstrating appropriate decision-making as part of professional nursing practice

Strategy for Learning and Common Good
The GCU (2016) Strategy for Learning (SfL) 2015-2020 is driven by GCU's ongoing commitment to Quality Assurance and Enhancement and has been developed as part of a consultative process with staff, students, college partners and employers. Furthermore, the SfL is informed by international and national developments and also consideration of effective/best practice in learning, teaching and assessment.

The SfL takes cognisance of the changing landscape within Higher Education and encompasses the influences of both external and internal environments, including the changing needs, demands and expectations of; employers, the economy, society and GCU

students. The SfL (GCU 2016) therefore delineates key areas of importance which must be considered as part of significant review, including;

- Responsible leadership and professionalism
- Entrepreneurship
- Real world and problem solving
- Global learning
- Broad and deep learning
- Flexible, inclusive and accessible learning
- Divergent thinking and engaged learning

Consideration, and successful implementation of the above is instrumental in supporting and empowering GCU students to successfully complete programmes of study and, thereafter, to enter the workplace as graduates who are;

"*Proficient in their discipline as well as entrepreneurial, confident, responsible and capable of fulfilling leadership roles in different organisational, cultural and global contexts.*"
(GCU 2016, SfL 2015 - 2020)

All of these underpin opportunities for co-creation and personalisation of student learning as part of this programme.

Alongside this, embedding of the university's commitment to the common good is also now key to the programme philosophy and educational aims. As a consequence, successful completion of the programme and/or module(s) will not only enable students to engage effectively with learning, but will also help to ensure that they are empowered and enabled to positively impact on the lives of others through; research, education and social innovation. To best demonstrate this comprehensively across the programme, the common good attributes of *active and global citizenship, entrepreneurial mind-set, responsible leadership and confidence* have been mapped to the revised **programme educational aims,** as have the common good values of *integrity, creativity, responsibility and confidence* (GCU 2019c).

4.   PROGRAMME STRUCTURE AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

The programme comprises of a portfolio of 53 modules. The modules have been developed in collaboration with external stakeholders including; practice partners, students, users and carers. The programme will support registered nurses to development and enhance their own personal and professional development in a manner which will ensure the development of knowledgeable and skilled professionals. Those completing this programme will be empowered to contribute to key areas of nursing practice and specialisms as part of career development. Only one module is mandatory, the SCQF Level 10 Dissertation module, and this is specific to those students undertaking the BSc (Hons) Professional Studies in Nursing.

Students can opt to undertake the unclassified degree programme and can also opt to progress to honours study if successful in completing unclassified studies. 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. RPL is not permitted at honours level.

The programme offers full time and part time study options. Depending on student status, full time students will complete between 60 -120 credits at SCQF 9 in a single year; this relates specifically to the level of Recognition of Prior Learning which has been awarded (maximum of 50% of exit level). The full time honours year comprises of 120 credits at SCQF 10. Part time students will study at either SCQF Level 9 or 10 and will normally undertake a maximum of 1 module per trimester (modules of greater than 20 academic credits normally span 2 trimesters). Provision will be available in all three trimesters to facilitate progression through the programme, and provision will also be made to support completion at a pace that suits each student.

Exit awards

- BSc Professional Studies in Nursing
    - 60 – 120 credits
- BSc (Hons) Professional Studies in Nursing including
    - 120 credits
- Graduate Certificate Professional Studies in Nursing
    - 60 credits
- Graduate Certificate in Ophthalmic Nursing
    - 60 credits (normally standalone certificate which is hosted by this programme)

Example of BSc Professional Studies in Nursing (Full Time Maximum RPL) - To a Maximum of 60 Credits

Trimester A
- 20 credits

Trimester B
- 20 credits

Trimester C
- 20 credits
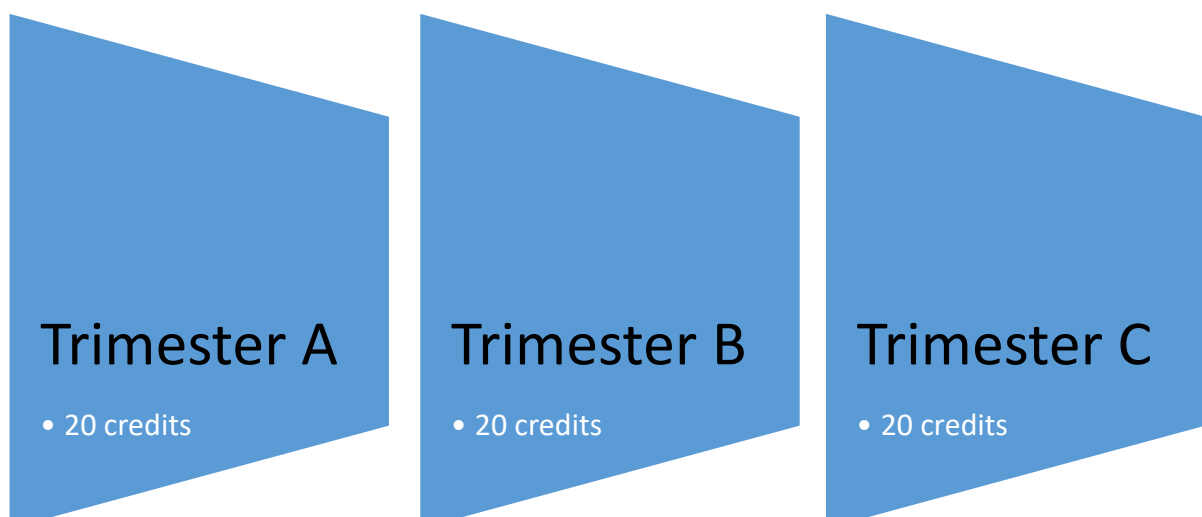
Example of BSc Professional Studies in Nursing (Full Time No RPL) – To a Maximum of 120 Credits

