

PROGRAMME SPECIFICATION PRO-FORMA (PSP)

1. GENERAL INFORMATION

1. Programme Title:	BSc (Hons) Nursing Studies: Adult Nursing; Child Nursing; Learning Disability Nursing; Mental Health Nursing; Dual Child/Learning Disabilities Nursing
2. Final Award:	Bachelor of Science (Hons) Nursing Studies Registered Nurse – Adult Nursing (RN1) or Bachelor of Science (Hons) Nursing Studies Registered Nurse – Child (RN8) or Bachelor of Science (Hons) Nursing Studies Registered Nurse – Learning Disabilities (RN5) or Bachelor of Science (Hons) Nursing Studies Registered Nurse – Mental Health (RN3) Bachelor of Science (Hons) Nursing Studies Registered Nurse – Child (RN8)/Learning Disabilities (RN5)
3. Exit Awards:	Bachelor of Science Nursing Studies: Registered Nurse – Adult Nursing (RN1) or Registered Nurse – Child (RN8) or Registered Nurse – Learning Disabilities (RN5) or Registered Nurse – Mental Health (RN3) Diploma in Higher Education (unnamed) Certificate of Higher Education (unnamed)
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	6 th May 2015
6. School:	Health and Life Sciences
7. Host Department:	Nursing and Community Health
8. UCAS Code:	Adult B740; Child B730; Learning Disability B761; Mental Health B760; Dual tbc
9. PSB Involvement:	Nursing and Midwifery Council through Mott MacDonald
10. Place of Delivery:	Glasgow Caledonian University, Public and Independent Health Care Providers
11. Subject Benchmark Statement:	Nursing
12. Dates of PSP Preparation/ Review:	May 2015

2. EDUCATIONAL AIMS OF THE PROGRAMME

The programme aims to develop professional 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 diverse cultures. The programme will prepare students to demonstrate competence and confidence in achieving the NMC (2010) standards ensuring that they:

- Utilize a broad range of skills, attitudes and behaviours, and integrate a broad knowledge base, operating as thoughtful, autonomous, flexible and creative practitioners as they improve and maintain the health and wellbeing of individuals, families, communities and populations
- 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
- Within the planning, implementation and delivery of care, demonstrate professional competence and a caring, therapeutic relationship, based on values such as dignity and respect, with a range of patients, clients, service users and their families from diverse cultures situated at different points of the spectrum of complexity
- 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 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 through quality improvement and service development to improve patient experiences and outcomes as agreed at local and national levels

Adult Field Philosophy

The adult field programme has been designed to enable students to acquire the competencies required for registration as an adult nurse and to develop the knowledge, skills and attitudes that are required to deliver care in an evolving health care environment. The adult field pathway aims to produce students who are able to become managers and leaders within nursing and health care delivery in the contemporary global context. The person centred approach, explicit within the programme strives to develop nurses who place the patient at the centre of decision making, promoting dignity, care and compassion; delivering excellent evidence-based care in all care settings. Adult graduate nurses will be able to contribute to public health outcomes through

education and health improvement interventions, and to be autonomous, confident and knowledgeable. Adult nursing requires practitioners to be safe, effective and efficient, able to work in partnership with a range of health and social care professionals.

Students will be encouraged and challenged to work with contemporary approaches to health and social care, implementing models of holistic assessment, co-production and assets based approaches to assess, plan, implement and review care and nursing management effectively. Students will be encouraged to meet the needs of patients, clients and service users in a range of primary and secondary care settings. The programme recognises the changing nature of contemporary health care provision with a move from hospital-based settings to more intermediate and community-based care provision, reflecting on the health needs of individuals, communities and the wider population. There is recognition by the programme team of the need to produce graduates equipped with sound knowledge of pathophysiology, pharmacology, communication skills, promotion of health and wellbeing, competence in core nursing skills and an ability to meet the health care needs of an increasing, ageing population. Therefore students will undertake practice learning in a range of clinical placements in which they will develop the requisite skills, knowledge, attitudes and an awareness of challenges and issues in contemporary care delivery. Learning will incorporate discussion related to person and family centred care across the lifespan, reflecting on health improvement strategies from birth through to end of life.

Clinical and academic skills will be developed throughout the programme, the graduate nursing student will acquire a range of key skills including, numeracy, critical thinking, cultural competence, IT and research to enhance work readiness. Adult nursing graduates will gain knowledge and competence in managing, co-ordinating, and supporting continuity of care.

Child Field Philosophy

The graduate children's nurse will harness individual and community health assets, evidence based practice, and the principles of safe, effective and compassionate care in order to lead, and deliver health care to future generations of children and their families, at a local, national and global level in line with the NHS Scotland 2020 vision for Health and Social Care (Scot.gov, 2015) and World Health Organisation guidelines (WHO, 2015).

