BSc / BSc (Hons)

PROFESSIONAL STUDIES IN NURSING

PROGRAMME SPECIFICATION PRO-FORMA (PSP)

JUNE 2014
Programme Specification Pro-forma (PSP)

GENERAL INFORMATION

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

2.1 Educational Aims of the Programme

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

The programme outcomes seek primarily to develop Registered Nurses, although some of the modules presented as the programme’s portfolio are also on offer to others working in the Health and Social Care workforce and importantly and strategically to student nurses in the final or second to final year of their pre-registration nursing programme at GCU because of their relevance to the career choices available to registered nurse (Community, Public
Health, Acute Care, End of Life), and the alignment the content with the School of Health and Life Sciences (HLS) research themes (Public Health, Long term conditions). The modules that comprise the portfolio offer relevance in terms of professional development, professional standards as well as choice.

The programme through its modular format will:-

- Permit the registered nurse to structure their own curriculum and in doing so review, refresh and enhance their professional practices and behaviours.

- Provide an applied and intellectual education in the relevant and contemporary areas of nursing and health care, which demonstrates an enquiring, critical, analytical and creative approach.

- Encourage the review of key International, National and local Government and health providers’ policies and perspectives.

- Encourage students to focus on the application of what they learn to their workplace or placement areas and to the wider context of health care delivery to help determine their preferred career pathways or career changes.

- Provide knowledge and skills that prepare students for specialist roles relevant to working in local, national and if appropriate international nursing services.

- Provide the opportunity for the development of personal transferable skills across different cultural, social and economic contexts.

- Provide a solid grounding for students who intend to undertake further study, either for a postgraduate degree, or professional qualifications.

- Stimulate and develop a scholarly approach to developing nursing theory and practice, utilising contemporary, challenging and relevant curriculum development;

- Provide students with a conceptual and applied understanding of contemporary nursing related theories, models, challenges, perspectives, processes and practices.

- Apply contemporary research to practice to ensure a sound evidence base.

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

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

Any nursing related degree should be designed to provide graduates with a thorough grounding in key skills and knowledge that assures both the profession and the public that all
nurses are academically excellent; share their knowledge across discipline and have cross
discipline knowledge, are leaders in the nursing communities, are attuned to cultural
diversity and are active global citizens, accepting of social and civic responsibilities (QAA
2013).

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

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  Intellectual Skills
C  Professional / Practical Skills
D  Transferable / Key Skills

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 that underpin nursing, health and healthcare.

A3 Demonstrate critical judgement, understanding and 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, high quality person-centred nursing
care.

A4 A critical awareness and understanding of current issues; including new insights at
the forefront of an academic discipline, field of study or area of professional practice.

A5 A comprehensive knowledge and critical understanding of applicable techniques for
research and advanced academic enquiry in a chosen area.

3B INTELLECTUAL SKILLS:
B1 Critically review, synthesize and develop knowledge relevant to nursing and nursing
related knowledge and skills.

B2 Critically analyse, evaluate and synthesise qualitative and quantitative information.

B3 Critically analyse contemporary thinking, research and nursing practice in a range of
care and care setting contexts.
B4 Utilise relevant information sources in an appropriate manner to develop original, creative and ethical solutions to nursing care challenges.

B5 Demonstrate original and creative responses to problems and apply the best possible evidence in practice.

B6 Demonstrate independent thought and a reflexive approach to learning in order to maximise personal development and the opportunity for progression to further studies.

3C PROFESSIONAL / PRACTICAL SKILLS:
C1 Adopt an approach to nursing that is evidence-based, demonstrating compassion, creativity, cultural sensitivity, competence and confidence.

C2 Demonstrate effectiveness in the provision and delivery of high quality nursing care.

C3 Contribute to the development 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 teaching.

C5 Participate as a leader and/or competent member of the multidisciplinary team, respecting the contribution of self and others.

3D TRANSFERABLE / KEY SKILLS:
D1 Cognitive and intellectual skills: critical thinking; reflection; creativity; problem solving and decision-making.

D2 Communication skills: written; oral; listening and presentational.

D3 Planning and time management: organising and planning work; self-management; independent working and working with others.

D4 Develop study and IT skills to underpin effective and continuing learning.

D5 Underpin professional practice through the application of research skills and integration of theory.