Trimester A
- 40 or 60 credits

Trimester B
- 40 or 60 credits

Trimester C
- 40 credits
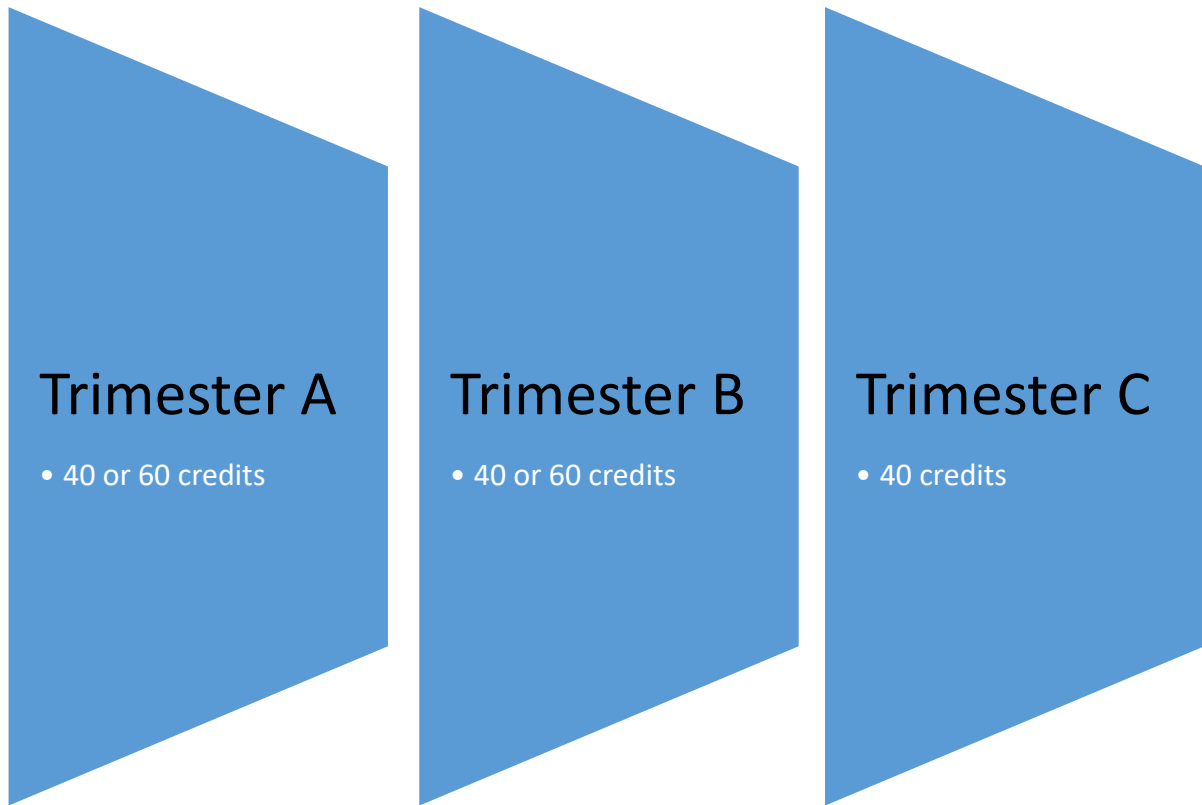
Example of BSc (Hons) Professional Studies in Nursing (Full Time) – To a Maximum of 120 Credits

Trimester A
- 40 or 60 credits
- Dissertation continuing in Trimester B

Trimester B
- 40 or 60 credits

Trimester C
- 40 credits
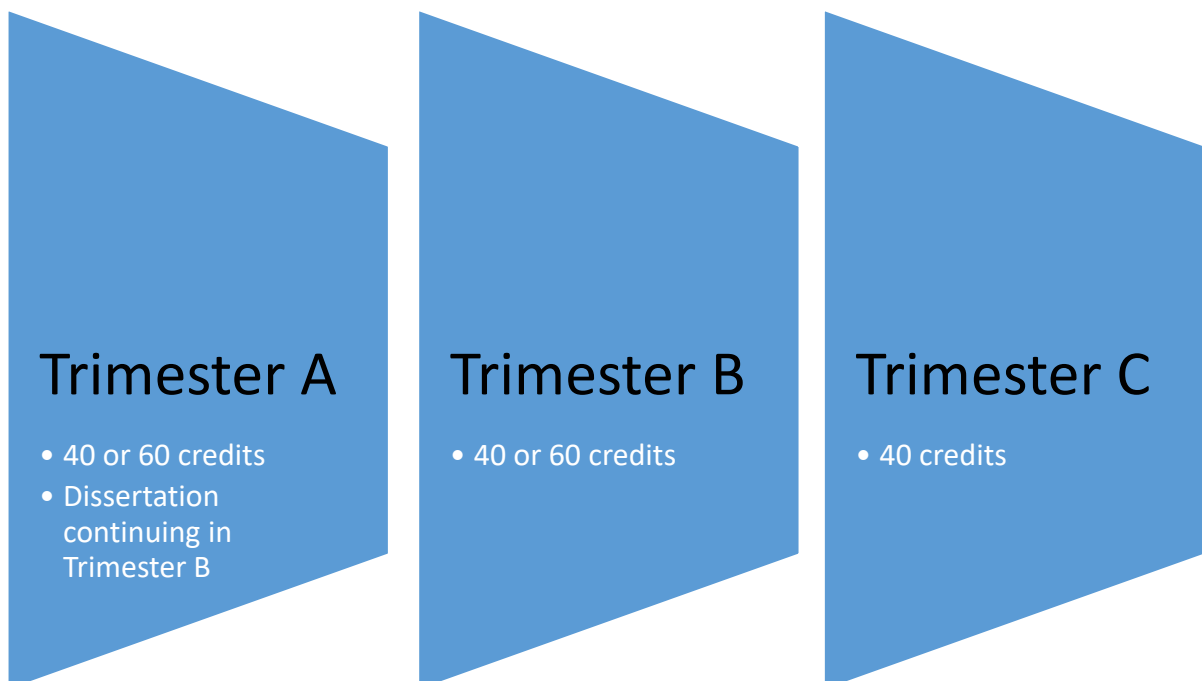
Example of BSc (Hons) Professional Studies in Nursing (Part Time) – To a Maximum of 120 Credits

