

Undergraduate Programme Specification

BSc Nursing Studies (All Fields)

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's [Quality Assurance](#) processes.

1. GENERAL INFORMATION			
Programme Title	Bachelor of Science in Nursing Studies: Adult Nursing; Child Nursing; Learning Disability Nursing; Mental Health Nursing		
Final Award	Bachelor of Science in Nursing Studies Registered Nurse – Adult Nursing (RN1); or Bachelor of Science in Nursing Studies Registered Nurse – Child (RN8); or Bachelor of Science in Nursing Studies Registered Nurse – Learning Disabilities (RN5); or Bachelor of Science in Nursing Studies Registered Nurse – Mental Health (RN3)		
Awarding Body	Glasgow Caledonian University		
School	Health and Life Sciences		
Department	Nursing and Community Health		
Mode of Study	Full-time Part-time Online Distance Learning		
Location of Delivery	Glasgow Campus London Campus		
UCAS Code	Adult B740; Child B730; Learning Disability B761; Mental Health B760		
Accreditations (PSRB)	Nursing and Midwifery Council through Quality Assurance Agency		
Period of Approval	From:	September 2025	To: August 2030

2. EDUCATIONAL AIMS OF PROGRAMME

The BSc Nursing Studies aims to develop graduate nurses who are able to deliver person-centred, safe and effective care, working with other professions and agencies to address people's needs in an ever-changing and complex health care environment. At the point of registration nurses should be skilled practitioners able to deliver competent, safe, effective and compassionate care for people of all cultures, backgrounds and beliefs. The programme will prepare students to demonstrate competence and confidence in achieving the NMC (2018) standards ensuring that they can:

- Utilise a broad range of skills, attitudes and behaviours, and integrate a broad knowledge base, operating as thoughtful, autonomous, flexible and creative practitioners as they maintain and promote the health and wellbeing of individuals, families, communities and populations across the lifespan.
- Seek out every opportunity to practice safe, high quality, empathic, person centred care, exhibiting the necessary values, qualities and skills, and utilising reflective practice and intelligent kindness to underpin practice.
- Assess, plan, implement, deliver and evaluate care in any healthcare setting, demonstrating professional competence and accountability, developing a caring, therapeutic relationship, based on values such as dignity and respect.
- Coordinate care with a range of patients, clients, service users and their families from all cultures, backgrounds and beliefs, situated at different points of the spectrum of complexity.
- Empower people, communities and populations to exercise choice, take control of their own health and support them in managing their own care
- Recognise the national and global and environmental context of nursing practice within 21st century health and social care.
- Act as independent, resilient learners, exercising rigorous and independent thinking, and an appreciation of the art and science of nursing, while demonstrating an ability to critically analyse and apply best evidence to nursing practice.
- Have emotional intelligence and resilience to manage their own personal health and wellbeing
- Have a responsibility for learning with service users, educators and their peers and engage with education as an active, reflexive, lifelong process.
- Develop personal, professional and academic competence and abilities, clinical reasoning and decision-making skills to enable them to undertake ethical and non-discriminatory nursing practice.

- Develop a professional identity in order to make a positive contribution to working in partnership within an interprofessional context, to lead, delegate, supervise, challenge, improve and commission healthcare delivery.
- Operate as change agents within a variety of care settings, developing leadership qualities, and an ability to lead quality improvement and service development to improve patient experiences and outcomes as agreed at local and national levels.

3. 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;

- A1 Demonstrate health and social care related knowledge and understanding to support safe, effective person-centred nursing practice
- A2 Explore the impact of the social, cultural, economic and political context in the provision of health care to individuals and communities
- A3 Apply the principles of professionalism, ethics, the law, and human values to providing non-discriminatory nursing practice
- A4 Evaluate the predisposing factors which relate to ill health in order to promote recovery and well-being in individuals and their families
- A5 Apply knowledge of life, social and behavioural sciences in underpinning nursing practice and in the maintenance and promotion of health

B: Practice: Applied knowledge, skills and understanding;

- B1 Adopt an approach to nursing that is evidence-based, safe, effective and person-centred demonstrating compassion, creativity, cultural sensitivity, competence and confidence
- B2 Safely demonstrate the skills required to provide and deliver safe, high quality person-centred care whilst maintaining dignity and promoting health and well-being
- B3 Plan, implement and evaluate care in accordance with their chosen field of practice to manage complex and co-existing needs for people who require care in any setting, including hospital, community and at home
- B4 Demonstrate an ability to manage coordinated and individual care for those with planned and unplanned health needs
- B5 Apply principles of health improvement with individuals, groups and communities, to influence health and well-being