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

The programme comprises of a portfolio of over 80 modules. The modules have been developed on the premise that they provide a wide enough choice for the discerning nurse to progress their own personal and professional development in a direction that both enhances their knowledge and skills in key areas of nursing care and specialisms but also helps direct their career choices. The only mandatory module is the Honours level Dissertation for students on the BSc (Hons) Professional Studies in Nursing.
Students can opt to undertake the degree programme and also to progress to the honours route. Recognition of prior learning is used to determine entry point and advanced standing. RPL to a maximum of 50% of exit level when the degree is being undertaken is permitted. No RPL is permitted at honours level.

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

**Exit awards**

<table>
<thead>
<tr>
<th>Programme and Credits</th>
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<tbody>
<tr>
<td>BSc Professional Studies in Nursing</td>
<td>60 – 120 credits</td>
</tr>
<tr>
<td>BSc (Hons) Professional Studies in Nursing including:</td>
<td></td>
</tr>
<tr>
<td>MHB723056 Honours Dissertation (40 credits)</td>
<td>120 credits</td>
</tr>
</tbody>
</table>
Example of BSc / BSc Professional Studies in Nursing FULL TIME STUDY / Maximum RPL

Trimester A
• 20 SCQF points

Trimester B
• 20 SCQF points

Trimester C
• 20 SCQF points

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

Trimester A
40 OR 60 CREDITS

Trimester B
40 OR 60 CREDITS

Trimester C
40 CREDITS
BSc (Hons) Professional Studies in Nursing FULL TIME STUDY

Trimester A
40 CREDITS

Trimester B
40 CREDITS

Trimester C
Dissertation

BSc (Hons) Professional Studies in Nursing PART TIME STUDY

Trimester A
year 1 20 credits
year 2 20 credits

Trimester B
year 1 20 credit
year 2 Dissertation continuing in C

Trimester C
year 1 20 credits
4. SUPPORT FOR STUDENTS AND THEIR LEARNING

The School of Health and Life Sciences is committed to equipping students with the skills they require to become both successful students and competent practitioners. In implementing the University LTAS (2008-2015), the School acknowledges the diverse range of previous academic and practice experience and strives to enable every student to attain their highest possible level of professional and personal development. All of the programmes within the School attract students from a variety of educational backgrounds, including mature students and those who meet non-traditional entry requirements and students with specific needs. Each Department also has a disability / special needs advisor.

Academic Guidance provision within the School now aligns with the University’s Learner Support and Guidance Policy (GCU 2010), which aims to ensure that all students develop the cognitive and generic skills necessary to maximise their learning opportunities, academic, career and personal development. Students are appointed an academic advisor upon commencement of their studies in line with University policy and they provide appropriate support on a regular basis.

Additionally, within the School of Health and Life Sciences a team of Academic Development Tutors (ADTs) provide confidential, tailored student learner support, with referral to appropriate services if required. The ADTs adopt a flexible and shared approach that allows students to identify the skills that they would like to develop e.g. essay-planning, note taking, interpreting coursework feedback, balancing university with work and other commitments and revising effectively for exams. This is facilitated through embedded tutorials, lectures and seminars alongside a weekly workshop programme and drop-in sessions. The ADTs have also developed blended learning materials and web resources to support students in their development of graduate attributes. A mix of delivery methods ensures sufficient accommodation for students who have competing demands on their time and differing preferences in terms of mode of engagement and learning.

All activities follow an enhancement model to equip students with academic skills tailored to their programme. The ADTs adopt an academic literacy approach, making explicit to students the expectations that staff have of their work and providing progressive support as students develop the skills necessary to meet those expectations. The ADTs work closely with colleagues in academic roles throughout the School to develop a programme of activities which are both incremental in complexity, and delivered at a time when students need particular input. Key areas within the University’s Strategy for Learning such as inquiry based learning and reflection; RPL and WBL have been incorporated as core themes to flexible learning. The sessions also have a strong focus on the applicability of developing sound academic skills for clinical practice and lifelong learning as an evidence-based practitioner. The team also notes the strong role of emotion in learning and the impact this can have on student confidence and participation. Therefore there are aspiration and confidence raising elements to all activities.

The BSc Professional Studies in Nursing Programme team comprises of the Programme Leader, Module Leaders, deputy module leaders and where appropriate module tutors. The module leaders have wide ranging knowledge, skills and expertise in learning, teaching and assessment which supports programme delivery and aligns with meeting the needs of the various student populations who will access this programme. A designated programme administrator who provides additional expertise supports the programme. For students who are accessing modules that are part of the programme suite as CPD only or as the potential
initiation into the Programme will also have the support and access to a designated CPD administrator. Together the programme and CPD personnel offer advice and guidance to the students throughout the duration of their study. Included are issues such as:

- Advising applicants with respect to admission criteria.
- Providing information, guidance and support for Flexible Entry / RPL.
- Providing information and guidance during induction.
- Compiling a Programme Handbook which is issued at the beginning of their programme and posted on the GCU Learn site.
- Compiling a Module Guide for each module the student is undertaking.
- Developing and maintaining module and programme GCU Learn sites.
- Providing academic guidance and supervision in relation to formative and summative assessments.
- Providing written feedback on all submitted course work (formative or summative) in line with policy Feedback for Future Learning.
- Supporting students and clinical supervisors in relation to work related learning.
- Facilitating multiple communication channels for students via telephone, E-mail and GCU Learn.
- Offering opportunities for those students requiring additional support and
- Academic guidance.
- Utilising the services of the School Disability Advisor where appropriate.

Central services and facilities for students available within the University

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 include:

- 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/student/
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](http://www.gcu.ac.uk/allinclusive/index.html)

**Professional Requirements**

Applicants to the programme must evidence current Nursing registration. Registration status will be verified with the NMC 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. In cases where there is no history of recent educational experience, evidence of awareness of research methodologies and attainment of basic IT skills, applicants will be expected to enter into an RPL module which facilitates access to the Library and Learning Development Centre and the support of an RPL advisor. Applicants will undertake a directed study exercise, prior to the commencement of the programme, in order to gain the skills required for degree level learning.

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](http://www.gcu.ac.uk/allinclusive/index.html)).

This programme is normally a direct entry to Level 9 or Level 10 (SCQF Framework Appendix 3).

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 informal 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 GCU’s Recognition of Prior Learning (RPL) policy (revised in June 2013) will be adhered to.

All credits for Levels 7 and 8 and up to 50% of Level 9 are encouraged and confirmed using RPL processes.

A student can gain credit towards an award through a combination of prior informal and prior certificated learning. Candidates presenting claims for prior learning must achieve 50% of the level 9 credit level of their award through either form of accredited learning.

Where students seeking entry to the programme have not undertaken a formal ‘research methods’ module at levels SCQF 8 or 9 they will as part of their RPL claim be advised and supported via an RPL advisor to evidence their ability to search for, retrieve and critique a selection of evidence, including research studies (quantitative or qualitative research) using a recognised and relevant set of evaluation criteria related to a topic of their choice. These are considered the key knowledge and skills; confirming ability to discerning source and appraise evidence for consideration in practice. Using the GCU ‘Feedback for future learning’ principles 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 including the support of an academic support and to facilitate the preparation of an appropriate RPL claim entrants will be attached to a ‘Recognising Prior Learning’ module. This module is not of a specific academic level or number of credits as this will be determined by the student and the advisor. Only 60 RPL credits at SCQF 9 are permissible and no RPL at honours level.

In addition to the evidence to support appropriate research knowledge and skills home students submitting a Level 9 RPL claim are required to submit an academic profile confirming 300 credits attained through formal nursing qualifications or for those who have attained their nursing registration out with a formal Higher Education Institution an enhanced Curriculum vitae confirming they are in current employment as a registered nurse and 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 is also required.

As highlighted earlier, RPL as part of the credits that comprise the Level 10 / honours award is not permissible.

The admission of an International student to the programme is based on the Programme Board’s reasonable expectation that the student will be able to fulfil the learning objectives of the programme and achieve the standard required for the programme. GCU subscribes to UK NARIC who advise on how qualifications attained out with the UK compare. In addition to a comparison of their nursing qualifications with the NMC equivalency confirmation of
registration as a nurses in their home country is required plus a suitable level of competence in English Language.

**English Language Qualifications**
The Table below illustrates the qualifications/tests which are regarded as indicating a suitable level of competence.

<table>
<thead>
<tr>
<th>Qualification/Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>IELTS (British Council International English Language Testing Service)</td>
<td>6.00</td>
</tr>
<tr>
<td>Computer-based test in English as a foreign language (TOEFL)</td>
<td>213</td>
</tr>
<tr>
<td>Cambridge Certificate in Advanced English</td>
<td>Grade C</td>
</tr>
<tr>
<td>Cambridge Certificate of Proficiency in English</td>
<td>Grade C</td>
</tr>
<tr>
<td>Oxford - ARELS Examination (Higher Level)</td>
<td>Credit</td>
</tr>
<tr>
<td>University of London: Certificate of Attainment in English (Graded Tests)</td>
<td>Level 5</td>
</tr>
</tbody>
</table>

**Pre-Sessional English & Study Skills Courses**
There are pre-sessional courses run at GCU to prepare international students for life and study in Glasgow. These include:

- For those with an IELTS proficiency equivalent to 5.5 or above, successful completion of the intensive English language course is an alternative to taking the IELTS exam in order to fulfil the condition of entry for the programme
- Obtain the essential academic skills needed to study effectively
- Become familiar with the city/university and get settled into accommodation before the programme begins in September / January

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 Examiner Reports
- Enhancement Led Internal Subject Review
- Programme Approval and Re-approval

**Committees with responsibility for monitoring and evaluating quality and standards:**

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- 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 (MFQ)
- GCU Learn site
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Learning Development Tutors

Staff development priorities include:

- Higher Research Degrees
- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance Annual Review (PDAR)
- Peer Support for Teaching
- Conference and Seminar attendance and presentation
- Academic publications for the Research Excellence Framework (REF) submission
- Membership of and involvement with Professional Bodies
- Consultancy and engagement with Scottish Government Health Department
- Engagement in GCU and School specific staff development workshops and master classes

8. ASSESSMENT REGULATIONS

The Glasgow Caledonian University Assessment Regulations:

[http://www.gcu.ac.uk/registry/secretariat/AssessmentRegulations.html](http://www.gcu.ac.uk/registry/secretariat/AssessmentRegulations.html)

Programme Specific Regulations

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

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

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

9. INDICATORS OF QUALITY AND STANDARDS

- Student progression and completion rates
- Student Staff Consultative Group
- External Examiner Reports which are considered at Programme Boards
- Annual module review report of modules to the Programme Board for sharing of
• good practice and proposed modules enhancements
• NMC review of specific modules  (Return to Practice and Non-Medical Prescribing
• Annual Programme Analysis
• The outcome of any Cognate Area Reviews organised by the School and /or University
• The outcome of any QAA HE subject review
• Application rates
• Applications through word of mouth recommendations
• Annual student programme questionnaire
• Research publication: conference papers, journal articles, chapters in textbooks
• CPD and Consultancy income

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

• Programme Specification
• Programme Handbook
• Module Handbook
• University Website http://www.gcu.ac.uk
• School Website http://www.gcu.ac.uk/hls/
• GCU Learn
• My Caledonian
• University Prospectus

This specification provides a concise summary of the main features of the BSc / BSc (Hons) Professional Studies in Nursing 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. The specific and detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the Module Descriptors which are integral to this document and will also be on the GCU module catalogue which can be accessed from the University web-site. 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.

11. PLACE OF DELIVERY

Glasgow (FT and PT)

International delivery as per MOA

DATE: APRIL 2014
APPENDICES
## Appendix 1: Strategy for Learning: GCU Model Curriculum Design Principles

<table>
<thead>
<tr>
<th>Design Principles</th>
<th>How the BSc / BSc (Hons) Professional Studies in Nursing has embedded the principles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engaged learning</strong></td>
<td>The flexibility of the programme and the open module choice permits the student to create their own personalised programme of study. This requires the student to engage in the process of identifying their own learning needs.</td>
</tr>
<tr>
<td></td>
<td>There are up to 40 credits at both degree and honours degree levels available for work-based learning which is co-designed (student, university and / or employer) and personalised.</td>
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<tr>
<td></td>
<td>As registered nurses the students bring a range of experience including skills, knowledge and strengths. The modules encourage sharing of experiences and expertise.</td>
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<td></td>
<td>Further exemplars of engaged learning include:</td>
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<td></td>
<td>‘Learning by Simulation’ which requires the students to identify their own skills and knowledge deficit</td>
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<tr>
<td></td>
<td>‘Independent study for international nurses’ requires international students to compare and contrast nursing practice from their home with those of the UK in order to identify professional development opportunities.</td>
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<td></td>
<td>Academic support takes the form of including academic advisors, academic development tutors and signposting students to the LDC and university facilities including library.</td>
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<tr>
<td>Design Principles</td>
<td>How the BSc / BSc (Hons) Professional Studies in Nursing has embedded the principles</td>
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</table>
| Divergent thinking | The practice based nature of the modules/ programme requires the student to explore open ended problems and encourage students to develop their own solutions drawing on a range of different ideas drawn from different contexts and discipline areas, generating possible solutions in a creative, unstructured way, challenging assumptions and being able to take risks.  
  
  Divergent thinking is supported through social and collaborative learning approaches, and collaborative web-based technologies to support geographically dispersed groups as well as social networking platforms. |
| Personalised Learning | The whole programme is tailored including pedagogy, curriculum, and learning environments and so aims to meet the needs and aspirations of individual learners. |
| Inclusive, accessible learning | These are principles to which the Department works to.  
  