Trimester A	Trimester B	Trimester C
• Year 1 20 credits • Year 2 Dissertation continuing to Trimester B	• Year 1 20 credits • Year 2 20 credits or Dissertation	• Year 1 20 credits • Year 2 20 credits
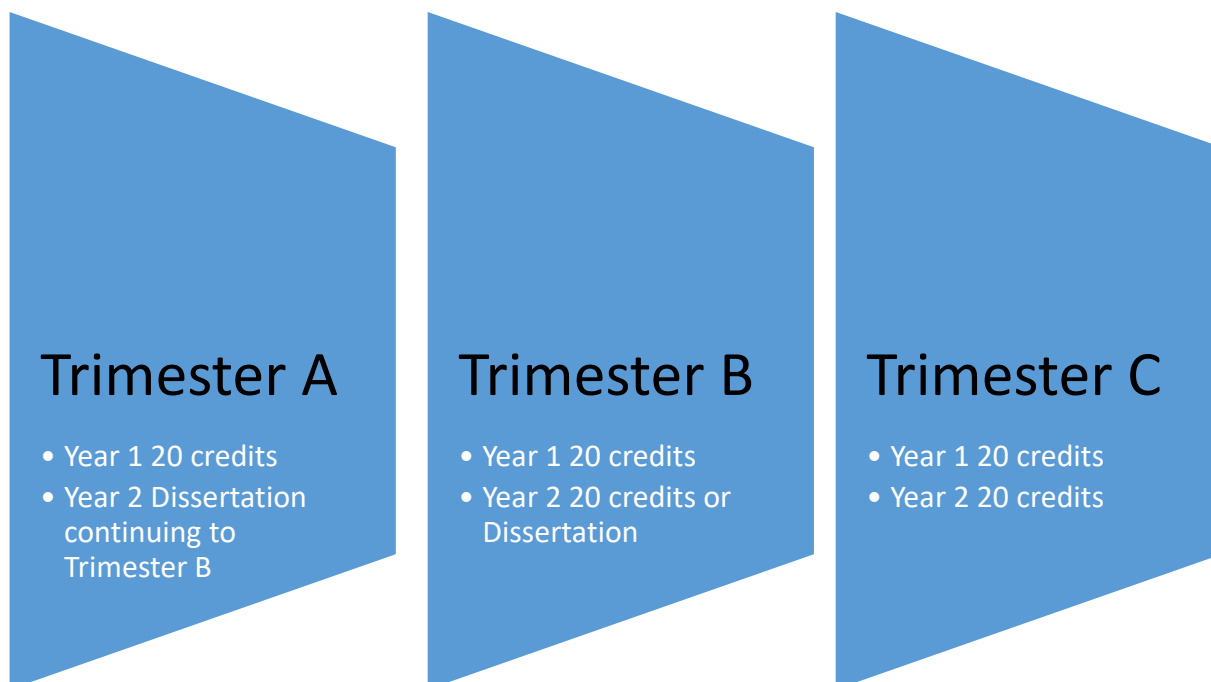
Potential SCQF Level 9 Pathways

Registered Nurses enter the programme at **SCQF Level 9** with 300 credits and go on to study a further 60 SCQF Level 9 academic credits which, if successfully completed, will lead to the award of an unclassified degree (BSc Professional Studies in Nursing).					
Peri-operative Practice	Palliative Care	Optional	Care of the Older Adult	Public and Community Health	Specialist
Anaesthetic Practice (20)	Enhancing Palliative and End of Life Care (20)	Applying Evidence Based Practice (20)	Care About Physical Activity (20)	Supporting Anticipatory Care for Long Term Conditions (20)	Ophthalmic Nursing (60) **OR** The Theory and Practice of Musculoskeletal Casting and Splinting (60) **OR** Clinical Assessment & Decision Making **and** (20) Prescribing for Healthcare Practitioners (40)
Safe Scrub and Circulating Practice (20)	Symptom Assessment and Management in Palliative Care (20)	Education in Health and Social Care (20)	Promotion of Continence (20)	Fundamentals in Public Health (20)	
Post Anaesthetic Practice (20)	Supportive Care at End of Life (20)	Leading and Managing Change for Quality Improvement (20)	Identifying and Managing Frailty (20)	Working with Vulnerable Populations (20)	