The children's nursing programme aims to provide an environment that promotes safe, effective and compassionate nursing care, and inspires academic inquiry of nursing practice and theory.

As the nature of contemporary health care delivery and management evolves, moving into partnership with social care, the diversity of environments in which the children's graduate nurse will practice is expanding. To prepare for this students are provided with a range of clinical practice placements across primary, secondary and community care. Child, family and community health is protected and enhanced through health promotion and protection, students will explore how government policies such as the NHS Scotland Universal Child Health Programme (isdscotland.org, 2015) and Getting it Right for Every Child (Scotgov, 2008), support and underpin health promotion and protection activities.

Children's nursing incorporates the promotion, protection and optimisation of the health and self-care abilities of children and their families. Partnership and alliance building are central tenets to children's nursing, fostering the development of therapeutic relationships with children and their families. Children's nurses employ advanced communication skills in order to empower children, young people and their families to make informed health care choices, and provide dialogue driven holistic child and family centred nursing care.

The programme team, in partnership clinical mentors, provides an environment where the student children's nurse can actively develop theoretical knowledge, critical thinking and decision making, and clinical proficiency in children's nursing, and associated disciplines, within a simulating and safe atmosphere. As the students progress through the programme they will develop a comprehensive knowledge of pathophysiology, pharmacology, communication skills, promotion of health and wellbeing, competence in core nursing skills and an ability to meet the health care needs of an increasingly diverse population. Students will promote and advocate the rights of children and young people in all settings, engaging with children and young people, and their families to provide a means for them to convey their opinions and feelings about their care, and use this information to assess needs, plan, deliver, evaluate and commission health and social care.

Learning Disability Field Philosophy

The learning disability field philosophy is underpinned by the organising principles of the UK Modernising Learning Disabilities Nursing Review (Scottish Government, 2012) which focuses on strengthening the capacity, strengthening capability, strengthening quality and strengthening the profession. Learning disability nursing is fundamentally about working alongside people with learning disabilities, their families and carers to promote their health and well-being, enable inclusive lifestyles, develop and sustain relationships and empower individuals. Nurses within this field place people at the centre of care to ensure individuals are fully involved in all aspects of planning and intervention, while also acknowledging the critical contribution of family and informal carers as being central to nursing practice.

The values and rights base of learning disability nursing is the key element of the LD pathway, underpinning practice and the foundation for the delivery of person centred, safe and effective care, support and interventions. This includes supporting the person's control and choice over their own life and services through empowering people with learning disabilities, their families and carers and relinquishing control. Learning Disability (LD) nurses work to recognise diversity, challenging inequality and inequity by supporting people with learning disabilities to use the same services and have the same opportunities and entitlements as anyone else. Using a person-centred approach, LD nurses will work to ensure meaningful engagement with the clients, service users and carers demonstrating a strengths-based approach to focus on existing strengths, skills, talents and resources and increasing personal competence.

Students will develop an understanding of the health-focused approach, focusing on the person's health and well-being to enable inclusive lifestyles. LD nurses value the whole person and the diversity of people who support and sustain him or her. Appreciating the contribution of families and carers and, where possible, enhancing the contribution of others, nurses will work in partnership to achieve maximum independence.

Mental Health Field Philosophy

The mental health field has been created to enable students to acquire the competencies required for registration as a mental health nurse and to develop the requisite values, attitudes, beliefs, knowledge and competencies required for the delivery of contemporary mental health practice.

The programme aims to produce recovery oriented, strengths based practitioners who work in a truly person centred way. Mental health nursing is crucially about building relationships and working in collaboration with people in order to assess, plan, implement and evaluate care. Advanced skills in communication, engagement and therapeutic responding are essential as are, self-awareness and emotional intelligence. Students are able to acknowledge, respect and value the person as an expert in relation to their own experience of mental ill-health and seek to identify the strengths, capabilities, aspirations and goals of the individual and their family/carers in order to overcome the challenges and distress associated with mental illness.

The team recognise the adverse effects of early childhood trauma and gender based violence on mental health and wellbeing and the need to produce mental health nurses who are trauma informed and psychologically literate in order to have the skills and competencies to be able to respond effectively to the needs of people affected by this.

Mental health nursing students are able to recognise the importance of physical health and wellbeing and the impact this has on mental health. They will have the skills and knowledge to be able to respond to basic physical health needs of people and be able to advise on healthy lifestyle choices. Their practice will adopt the spirit of motivational interviewing to support individuals to make health promoting changes.

Mental health nurses will recognise the importance of personal responsibility and authority in relation to their own practice. They will function as role models for best practice and have the ability to lead by example and drive forward changes which lead to enhanced care across all levels of service delivery. They will also value the need for clinical supervision in order to maintain reflective, safe and effective mental health care practice.