C: Generic cognitive skills;

- C1 Demonstrate sound judgement in decision making and the ability to think critically in relation to nursing care, drawing on a range of sources

- C2 Demonstrate the use of research skills that contribute to health care research and inform and improve the quality of care
- C3 Critically appraise issues relating to professional practice in health and social care
- C4 Apply a solutions focused approach to the resolution of problems within a collaborative framework
- C5 Demonstrate a commitment to lifelong learning, professional development and the ability to reflect on the actions of self and others in relation to the provision of safe and effective practice.
- C6 Develop a critical and culturally sensitive approach to nursing theories, concepts and practice

D: Communication, numeracy and ICT skills;

- D1 Utilise appropriate communication and interpersonal skills to develop and maintain therapeutic relationships with patients, clients and carers
- D2 Work in partnership with inter-professional groups and as part of a team, supporting and leading health and social care decision making in collaboration with patients and their families
- D3 Utilise a range of digital information and technologies to record information within ethical and legal frameworks
- D4 Demonstrate numeracy skills that ensure safe effective person centred care is delivered
- D5 Promote integrity, honesty and regard for others regardless of context

E: Autonomy, accountability and working with others.

- E1 Exercise autonomy, accountability and initiative in caring for individuals, groups and communities at a professional level in practice
- E2 Demonstrate leadership through guiding, supporting and motivating individuals
- E3 Practise in ways that show awareness of own and others' roles and responsibilities
- E4 Seeking guidance where appropriate, manage ethical and professional issues in accordance with the code and the duty of candour
- E5 Demonstrate the ability to work effectively with others as part of an interdisciplinary and interagency team, and in partnership with people, families and carers

4. LEARNING AND TEACHING METHODS

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches may include the following:

- Lectures
- Seminars and Tutorials
- Practical classes
- Placements
- Simulation experiences
- Groupwork
- Flipped classroom approaches
- Online learning

The above approaches may be delivered either in person or online as appropriate and determined at module level by the Module Leader.

5. ASSESSMENT METHODS

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods may include the following:

- Written coursework (essays, reports)
- Oral coursework (presentations)
- Practical Assessment (Placement, OSCE)
- Group work (TOSPE)
- Poster Presentations
- Online Examinations

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

6. ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

The Course webpage specific to this Programme is:

- Adult: <https://www.gcu.ac.uk/study/courses/undergraduate-nursing-studies-adult-glasgow#entry-requirements>
- Child: <https://www.gcu.ac.uk/study/courses/bsc-nursing-studies-child-glasgow>
- Learning Disability: <https://www.gcu.ac.uk/study/courses/undergraduate-nursing-studies-learning-disability-glasgow>
- Mental Health: <https://www.gcu.ac.uk/study/courses/undergraduate-nursing-studies-mental-health-glasgow>

All students entering the programme are required to adhere to the [GCU Code of Student Conduct](#).

7. PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS¹

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
M1B726076	Foundations of nursing practice	Core	7	20	0	100	0
M1B726077	Introduction to nursing and professional values	Core	7	20	100		
M1B726078	Introduction to nursing care throughout the lifespan	Core	7	20		50	50
M1B726079	An introduction to evidence based practice	Core	7	20	100		
M1B730629	An introduction to nursing practice (Adult)	Core	7	20	100		
M1B730632	An introduction to nursing practice (MH)	Core	7	20	100		
M1B730631	An introduction to nursing practice (LD)	Core	7	20	100		
M1B730630	An introduction to nursing practice (Child)	Core	7	20	100		
M1B726082	Practice learning experience Part 1	Core	7	20			100
M2B726083	Understanding excellence in care	Core	8	20	100		
M2B726084	Approaches to Unscheduled Care in Adult Nursing (A)	Core	8	20		20	80
M2B726086	Approaches to Nursing Care for adults with long-term conditions (A)	Core	8	20	80	20	
M2B726093	Health protection and patient safety (C)	Core	8	20	100		
M2B726092	Providing and Evaluating Care (C)	Core	8	20			100
M2B726094	Promoting personal outcomes for people with complex needs (LD)	Core	8	20			100
M2B726095	Developing partnerships with people with learning disabilities, families and other professionals (LD)	Core	8	20		100	
M2B726097	Recognising emotions, stress and psychopathology to enhance care and treatment in mental health nursing (MH)	Core	8	20	100		
M2B726096	Understanding skills of health protection and patient safety within a mental health nursing context (MH)	Core	8	20			100