Examples of SCQF Level 10 (Honours) Pathways

International Pathway	Emergency Care Pathway	Community/Public Health
Education in Health and Social Care (20)	Becoming an Emergency Nurse Practitioner (40)	Supporting Anticipatory Care for Long Term Conditions (20)
Supporting Anticipatory Care for Long Term Conditions (20)	(L9) Leading and Managing Change for Quality Improvement (20)	(L9) Leading and Managing Change for Quality Improvement (20)
Advancing Practice and Practices at Work (20)	Advancing Practice and Practices at Work (20)	Education in Health and Social Care (20)
Symptom Assessment and Management in Palliative Care (20)	Honours Dissertation (40)	Fundamentals in Public Health (20)
Honours Dissertation (40)		Honours Dissertation (40)

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

The BSc / BSc (Hons) Professional Studies in Nursing places a high importance on creating a supportive environment for both its home and international students. The programme seeks to help students make a successful entry to study at SCQF Level 9 either after a prolonged break or where there has been no formal university study in the UK and also for those transitioning from SCQF Level 9 to SCQF Level 10 (honours). During the academic year, support for students exists in the form of induction activities, including specific induction activities for the international students at the start of the year, whether entry is Trimester A or B. A series of transition activities for students are also held during the first trimester that focus on academic writing, citation, referencing and plagiarism and, for international students, guidance on English language support.

Support for students during their learning is provided by the programme lead, deputy programme lead, module leads and lecturers, and also the Programme Co-ordinator. The team have wide ranging knowledge, skills and expertise in learning, teaching and assessment which support programme delivery and align with the learning needs of the student population. Together, the team offer advice and guidance to students throughout the duration of their programme. Included are issues such as:

- Advising applicants with respect to admission criteria
- Providing information, guidance and support for Flexible Entry
- Providing information and guidance during induction
- Compiling a Student Programme Handbook which is issued to students at the beginning of their studies
- Compiling a Module Guide for each module the student is undertaking
- Providing academic guidance and supervision in relation to formative and summative assessments
- Providing feedback on all submitted course work (formative or summative)
- Supporting students and supervisors/practice assessors in relation to clinical learning opportunities
- Offering opportunities for students who require additional support and academic guidance via the Learning Development Centre (LDC)
- Ensuring that students with special learning needs e.g. dyslexia are referred to student services for appropriate assessment and support in line with university processes and procedures. Additionally, the School has two named Disability Advisors to support students who have disclosed particular special needs
- Directing to students to the wider student support mechanism within the University when and where appropriate

Central services and facilities within the University
In addition, the pathway draws on the wide range of services, resources and facilities which the University offers to support learning. Services and facilities can be accessed by students online via the Student Home Page at: www.gcu.ac.uk/student

Support for students and their learning includes:
- IT Helpdesk and email

- GCU Learn and audio visual services
- Saltire Learning Centre/Library
- Academic Development Tutors
- Students association – Finance, child care, counselling and accommodation
- Disability advisor

Learning environments are distributed throughout the University, where students have computer, Learning Café and Library services. Study space can be accessed within the Saltire Centre and general assistance is available to all students via the Campus Life Desk.

Student complaints
The University's Complaints Handling Procedure explain the procedure by which students can make a complaint about any service which is part of the University's provision. Information can be accessed via the student page of the University web site:

http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/supportservices/Complaints-Handling-Procedure-August-2013.pdf

Personal Tutoring: Academic Advice and Personal Development Planning
A personal tutor policy is in place whereby all students are allocated a personal tutor and are expected to meet with them at key points in the academic year. Normally this amounts to three meetings per year however this can be proportionate with the number of credits being undertaken and the specific needs of the student.

The School of Health and Life Sciences (HLS) has a dedicated Learning Development Centre aimed at enhancing student learning capabilities and skills, with attention to both individual and collective needs. The Centre assists students to maximise the learning opportunities presented within their respective programme of study. Support on assignment writing and referencing are available and are particularly well received.

6. CRITERIA FOR ADMISSION

University requirements
Applicants must meet the Admissions and General Entrance Requirements of Glasgow Caledonian University. This programme will fully comply with the University's Equality and Diversity Policy (All inclusive) http://www.gcu.ac.uk/allinclusive/index.html

Professional Requirements
Applicants to the programme must evidence current Nursing registration status. Registration status will be either be verified by the NMC, confirmed as pending by Undergraduate Programme Provider, or in the case of International nurses', evidence of license or certification from their own country will be required.

Academic Requirements

An academic transcript of any formal university level attainment or Recognition of Prior learning will be required to confirm eligibility to enter the programme at degree level / SCQF9

The admission process requires applicants to submit a completed application form with a supporting statement. Evidence of adequate funding for programme/module fees is also required from employers or individual candidates. Applicants are asked to provide two professional references (or 1 academic / personal and 1 professional reference) in support of their application. Applicants who reveal a disability will be invited to meet with the Disability Advisor to ensure that specific needs may be assessed. The university's Code of Practice: Students with Disabilities will apply to entrants to the programme. An audit trail of all documentation relating to the admission process will be held within each student's record. Selection panel members include service representatives; all panel members will have undertaken or provided with the offer of equality and diversity training to comply with the University's Equality and Diversity Policy (GCU Disability Equality Scheme http://www.gcu.ac.uk/allinclusive/index.html).

This programme is normally a direct entry to Level 9 or Level 10. (SCQF Framework Appendix 4).