Through the diversity of specialist placement experiences offered to students throughout the programme, students will gain a broad knowledge and understanding of mental health service delivery across the lifespan. They will be flexible and adaptable and be able to work across all areas of mental health including primary and secondary care, voluntary and 3rd sector organizations and from a national and international perspective.

Service users and carers are key partners in the delivery of the mental health education. This is to promote a deeper knowledge and insight in to the realities of living with a mental health problems. It also ensures that teaching is authentic and realistic and grounded in human experience, thus leading to increased levels of care which is compassionate, empathic and person centred.

Dual Registration Learning Disabilities/Child Field Philosophy

The dual registration learning disabilities/child field programme has been designed to enable students to acquire the competencies required for registration as a dual registered learning

disabilities/child nurse and to develop the knowledge, skills and attitudes that are required to deliver care in an evolving health care environment. The pathway aims to produce students who are able to become practitioners within a flexible nursing work force, working multi-professionally with cross field knowledge. Dual qualified nurses will have a mastery of core skills, knowledge and attitudes and an ability to work with a variety of client groups in acute and community settings. As the population of people with learning disabilities is increasing across the UK and internationally, the graduate learning disability and children and young people's nurse will harness individual and community health assets, evidence based practice, and the principles of safe, effective and compassionate care in order to lead, and deliver health care to future generations of children and their families, within an integrated care setting, at a local, national and global level in line with government strategies.

The evolving nature of contemporary health care delivery and management has resulted in expanding opportunities for the learning disability and children and young people's graduate nurse. To prepare for this students are provided with a range of clinical practice placements across primary, secondary and community care. Learning disability and children and young people's nursing incorporates the promotion, protection and optimisation of the health and self-care abilities of children, young people, adults and their families. Partnership and alliance building are central tenets to children's nursing, fostering the development of therapeutic relationships with children and their families. Learning disability and children and young people's nurses employ advanced communication skills in order to empower children, young people and their families to make informed health care choices, and provide dialogue driven holistic child, young person, person and family centred nursing care.

Students will be encouraged to develop theoretical knowledge, critical thinking and decision making, and clinical proficiency in learning disability and children and young people's nursing, and associated disciplines, within a simulating and safe atmosphere. As the students progress through the programme they will develop a comprehensive knowledge of pathophysiology, pharmacology, advanced communication skills, promotion of health and wellbeing, competence in core nursing skills and an ability to meet the health care needs of an increasingly diverse population.

3. INTENDED LEARNING OUTCOMES

The BSc (Hons) Nursing Studies 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. Intellectual skills
- C. Professional/practical skills
- D. Transferable/key skills

3A KNOWLEDGE AND UNDERSTANDING

- A1 Synthesize health and social care related knowledge and understanding to support 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 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 health promotion

3B INTELLECTUAL SKILLS

- B1 Demonstrate sound judgement in decision making and the ability to think critically in relation to nursing care
- B2 Demonstrate the use of research skills that contribute to health care research and inform practice development
- B3 Critically appraise issues relating to professional practice in health and social care
- B4 Apply a solutions focused approach to the resolution of problems within a collaborative framework
- B5 Demonstrate a commitment to lifelong learning, independent thought, reflective practice and professional development
- B6 Develop a critical and culturally sensitive approach to nursing theories, concepts and practice

3C PROFESSIONAL/PRACTICAL SKILLS

- C1 Adopt an approach to nursing that is evidence –based and person-centred demonstrating compassion, creativity, cultural sensitivity, competence and confidence
- C2 Demonstrate effectiveness in the provision and delivery of safe, high quality person-centred care whilst maintaining dignity and promoting health and well-being
- C3 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
- C4 Demonstrate an ability to manage coordinated and individual care for those with planned and unplanned health needs
- C5 Apply principles of health improvement with individuals, groups and communities, to influence health and well-being

3D TRANSFERABLE/KEY 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 an awareness of and commitment to the principles of lifelong learning and professional development

D5 Promote integrity, honesty and regard for others regardless of context

Strategy for Learning (SfL)

The University aims to provide a high quality, intensive and flexible learning and teaching environment that maximises the use of new and emerging technologies. Central to this approach is the University's Strategy for Learning (2013-2018). The Strategy has been developed through a consultative process with staff, students, college partners and employers and is informed by international and national developments and effective practice in learning, teaching and assessment.