¹ Periodically, programmes and modules may be subject to change or cancellation. Further information on this can be found on the GCU website here: <https://www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures>

M2B730637	Health, wellbeing and inequalities	Core	8	20	100		
M2B726104	Practice learning experience Part 2a	Core	8	20			100
M2B726106	Practice learning experience Part 2b	Core	8	20			100
M3B726107	Delivering evidence-based nursing care	Core	9	20	100		
M3B726109	Delivering complex adult nursing care (A)	Core	9	20			100
M3B726111	Leading and managing adult nursing care (A)	Core	9	20	100		
M3B726112	Complex needs and interventions (C)	Core	9	20			100
M3B726113	Developing leadership and management skills for the future graduate (C)	Core	9	20	100		
M3B726115	Practice Leadership and Care Coordination in Learning Disability Nursing (LD)	Core	9	20		100	
M3B726114	Forensic learning disability nursing (LD)	Core	9	20			100
M3B726116	Complex care in mental health nursing (MH)	Core	9	20			100
M3B726117	Developing Leadership and Management skills for the Future Graduate: Mental Health (MH)	Core	9	20	100		
M3B025797	Understanding Professional Teams and Leadership	Core	9	20	100		
M3B726118	Practice learning experience Part 3a	Core	9	20			100
M3B726119	Practice learning experience Part 3b	Core	9	20			100

A = Adult; C = Child; LD = Learning Disability; MH = Mental Health

Students undertaking the programme on a full-time basis commencing in September of each year will undertake the modules in the order presented above. This may be subject to variation for students commencing the programme at other times of year (e.g. January) and/or undertaking the programme on a part-time or distance learning mode of delivery.

The following final and early Exit Awards are available from this programme²:

Certificate of Higher Education *achieved upon successful completion of 120 credits*

Diploma of Higher Education - *achieved upon successful completion of 240 credits*

² Please refer to the [GCU Qualifications Framework](#) for the minimum credits required for each level of award and the Programme Handbook for requirements on any specified or prohibited module combinations for each award.

Bachelor of Science *achieved upon successful completion of 360 credits*

Registered Nurse – Adult Nursing (RN1); Registered Nurse – Child (RN8); Registered Nurse – Learning Disabilities (RN5); Registered Nurse – Mental Health (RN3) - *The minimum award allowing registration with the Nursing and Midwifery Council for a pre-registration nursing programme is a bachelor's degree achieved upon successful completion of 360 credits*

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at: <https://www.gcu.ac.uk/aboutgcu/services-and-facilities/qualityassuranceandenhancement/regulations-and-policies>

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

Case Number	Exception	Details
133	English Language Entry Requirements	IELTS 7.0 with no element less than 6.5 (exceptions for int students in UK for min 3 years with min HNC)
197	UG Assessment Regs: Section 13.1	Minimum 40% pass mark for all elements of assessment (<i>only applies to 2020 version of programme</i>)
198	UG Assessment Regs: Section 14.1	Maximum 2 attempts at clinical assessment
199	UG Assessment Regs: Section 13.2	No compensation
200	UG Assessment Regs: Section 23	No Aegrotat Awards
208a	UG/TPG Assessment Regs: Section 13.1	IPE Modules (SCQF 8, 9, 11): Minimum 40%/50% pass mark for all elements of assessment.

227	Assessment Regs - Taught Progs: Section 9.1, 9.2 & 9.3	Early Retrieval – students are permitted to undertake early retrieval at an earlier assessment diet, should they wish to do so subject to eligibility criteria
248	Fit to Sit declaration process (Section 1 of Fit to Sit policy only)	Exemption from Fit to Sit declaration process (Section 1 of Fit to Sit policy only) for all placement/work-based/practice-based learning (placement/WBL/PBL) assessment components in modules that are undertaken in the clinical or professional workplace environment (including simulated environments where the number of hours/days contribute to the total number of placement hours required on a programme and that are concerned with the direct assessment of professional skills, competency and abilities in practice.

VERSION CONTROL (to be completed in line with AQPP processes) Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.			
<i>Version Number</i>	<i>Changes/Updates</i>	<i>Date Changes/Updates made</i>	<i>Date Effective From</i>
1.0	PSP created on template as part of programme review	March 2025	Sept 2025
1.1	Minor update to correct a typo in the programme structure	May 2026	May 2026
1.2	Addition of missed exception which was already in place	Jul 2026	Jul 2026