A total of 360 credits are required to be eligible to gain the award of BSc Professional Studies in Nursing.

480 credits are required to be eligible to gain the award of BSc (Hons) Professional Studies in Nursing.

Flexible Entry
Transitional arrangement for students who have accumulated credits through a series of relevant accredited GCU CPD modules. Students will be able to use these credits as part of their degree or honours degree, however they will be expected to enrol on the programme and undertake a minimum of 1x 20 credits for the degree award or the honours dissertation for the honours award. For students requiring only the minimal number of credits (20) they must graduate on their year of entry.

Credit Transfer and Recognition of Prior Learning (RPL).

Entry with Advanced Standing

This programme does not have a year 1 or year 2. All applicants are defined as direct entry, and the GCU (2019) *Recognition of Prior Learning (RPL) at GCU* policy will be adhered to.

All credits for SCQF Levels 7 and 8 and up to 50% of SCQF Level 9 are confirmed through RPL processes. Those joining the programme can gain credit towards an award by evidencing a combination of prior informal and prior certificated learning. Although these candidates may present a claim for recognition of prior learning, they must achieve a minimum of 50% of the SCQF Level 9 credits for the award sought through either formal of accredited learning.

Where students seeking entry to the programme have not undertaken a formal 'research methods' module at SCQF Level 8 or 9, they will, as part of the RPL claim, be advised and supported by a RPL advisor to evidence their ability to; search for, retrieve and critique a selection of evidence, including primary research, using a recognised and relevant set of evaluation criteria (for example CASP). These are considered the key knowledge and skills; confirming ability to discerning source and appraise evidence for consideration in practice.

The RPL assessor, normally the Programme Leader will assess the appropriateness of the evidence being presented as SCQF9 equivalency. To facilitate access to the full range of contemporary resources available to GCU students will be allocated an identified RPL advisor and RPL assessor. Please note; a maximum of 60 RPL SCQF Level 9 credits are permissible RPL is not permissible at SCQF Level 10.

In addition to the evidence to support appropriate research knowledge and skills, home students submitting a SCQF Level 9 RPL claim are required to submit an academic profile confirming 300 credits have been attained through a formal nursing qualification or qualifications. For those who have attained nursing registration out with a formal Higher Education Institution (HEI), an enhanced Curriculum Vitae (CV) is required to confirm that they are in current employment as a RN and that they are utilising specific and relevant knowledge and skills in a contemporary nursing context. The references referred to in the admissions criteria and confirmation of currency on the NMC register are also required.

The admission of an International student to the programme is based on the Programme Boards reasonable expectation that the student will be able to fulfil the learning outcomes of the programme and that they will also achieve the overall standard of academic work required for the programme (SCQF Levels 9 and 10). The programme team will liaise with the International Office to confirm UK equivalency of international qualifications prior to any offer. In addition, a comparison of their nursing qualification(s) to ascertain NMC equivalency, alongside confirmation of registration as a nurses in their home country, is also required. They must also provide evidence of an appropriate level of English Language competence.

English Language Qualifications

The Table below illustrates the qualifications/tests which are regarded as indicating an appropriate level of competence for entry to the programme.

Secure English Language Tests (SELT)	
Test	**Minimum Score Required**
Academic International English Language Test Score	• Overall score 6.0; with no single element below 5.5
TOEFL Internet-Based Test	Overall score of 78 with minimum scores of;

	- Reading at 18 - Listening at 17 - Speaking at 20 - Writing at 17
Pearson PTE Academic	Overall score of 54 with minimum element scores of; - Listening at 51 - Reading at 51 - Speaking at 51 - Writing at 51
Trinity College ISE	Integrated Skills in English (ISE) – Pass at Level IIII
TOEIC	- Listening at 400 - Reading at 385 - Speaking at 160 - Writing at 150
Cambridge Certificate in Advanced English	- Grade C
Cambridge Certificate of Proficiency in English	- Grade C
University of Michigan: Examination for the Certificate of Proficiency in English (ECPE)	- Pass
University of Michigan: Michigan English Language Assessments Battery (MELBA)	- 80%

Pre-Entry English Language Courses
INTO GCU offers a range of academic and English language pathway programmes for applicants to GCU. As a college within the University, INTO courses are fully accredited by GCU and INTO students are based on, and have full access to, GCU facilities. For more information please access INTO online at;
https://www.gcu.ac.uk/study/internationalstudents/howtoapply/englishlanguagerequirements/

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:
- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiners' Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Institutional Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:
- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- School Learning, Teaching and Quality Committee
- Department Learning, Teaching and Quality Committee
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy & Practice Committee (APPC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:
- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCULearn
- Open access to members of Programme Team including; Programme and Module Leads, Personal Tutor (PT)

Staff development priorities include:
- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- CPD Workshops for staff which focus on practical skill building for academics
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission

- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

8.   ASSESSMENT REGULATIONS

GCU Assessment Regulations which apply to this programme, including the exceptions which are outlined (the latter of which are **awaiting approval**) can be found at:

- [GCU Assessment Regulations](#)

To attain the award of unclassified degree; BSc Professional Studies in Nursing, students must achieve:
- 60 SCQF Level 9 credits

To attain the award of BSc (Hons) Professional Studies in Nursing, students must achieve:
- 120 SCQF Level 10 credits

Only 1 module (20 credits maximum) at either degree and honours level from out with 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.

The Programme Board will address any new regulations issued by the University as they emerge.