The Strategy for Learning has taken cognisance of the changing landscape within Higher Education in terms of the external and internal environment; the changing needs of employers, the economy and society and the changing demands and expectations of its students. Essentially, the SfL articulates a commitment to providing an outstanding, inclusive learning environment underpinned by curiosity-driven research. All aspects of the strategy are intended to contribute a single aim:

to develop graduates who will be proficient in their discipline, enterprising, responsible and capable of fulfilling leadership roles in different organisational and cultural contexts (GCU, 2013)

The SfL recognises and embraces the diversity of GCU students' current and potential along with a commitment to the participation, progression and success of all students regardless of background. Consequently, application of the SfL within the BSc (Hons) Nursing Studies will build on the attributes students bring and channel them to create nurses who are global citizens able to contribute economically and socially to the communities they serve. Achievement of this outcome will be realised by preparing students through developing divergent, creative, responsible and entrepreneurial thinking applied to real-world problems. An engagement-led approach to learning is taken and enhanced through utilisation of the work of Healey (2014) and Dunne and Zandstra (2011). Their student engagement framework regards students as partners in learning and teaching in higher education who act as change agents, co-partners and co-designers in all aspects of curriculum design. Such an approach allows students to:

- Gain access and use subject knowledge in the most creative, effective and appropriate manner
- Make full use of developments in digital technologies to enhance learning, teaching or assessment practice
- Utilise an innovative range assessment instruments, which fairly and accurately assess the learning outcomes of each module.
- Furthermore, the construction of knowledge and skills will be enhanced through inter-professional collaboration with service users, carers, students and practitioners from a range of professions. This will support relevant, contextual learning opportunities and contribute to the promotion of collaborative practice.

Learning and Teaching Approaches (LTAS)

The LTAS for the routes to registration recognises the importance of learners building upon existing knowledge and skills. Students are encouraged to use their initiative and develop their self-directed learning skills while being given the opportunity to reflect on practice and develop professional skills. The LTAS embraces a range of pedagogical approaches to promote the development of knowledge, intellectual, professional and transferable skills. This encompasses a blended mixture of discursive, interactive and reflective components with the focus clearly on the integration of theory and practice.

A variety of teaching and learning methods will be employed including online learning materials such as the use of social media to support learning, video streaming lectures, flipped classroom utilising digital technology, as well as textwall, GCULearn, padlet, Youtube, soundcloud, storify, clickers and patient stories. In addition, use will be made of more traditional approaches; including, modified lectures, synchronous and asynchronous online group discussion, student-led face-to-face seminars, small group tutorials (which may be multimodal), peer learning and teaching, experiential learning through simulation and laboratory practicals, interactive workshops, enquiry-based learning, directed study, and complementary independent learning.

Assessment Approaches

Assessment is viewed as an integral, core element, of the learning process. It means that students are encouraged to discuss, interpret, analyse and evaluate information at a depth appropriate for their academic level, and in doing so, become active, self-directed participants in the educational process.

The BSc (Hons) Nursing Studies programme offers students the opportunity to undertake a wide range of stimulating and challenging university and practice based activities in which transferable/key skills may be developed and learning outcomes assessed. To create an education environment, which facilitates this, students will engage and work with module leaders, associate lecturers and/or the Programme Lead. The types of authentic assessment, which encourage the integration of theory and practice include care studies, essays, patchwork assessments, reflective portfolios, OSCA's and OSCE's, examinations, seminars, presentations, debates, viva's, projects and dissertations. The Programme and Module Handbooks contain assessment matrices so that students can benchmark their work and appreciate the criteria being used in the marking process.

The assessment strategy includes assessment by lecturers, clinical mentors and peers, which ensures that students receive feedback and feedforward from a wide range of perspectives. Feedforward facilitates an awareness of ways in which students can develop their abilities and attributes as they progress through their studies. To enhance learning and student engagement with the assessment process, modules may provide the student with opportunities to undertake and receive feedback following formative, as well as summative assessments. Feedback complies with GCU's policy of student performance feedback (GCU, 2014).

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

A = Adult; C = Child; LD = Learning Disability; MH = Mental Health; DR = Dual Registration; O = Optional

SCQF LEVEL 7		
Module Code	Module Title	Credits
M1B723321 (core)	An Introduction to Values and Rights Based Nursing Practice	20
M1B723324 (core)	An Introduction to Evidence Based Practice	20
M1B022653 (core)	Foundations of Interprofessional Practice	20
M1B723306 (core)	Nursing – Health, Health Improvement and Contemporary Health Care Delivery	20
M1B723331 (core)	Fundamental Skills for Nursing Practice	20
M1B723338 (core)	Practice Learning Experience Part 1 BSc	20
	Exit Award – Certificate of Higher Education	120