Programme Exceptions
Deviation: Section 13.1 – Module Pass Criteria
- **Background to Exceptions Case** - For modules assessed by coursework and examination as part of the BSc, BSc (Hons) and Graduate Certificate, the overall pass mark will be 40%. However, GCU (2019) University Assessment Regulations are such that, in cases where summative coursework comprises of two or more separate components, a 35% minimum attainment will normally apply to each assessment component, with the proviso that the overall module mark will equate to 40% or greater. As a consequence of the professional nature of this CPD programme however, and the inclusion of a number of modules which contain a practice component, an exceptions case is requested. This exceptions case requires that; all programme modules deemed by the programme team to contain specific practice components will require that all students undertaking these modules achieve a minimum of 40% for each and all summative assessment components.
- **Rationale –** students (RNs) undertaking this programme will be directly responsible and accountable for the delivery of safe, effective, person-centred care. As RNs, there is the expectation that they will be fit for practice and that patient safety will be afforded paramount consideration as part of any continuing professional development activity.

Deviation: Section 13.2 – Compensation

- **Background to Exceptions Case** - GCU (2019) University Assessment Regulations allow for compensation. This allows, within specific limits, the overall performance of a student to be compensated for should failure occur up to, and including, 20 credit points of module(s) at each level of the programme, an exceptions case is requested confirming that, to be eligible for award, all students must pass all modules undertaken as part of this award.
- **Rationale** - students (RNs) undertaking this programme will be directly responsible and accountable for the delivery of safe, effective, person-centred care. As RNs, there is the expectation that they will be fit for practice and that patient safety will be afforded paramount consideration as part of any continuing professional development activity.

Deviation: Section 13.1.7 – Normalisation
- **Background to Exceptions Case** - GCU (2019/20) University Assessment make reference to normalisation of marks as required in line with professional statutory body (PSB) requirements. Depending on the module, students (RNs) undertaking this programme may undertake an objective structured clinical examination (OSCE). In most cases, this will represent one component of a two or three component assessment process. In this situation, normalisation of the minimum pass mark of 70% to 40% will be required for this component; this also reflects the requirement for a minimum threshold of 40% (please also refer to deviation listed for Section 13.1 and minimum threshold).
- **Rationale** –. As this assessment is designed to specifically test practice and practises which relate directly to patient care, all of which is regulated by the professional statutory body (PSB) for nursing (Nursing and Midwifery Council (NMC), it is essential that the minimum pass mark is 70%, normalised to 40% is adhered to. In addition, to prevent skewing of calculation for honours classification, this mark must then be normalised to the minimum threshold of 40% using the following recognised calculation:

$$\text{New Mark} = \frac{(\text{Score} - \text{Old Pass Mark}) \times (100 - \text{New Pass Mark})}{(100 - \text{Old Pass Mark})} + \text{New Pass Mark}$$

Progression and Awards

Decisions on academic progression and awards will be made by the BSc/BSc Honours Professional Studies in Nursing Assessment Board in June and September each year.

9. INDICATORS OF QUALITY AND STANDARDS

The range and type of performance indicators used to consider quality and standards within the programme and modules within it are outlined in the University Quality Assurance and Enhancement Handbook.

Two of the principal indicators of the performance of Schools and Departments within Scottish HEIs are the Research Excellence Framework (REF) and Scottish Higher Education Funding Council's periodic Enhancement Led Institution Review (ELIR). The successful outcome of the previous ELIR event during 2015 indicated that the School was performing very well across all areas; recommendations for continued enhancement stemmed from this.

From the most recent REF during 2014, GCU emerged as the leading Modern University in Scotland for research power. It was also confirmed that GCU's allied health research was ranked top in Scotland, as well as a ranking within the top 10 institutions in the UK. Seventy-five per cent of the School's research in Biomedical and Vision Sciences was internationally recognised, and submissions from Biomedical and Vision Sciences and from Psychology obtained the highest rewards in their subjects when considered in relation to modern Scottish universities.

The university, School and Department seek to ensure that all modules and programmes are of high quality and maintain high standards of learning and teaching. In the context of development and ongoing enhancement, module improvement plans are formulated following the delivery of each module delivery. These are incorporated as part of module monitoring reports and are presented for consideration and discussion as part of each programme board. In addition, the programme team engage in ongoing review and collaborative dialogue – at a minimum biennially - to ensure the quality enhancement and currency of all modules.

The Annual Programme Analysis, included as part of the Programme Board Agenda, provides qualitative and quantitative evidence of the overall health and vitality of the programme; this also incorporates a programme enhancement plan. Feeding into this, and the module monitoring process, are the reports from external examiners; these normally highlight areas of programme/module strength and areas which potentially require review and enhancement. This, combined with feedback from the student staff consultative group (SSCG) help to ensure the ongoing review and consideration of quality indicators to support enhancement.