SCQF LEVEL 8		
Module Code	Module Title	Credits
M2B723318 (core)	Developing Values Based Nursing Practice	20
M2B723326 (core)	Understanding Evidence Based Practice	20
M2B023908 (core)	Working in Interprofessional Teams	20
M2B723307 (A)	Anticipatory and Alternative Approaches to Adult Nursing	20
M2B723312 (C)	The Context of Care for Children, Young People and Their Families	20
M2B723313 (LD)	Promoting Personal Outcomes for People with Learning Disabilities and Complex Health and Social Care Needs	20
M2B723314 (MH)	Human Response to Stress and Vulnerability	20
M2B723317 (A)	Developing Professional Skills for Practice (Adult)	20
M2B723319 (C)	Developing Professional Skills for Child Nursing Practice	20
M2B723332 (LD)	Optimising Health Assets for People with Learning Disabilities	20
M2B723333 (MH)	Understanding the Experience of Recovery in Mental Health	20
M2B723339 (core)	Practice Learning Experience Part 2 BSc	20
	Exit Award – Diploma of Higher Education	240

SCQF LEVEL 9		
Module Code	Module Title	Credits
M3B723320 (core)	Enhancing Values Based Nursing Practice	20
M3B723327 (core)	Applying Evidence Based Practice	20
M3B022651 (core)	Teams in Interprofessional Practice	20
M3B723309 (A)	Adult Nursing to Empower, Enable and Enhance Person-Centred Care	20
M3B723310 (C)	Continuing Conditions in the Context of Children's Nursing	20
M3B723311 (MH)	Psychosocial Interventions in Mental Health	20
M3B723315 (LD)	Promoting Health Equality for People with Learning Disabilities: Care Facilitation and Assessment	20
TBC (DR)	The Context of Care for Children, Young People and Their Families (Dual)	20
M3B723334 (A)	Consolidating Professional Skills for Nursing Practice (Adult)	20
M3B723335 (C)	Consolidating Professional Skills for Child Nursing Practice	20
M3B723336 (LD)	Risk Enablement in Learning Disability: Psychological Literacy and Positive Behaviour Support Skills	20

M3B723337 (MH)	Enhancing Skills for Mental Health Practice	20
TBC (DR)	Developing Professional Skills for Child Nursing Practice (Dual)	20
M3B723387 (core)	Practice Learning Experience Part 3 Entry to the Register	20
	Exit Award – Bachelor of Science Nursing Studies	360

SCQF LEVEL 10		
Module Code	Module Title	Credits
MHB723325 (core)	Advancing the Application of Values Based Nursing Practice in Health and Social Care	20
MHB723328 (core)	Nursing Honours Dissertation	20
MHB022652 (core)	Leadership in Interprofessional Teams	20
MHB723330 (core)	Global Health	20
MHB723499 (DR)	Care Facilitation and Assessment in Childrens', Young Peoples' and Learning Disability Nursing Practice	20
MHB723497 (DR)	Learning Disability and Child and Adolescent Mental Health (Dual)	20
M3B720107 (O)	The Sick Newborn	20
M3B71002 (O)	Working with Children and Adolescents with Mental Health Problems	20
M3B722979 (O)	Paediatric Critical Care Nursing	20
M3B723142 (O)	Fundamentals in Public Health Nursing	20
M3B722893 (O)	Introduction to Contemporary Community Nursing	20
M3B722893 (O)	Professional Perspectives in Learning Disability Nursing	20
	Final Award – Bachelor of Science (Hons) Nursing Studies	480

SCQF LEVEL 11		
Module Code	Module Title	Credits
MHB722361 (O)	Contemporary Leadership and Change Management in Health Care	20
MHB722985 (O)	Paediatric Critical Care Nursing	20
MHB722003 (O)	Fundamentals in Public Health Nursing	20
MHB720695 (O)	Introduction to Contemporary Community Nursing	20

5. STUDENT SUPPORT

The Programme Team

Support for students during their learning is provided by the programme team for the BSc (Hons) Nursing Studies. The team consists of the Programme Lead, Level Coordinators, Module Leaders and lecturers along with programme administrators. 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 mentors 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 a named Disability Advisor 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 on line 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 Base.

Student complaints

The University's Student Complaints and Grievance 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>

Student Induction and transition

The School organises an extensive Induction Programme to cater for the increasingly diverse home and international student intake. The School's Induction Group works within the University Student Experience Framework to ensure that the induction programme is student centred and encourages belonging, engagement and partnership, thus enhancing the student experience.

Through a mix of School/Departmental/Programme and centrally organised sessions, the Induction Programme addresses key areas of student transition such as social and academic integration, independent learning, student engagement and cultural diversity. Particular emphasis is placed on ensuring that students are not overloaded with information and that the induction process is student-centred focusing on student transition and the development of learning communities.