10.   INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found as part of;
- Definitive Programme Document
- Programme Handbook
- Module Handbook
- University Website
- School of Health and Life Science Website
- GCULearn
- My Caledonian
- University Prospectus
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This specification provides a concise summary of the key features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning

assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

	MODULES		PROGRAMME OUTCOMES																									
	CODE	*TITLE*	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3	E4	E5
SCQF 8	M2B726230	*The Theory and Practice of Musculoskeletal Casting and Splinting*	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M2B726231	*The Theory and Practice of Musculoskeletal Casting and Splinting*	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SCQF 9	M3B726245	*Anaesthetic Practice*	X	X	X	X	X	X	X	X				X	X	X		X	X	X	X	X	X	X	X	X		X
	M3B723327	*Applying Evidence Based Practice*			X	X	X		X	X	X			X	X					X	X	X	X				X	X
	M3B726198	*Care About Physical Activity*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
	M3B726199	*Clinical Assessment and Decision Making*			X	X		X	X		X	X				X		X	X	X	X	X	X	X	X	X	X	X
	M3B726210	*Continence Promotion*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3B726200	*Critical Care Nursing*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3B726107	*Delivering Excellence in Care*			X	X	X		X	X	X			X	X				X	X	X	X	X				X	X
	M3B726202	*Deteriorating Adult Patient*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3B726204	*Developing Practice and Practices: Learning at Work*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3B726205	*Developing Practice and Practices: Learning at Work*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3B726206	*Education in Health and Social Care*			X	X	X				X			X		X			X	X	X	X	X	X	X	X	X	X
	M3B726213	*Enhanced Palliative and*																	X	X	X	X	X					

Code	Module																										
	End of Life Care																										
M3B726249	*Fundamentals in Public Health*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
M3B726217	*Identifying and Managing Frailty*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
M3B726251	*Introduction to Contemporary Community Nursing*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
M3B726220	*Leading and Managing Change for Quality Improvement*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
M3B726221	*Leg Ulcer Management*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
M3B726244	*Ophthalmic Nursing: Theory and Work Based Learning*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
M3B726257	*Paediatric Cardiac Nursing*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
M3B726255	*Paediatric Critical Care Nursing*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
M3B726247	*Post Anaesthetic Practice*	X	X	X	X	X	X	X				X	X	X	X			X	X	X	X	X	X	X	X		X
M3B726146	*Prescribing for Healthcare Practitioners*	X	X	X			X	X		X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X
M3B726211	*Safe Scrub and Circulating Practice*	X	X	X	X	X	X	X				X	X	X	X			X	X	X	X	X	X	X	X		X
M3B726253	*Supporting Anticipatory Care*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
M3B726224	*Supportive Care at End of Life*																	X	X	X	X	X					
M3B726226	*Symptom Assessment and Management in Palliative Care*																	X	X	X	X	X					

SCQF	Code	Title																										
	M3B726232	*The Theory and Practice of Musculoskeletal Casting and Splinting*	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3B726233	*The Theory and Practice of Musculoskeletal Casting and Splinting*	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3B726228	*Working with Vulnerable Populations*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	MHB726190	*Advancing Practice and Practices: Learning at Work*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	MHB726191	*Advancing Practice and Practices: Learning at Work*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	MHB726246	*Anaesthetic Practice*	X	X	X	X	X	X	X	X				X	X	X		X	X	X	X	X	X	X	X	X		X
	MHB726197	*Becoming an Emergency Nurse Practitioner*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	MHB726201	*Critical Care Nursing*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	MHB726203	*Deteriorating Adult Patient*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	MHB726207	*Education in Health and Social Care*			X	X	X				X		X			X	X	X	X	X	X	X	X	X	X	X	X	X
	MHB726214	*Enhancing Palliative and End of Life Care*																			X	X	X	X	X			
	MHB726250	*Fundamentals in Public Health*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SCQF 10	*MHB726124*	*Global Health*	X	X	X			X	X	X	X	X		X					X	X	X	X	X				X	
	MHB723330	*Global Health*	X	X	X			X	X	X	X	X		X					X	X	X	X	X				X	

Code	Module																										
MHB726252	*Introduction to Contemporary Community Nursing*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MHB726195	*Major Illness – Assessment & Immediate Management*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MHB726234	*Minor Injury – Assessment & Immediate Management*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MHB726121	*Nursing Honours Dissertation*			X	X	X		X	X	X		X	X							X	X	X	X	X			X	X
MHB723328	*Nursing Honours Dissertation*			X	X	X		X	X	X		X	X							X	X	X	X	X			X	X
MHB726258	*Paediatric Cardiac Nursing*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MHB726256	*Paediatric Critical Care Nursing*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MHB726248	*Post Anaesthetic Practice*	X	X	X	X	X	X	X				X	X	X	X		X	X	X	X	X	X	X	X			X
MHB726147	*Prescribing for Healthcare Practitioners*	X	X	X			X	X		X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X
MHB726212	*Safe Scrub and Circulating Practice*	X	X	X	X	X	X	X						X	X	X	X			X	X	X	X	X	X	X	X
MHB726223	*Supporting Anticipatory Care*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X
MHB726225	*Supportive Care at End of Life*																			X	X	X	X	X			
MHB726227	*Symptom Assessment and Management in Palliative Care*																			X	X	X	X	X			
MHB726229	*Working with Vulnerable Populations*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

ASSESSMENT LOADING MATRIX

SHE Level 2									
Module Code	**Module Title**	**Trimester**	**Credits**	**Assessment Weighting**					
				Cw1	**Cw2**	**Cw3**	**Exam 1 (Practical)**	**Exam 2 (Practical)**	**Exam 3**
M2B726230	The Theory and Practice of Musculoskeletal Casting and Splinting	CA, SCA	60	40			60	0	
M2B726231	The Theory and Practice of Musculoskeletal Casting and Splinting	A, B, C, AB, BC	60	40			60	0	
EXIT AWARD: Professional Studies in Nursing Graduate Certificate									

SHE Level 3									
Module Code	**Module Title**	**Trimester**	**Credits**	**Assessment Weighting**					
				Cw1	**Cw2**	**Cw3**	**Exam1 (Exams Office)**	**Ex2 (Exams Office)**	**Ex3 (Class Test)**
M3B723939	Ophthalmic Nursing Module (Theory and Work Based Learning)		60						
EXIT AWARD: Graduate Certificate in Ophthalmic Nursing									

SHE Level 3									
Module Code	**Module Title**	**Trimester**	**Credits**	**Assessment Weighting**					
				Cw1	**Cw2**	**Cw3**	**Exam1** (Practical)	**Ex2** (Exams Office)	**Ex3** (Class Test)
M3B726245	Anaesthetic Practice	A, B, C	20	100	0				
M3B723327	Applying Evidence Based Practice	A, B, C	20	50					50
M3B726198	Care About Physical Activity in Older Adults	A, B, C	20	100					
M3B726199	Clinical Assessment and Decision Making	A, B	20	70			30		
M3B726210	Continence Promotion	A, B, C	20	100					
M3B726200	Critical Care Nursing	A, B, C	20	100					
M3B726107	Delivering Excellence in Care	A, B, C	20	100					
M3B726202	Deteriorating Adult Patient	A, B, C	20	100					
M3B726204	Developing Practice and Practices: Learning at Work	A, B, C	20	60	40				
M3B726205	Developing Practice and Practices: Learning at Work	AB, BC	40	60	40				
M3B726206	Education in Health and Social Care	A, B	20	100					
M3B726213	Enhancing Palliative and End of Life Care	A, B	20	100					
M3B726249	Fundamentals of Public Health	A, B, C	20	100					
M3B726217	Identifying and Managing Frailty	A, B, C	20	100					

Code	Name	Groups							
M3B726251	Introduction to Contemporary Community Nursing	A, B	20	100					
M3B726220	Leading and Managing for Quality Improvement	A, B, C	20	100					
M3B726221	Leg Ulcer Management	A, B	20	50			50		
M3B723939	Ophthalmic Nursing Module (Theory and Work Based Learning)	BCA, CAB, ABC, SBCA, SCAB	60	100	0		0		
M3B726257	Paediatric Cardiac Nursing	AB, BC, CA, SCA	40	40	60				
M3B726255	Paediatric Critical Care Nursing	A, B, C	20	100					
M3B726247	Post Anaesthetic Practice	A	20	0	100				
M3B726146	Prescribing for Healthcare Practitioners	A, B	20	50				50	0
M3B726211	Safe Scrub and Circulating Practice	A, B, C	20	0	100				
M3B726253	Supporting Anticipatory Care	A, B	20	100					
M3B726224	Supportive Care at End of Life	A, B	20	100					
M3B726226	Symptom Assessment and Management in Palliative Care	A, C	20	100					
M3B726232	The Theory and Practice of Musculoskeletal Casting and Splinting	CA, SCA	60	40			Exam 1 (60) Exam 2 (0)		
M3B726233	The Theory and Practice of Musculoskeletal Casting and Splinting	A, B, C, AB, BC	60	40			Exam 1 (60) Exam 2 (0)		

| M3B726228 | Working with Vulnerable Populations | A, B, C | 20 | | 100 | | | | |

EXIT AWARD: BSc Professional Studies in Nursing

SHE Level 4

Module Code	Module Title	Trimester	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Practical)	Ex2 (Exams Office)	Ex3 (Class Test)
MHB726190	Advancing Practice and Practices: Learning at Work	A, B, C	20	60	40				
MHB726191	Advancing Practice and Practices: Learning at Work	AB, BC	40	60	40				
MHB726246	Anaesthetic Practice	A, B, C	20	0	100				
MHB726197	Becoming an Emergency Nurse Practitioner	AB	40	50			50		
MHB726201	Critical Care Nursing	A, B, C	20	100					
MHB726203	Deteriorating Adult Patient	A, B, C	20	100					
MHB726207	Education in Health and Social Care	A, B	20	100					
MHB726214	Enhancing Palliative and End of Life Care	A, B	20	100					
MHB726250	Fundamentals of Public Health	A, B	20	100					
MHB726124	Global Health	B, A, C	20	100					
MHB723330	Global Health	B	20	40	60				

Code	Title	Grades	Credits							
MHB726252	Introduction to Contemporary Community Nursing	B	20	100						
MHB726195	Major Illness – Assessment & Immediate Management	CA, SCA	40	50				50		
MHB726234	Minor Injury – Assessment & Immediate Management	CA, SCA	40	50				50		
MHB726121	Nursing Honours Dissertation	AB	40	100						
MHB723328	Nursing Honours Dissertation	AB, A	40	100						
MHB726258	Paediatric Cardiac Nursing	AB, BC,CA, SCA	40	40	60					
MHB726256	Paediatric Critical Care Nursing	A, B, C	20	100						
MHB726248	Post Anaesthetic Practice	A	20	0	100					
MHB726147	Prescribing for Healthcare Practitioners	A, B	40	50					50	0
MHB726212	Safe Scrub and Circulating Practice	A, B, C	20	0	100					
MHB726223	Supporting Anticipatory Care	A, B	20	100						
MHB726225	Supportive Care at End of Life	A, B	20	100						
MHB726227	Symptom Assessment and Management in Palliative Care	A, C	20	100						
MHB726229	Working with Vulnerable Populations	A, B, C	20	100						
EXIT AWARD: BSc(Hons) Professional Studies in Nursing										