Within the Induction Programme, specific programmes of study are encouraged to develop subject specific activities to meet programme requirements (such as professional requirements, disclosure, vaccination, uniform fitting, fitness to practice, etc.) whilst allowing students the opportunity to engage in the diverse range of activities and opportunities that are offered across the University. Programme specific staff and the School's Learning Development Centre are key in delivering these programme specific sessions across the School, in addition to the nurturing of learning communities, peer support, and ensuring that responsibilities and expectations are clearly articulated.

Centrally co-ordinated induction sessions such as campus orientation, library orientation, ICT induction, and Freshers' Address are offered to all new students. During these sessions students are introduced to the centrally delivered Student Services; including, careers advice, Chaplaincy, childcare, disability, international student support, ICT support, library services, student counselling and student enterprise. Online support resources covering all of these aspects are also available to students prior to, during and after the induction period via the New2GCU website.

To encourage all students to engage with the University via the Class Representative and Students Leaders Programmes, the Students Association run short sessions introducing new students to the wide range of welfare services, sport and society activities, and volunteering opportunities offered by the association.

Academic Advice and Personal Development Planning

Ongoing support is provided to students throughout the duration of the programme via individual academic advisors. Students are supported to engage in academic advisory through the use of the GCU PPACT Academic Advising Standard. All students have a named academic advisor who will normally provide continuous support throughout their programme of study. Meetings should be

instigated at key points in the year, at assessment periods and at periods of transition. Mutual expectations are expressed and agreed at the outset. Students and academics should be clear about the purpose, nature and intended outcomes of the advising process, specifically the times, nature, duration and boundaries of the advising role. Staff and students should set clear boundaries and encourage communication through a mutually preferred method such as open office hours. Office hours should be consistent and publicised in advance. Students should meet with their academic advisor three times in an academic year; one meeting can be online. In the Department of Nursing and Community Health the academic advisor is also the student's link person for practice learning.

All students within the programme are expected to engage in the Personal Development Planning process (GCU, 2010). PDP provides an opportunity for students to develop their capacity for learning through focusing on reflection, reviewing, planning and responsibility for learning.

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University.

Programme Admission Requirements

All candidates must meet the minimum educational requirements agreed by the NMC for entry to pre-registration programmes and demonstrate evidence of recent study.

Academic requirements

Academic requirements include:

Highers: BBBB

Subjects: Essential – English and Science; Maths National 5

A level: BCC including Science plus GCSE English at B and Maths at C

ILC Higher B2 B2 B2 B2

IB Diploma 24 points

Candidates with approved equivalent qualifications will be considered on an individual basis.

Candidates whose native language is not English will be required to demonstrate English proficiency by gaining an English Language qualification; e.g., IELTS or equivalent. An IELTS (International English Language Testing Score) overall score of 7.0 is required.

Candidates with approved equivalent qualifications will be considered on an individual basis.

Flexible Entry: Credit Transfer and Recognition of Prior Learning (RPL)

GCU recognises that knowledge and skills can be acquired from a wide range of learning experiences, both formal and informal. Students at GCU should enter a programme at a level appropriate to their prior learning and qualifications. The university therefore encourages the recognition of Prior certified Learning, or credit transfer, and the Recognition of Prior informal

Learning as a means of providing entry to, or credit within, all of its programmes at both undergraduate and postgraduate levels. Such recognition will take place within the context of the Scottish Credit and Qualifications Framework (SCQF).

Students who offer an alternative to the University's minimum educational requirements will be considered on an individual basis. This may include implementation of GCU's Guidelines for Flexible Entry:

<http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/RPL%20at%20GCU%20Policy%20Revised%20June%202014.pdf>

Students on the BSc (Hons) Nursing Studies must also meet all the NMC programme requirements with regard to Standard 3: selection, admission, progression and completion. This requires recognition of prior learning of up to a maximum of 50 per cent of the programme in theory and/or practice, and that all the programme outcomes and requirements including the Directive 2005/36/EC for adult nurses are still met in full by the end of the programme.

Non Academic Entry Requirements

Acceptance on the programme is conditional until the candidate meets the following:

Professional requirements

Candidates must satisfy Nursing and Midwifery Council requirements for good health and good character. Candidates must be assessed as medically fit for nursing and satisfactorily pass a health screen. A general immunisation record will also be required.

A satisfactory Enhanced Disclosure Scotland screening is also required.

For international candidates and those who have lived and worked outside the UK, the PIN Safer pre- and post-employment checks process (NHS Scotland, 2007) will be utilised.

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)

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 Committee (APC)
- 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
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

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
- 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

Programme Specific Assessment Regulations

Introduction

The BSc (Hons) Nursing Studies Programme Board is governed by Glasgow Caledonian University Assessment Regulations for both taught postgraduate and undergraduate programmes:

<http://www.gcu.ac.uk/gaq/regulationsandpolicies/assessmentregulationsandassociatedpolicies/>

To receive their professional award and associated unclassified degree of BSc (Hons) Nursing Studies, the student must achieve:

- 120 points at SCQF 7
- 120 points at SCQF 8
- 120 points at SCQF 9
- 120 points at SCQF 10

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

Award-specific Assessment Regulations

The Glasgow Caledonian University Assessment Regulations apply to this programme with the following deviation/exception (awaiting approval).

Programme modules which detail an OSCE have, in accordance with departmental practice for programmes of learning linked professional nursing practice, a pass mark of 70%, which in relation to this programme will be detailed by GCU Exemptions Committee (Case number pending release by Examinations Office).

Exception: Section 13.1

For modules assessed by coursework and examination the overall pass mark for the module will be 40% subject to the attainment of a mark of at least 35% in each of the coursework and examination elements of the assessment; in cases where the coursework comprises two or more separate pieces of work, the 35% minimum attainment applies to every piece of coursework; in cases where the examination comprises two or more separate components, the 35% minimum attainment applies to every component of the examination.

Rationale

This Programme Specific Assessment Regulation is as a consequence of students on the programme exiting with an academic and professional qualification with the latter reflecting fitness to practice.

Deviation: Section 14

In accordance with university assessment regulations students are allowed three attempts at assessments at Level 7-9. With regards to clinical assessment, at the discretion of the assessment board candidates may normally be allowed up to two attempts in any one module.

Rationale

This Programme Specific Assessment Regulation is as a consequence of students on the programme exiting with an academic and professional qualification with the latter reflecting fitness to practice. Furthermore, 50% of the total programme is based on clinical practice with professional outcomes involving patient care with the emphasis being on 'safe practice' and where error must, at worst, be minimal.

Deviation: Section 13.2

No compensation will be allowable within the BSc (Hons) Nursing Studies programme. To be eligible for this award the student must pass all specified modules.

Rationale

Assessment strategies include summative assessment of the student's practice within specified modules and, in the light of professional and statutory requirements it is deemed inappropriate to allow compensation in modules which lead to a professional qualification.

Aegrotat Award: Deviation Section 23

The Assessment Board shall act in accordance with provisions set out in Sections 8.1, 23.3 and Consideration of Mitigating Circumstances Policy. However, where an Aegrotat award is recommended, this will not include the recommendation for Professional Registration with the Nursing & Midwifery Council normally associated with the achievement of the BSc (Hons) Nursing Studies academic award.

Rationale

The award of BSc (Hons) Nursing Studies programme attracts a professional qualification, which cannot be conferred unless all programme outcomes (theory and practice) are achieved

Withdrawal on Grounds of Fitness to Practice

Over and above the programme specific regulations, a student may be required to withdraw from the programme if he/she is deemed by the fitness to practice board and ratified by the assessment board to be professionally unsuitable or guilty of professional misconduct. A student, who fails to demonstrate appropriate standards of professionalism either at university or in the practice environment, may be considered to be professionally unsuitable. A student who is considered to have demonstrated professional misconduct will be one who:

- Has failed to abide by the Fitness to Practice Policy and the NMC Code
- And/or has Failed to meet the standards, policy, code of conduct laid down by partner organisations which provide practice education experience for the programmes hosted by the School and/or is unable to make the programme requirements despite reasonable adjustments.

Students will be required to declare at the commencement of each session his/her fitness to practice and good character through self-disclosure. In addition, prior to registration the programme leader will be required to verify the student's good health and good character for recommendation for entry to the register. Students will be informed that they have five years in which to register or record their professional qualification on programme completion. The programme leader will confirm with the NMC that requirements for good health and good character have been met at completion of the programme.

Progression and Awards

Decisions on academic progression and awards will be made by the BSc (Hons) Nursing Studies Assessment Board in September of each year.

NMC Progression points

The new Standards for pre-registration nurse education (NMC, 2010) identify skills and professional behaviours that a student must demonstrate in order to progress within a programme. The standards state that 'programme providers must ensure that there are two progression points, normally separating the programme into three equal parts' (NMC, 2010 p. 67). These criteria must normally be achieved during the student's practice learning experiences. Accordingly and taking cognisance of the accelerated nature of the programme, the first progression point will be inserted in September of Year 1 while the second one will be inserted in September of Year 2 coinciding with the BSc (Hons) Nursing Studies Assessment Board.

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

NMC Standards at point of registration

Prior to registration the programme leader will be required to confirm the student's good health and good character prior to recommendation for entry to the register. The programme leader will confirm to the assessment board that all NMC requirements have been met for each individual student by the end of the programme. This will include evidence of a sign-off in practice from a sign-off mentor in the final placement.

Students, when they complete a programme, will be informed within the programme handbook, final year 3 module handbook and via electronic mediums that they have five years in which to register or record a qualification leading to a mark on the NMC register. Students will also be informed of the additional requirements where there is a delay of six months or more between them completing the programme and applying for registration.

9. INDICATORS OF QUALITY AND STANDARDS

A wide range of indicators are used to evaluate the performance of the University, its programmes and their component parts. The range and type of performance indicators used to consider quality and standards within modules and programmes are outlined in the University's Quality Assurance and Enhancement Handbook. In addition, the programme is subject to periodic review by Mott MacDonald on behalf of the Nursing & Midwifery Council.

Two of the principal indicators of the performance of Schools/Departments within Scottish Universities are the Research excellence Framework (REF) and Scottish Higher Education Funding Council's periodic Enhancement Led Institution Review (ELIR). The successful outcome of the recent ELIR event in 2011 indicated that the School was performing very well across all areas with recommendations for continued enhancement.

The 2014 REF was very successful and demonstrated that the University's research in allied health ranked top in Scotland and was in the UK top 10. Seventy-five per cent of the School's research in Biomedical and Vision Sciences was internationally recognised, and submissions in Biomedical and Vision Sciences and in Psychology obtained the highest rewards in their subjects from any modern University in Scotland.

The University, School and Department seek to ensure that individual modules, which students undertake within programmes, are of high quality and maintain high standards. Within this context a module improvement plan is formulated following each module delivery and demonstrated within module monitoring reports. In addition, the programme team engage in biennial review to ensure quality enhancement and currency of all modules.

The Annual Programme Analysis supplied by the Programme Board demonstrates the overall health of the programme.

External Examiners and their reports are a critical feature of QA.

Other indicators include annual prizes awarded by Ross Hall Hospital, the Glasgow Biannual prize awarded to one student from Victoria Infirmary Glasgow Nurses League, The Jessie Main prize and UNISON prize.

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Approved Programme Document
- Programme Handbook
- Student Handbook
- Level Handbook
- University Website <http://www.gcu.ac.uk>
- School Website
- GCULearn
- My Caledonian
- University Prospectus

This specification provides a concise summary of the main 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.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: January 2015

Curriculum Map for Bachelor of Science (Hons) in Nursing Studies

PSMAP

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course, and provides a checklist for quality assurance purposes. It could also be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g., attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement.

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	
SCQF 7	M1B723321	An Introduction to Values and Rights Based Nursing Practice	X	X	X	X	X	X	X	X	X	X							X	X	X	X	
	M1B723324	An Introduction to Evidence Based Practice	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	
	M1B022653	Foundations of Interprofessional Practice	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X	
	M1B723306	Nursing – Health, Health Improvement and Contemporary Health Care Delivery	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	
	M1B723331	Fundamental Skills for Nursing Practice			X	X	X	X			X			X	X	X	X	X	X	X	X	X	X
	M1B723338	Practice Learning Experience Part 1 BSc			X	X	X	X			X			X	X	X	X	X	X	X	X	X	X
SCQF 8	M2B723318	Developing Values Based Nursing Practice	X	X	X	X	X	X	X	X	X								X	X	X	X	
	M2B723326	Understanding Evidence Based Practice	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X	
	M2B022650	Working in Interprofessional Teams	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	
	M2B723307	Anticipatory and Alternative Approaches to Adult Nursing	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	
	M2B723312	The Context of Care for Children/Young People & Their Families	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	
	M2B723313	Promoting Personal Outcomes for People with Learning Disabilities and Complex Health and Social Care Needs	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	

SCQF 10	MHB723325	Advancing the Application of Values Based Nursing Practice	X	X	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	X
	MHB022652	Leadership in Interprofessional Teams	X	X	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	X	X
	MHB723499	Care Facilitation and Assessment in Childrens', Young Peoples' and Learning Disability Nursing Practice	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X
	MHB723497	Learning Disability and Child and Adolescent Mental Health (Dual)			X	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X
	M3B720107	The Sick Newborn	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X
	M3B71002	Working with Children and Adolescents with Mental Health Problems	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X
	M3B722979	Paediatric Critical Care Nursing	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X
	M3B723142	Fundamentals in Public Health Nursing	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X
SCQF 11	M3B722893	Introduction to Contemporary Community Nursing	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	
	M3B722893	Professional Perspectives in Learning Disability Nursing	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	
	MHB720695	Contemporary Leadership and Change Management in Health Care	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X
	MHB722361	Introduction to Contemporary Community Nursing	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X
	MHB722985	Paediatric Critical Care Nursing	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X
	MHB722003	Fundamentals in Public Health Nursing	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X