  Development of an inclusive curriculum and the development of programmes/modules that anticipate, acknowledge and take into account students’ entitlements according to the Equality Act (EqA) 2010, aiming beyond the focus on disability to include all the EqA 2010 characteristics as well as social class and cultural differences.  
  
  Learning and teaching materials that avoid stereotypes and assumptions  
  
  Learning and teaching materials that account for the needs of disabled students  
  
  Fair assessments (e.g. anonymised marking)  
  
  Flexibility in timetabling to account for the needs of students who are parents and carers  
  
  Embedding understanding of equality and diversity within programmes through the inclusion of online Managing Diversity course in all programmes through relevant core modules, linked to responsible leadership and global citizenship |
<table>
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<tr>
<th>Design Principles</th>
<th>How the BSc / BSc (Hons) Professional Studies in Nursing has embedded the principles</th>
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</table>
| Broader and deeper learning | Inter-professional learning is available at Honours level. HLS subscribe to a IPE spine; modules are available at all levels.  

The teaching and learning approaches for the online modules and the resources available for the blended learning include a wide range of learning and teaching resources including videos, podcasts, and open learning resources across programmes.  

Opportunities, through additional elective modules, to gain credits in subjects, including languages, outside a chosen discipline area. Students are permitted to undertake 1 module at both level of the programme that is not specifically nursing related.  

RPL as a pedagogy is used for all students at point of entry.  

WBL as a pedagogy is an option. Independent study for international students is a module that permits them to earning from observations, visits to UK practice areas.  

A number of modules are delivered over 2 trimesters in testimony to the need for broader and deeper learning.  

Opportunities for collaboration, challenge and experimentation through vertical projects are integral to a large number of the modules as the students studying at level 9 or 10 will work / share teaching and learning.  

Innovative and balanced assessment methods are used ensure engagement, learning through assessment these include encouraging App creation, web page design, and the setting up of online tests.  

Feedback will being at the point of entry to the programme with the advisor’s support if required at RPL, followed by the feedback from the RPL assessor. This will support timely, high quality and constructive formative feedback to reinforce levels of student engagement and their understanding of learning requirements, expectations and assessment processes.  

Reflection and self and peer-assessment are in some of the modules while all modules encourage interaction and discussions around learning. |
<table>
<thead>
<tr>
<th>Design Principles</th>
<th>How the BSc / BSc (Hons) Professional Studies in Nursing has embedded the principles</th>
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</thead>
</table>
| **Flexible learning** | Flexibility into and through the programme with advanced standing, RPL, WBL, distance, part-time and online learning are all integral to the design.  
The design is all around personal and professional development as a nurse with learning outside the programme discipline area but in relevant topics e.g. pharmacology, pathophysiology, sociology, psychology all feasible to the maximum of 1 module at either level. |
| **Global Learning** | Internationalisation for home and international registered nurses are key in the design. Learning from each other, learning from visiting and shadowing  
Staff engaging in Caledonian Grameen College of Nursing and WHO mean there are ‘real world’ experiences to share. |
| **Real-world Problem solving** | The whole programme places an emphasis on simulated and work-related learning and direct engagement with healthcare and organisations in the private, public and voluntary sectors, to identify research and address live issues through critical analysis and innovation.  
The WBL suite and those modules with a very clinical focus in both year 3 and the Honours year involve real world problem solving. The international and home students can access the simulation modules and design their own learning needs; and international students will have the opportunity to visit and shadow in the real world as part of their independent study module.  
All modules and therefore the programme are designed to engage students in analysis, research and discussion of contemporary, real life issues, including consideration of professional ethics/responsible leadership.  
The dissertation module offers a range of formats: literature review, research proposal or practice development initiative. |
<table>
<thead>
<tr>
<th>Design Principles</th>
<th>How the BSc / BSc (Hons) Professional Studies in Nursing has embedded the principles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entrepreneurship and Employability</strong></td>
<td>Key modules explicitly address these principles. The WBL suite of 10-40 credits with the guidance of academic and employer has the potential to develop new and innovative solutions to enhance practice and practices e.g. web pages, apps and models of care (entrepreneurial).</td>
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<tr>
<td></td>
<td>The definite employability module options include the Introduction to Community Nursing, to General Practice Nursing, to Acute Care, to palliative care and to public health</td>
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<tr>
<td><strong>Responsible Leadership and Professionalism</strong></td>
<td>The flexible content and delivery modes are intended to instil the principles that CPD needs to be at the appropriate academic level to enhance nursing care. Lifelong learning is a requirement of a registered nurse and to undertake both demonstrates professionalism and champions nurses and nursing as key in providing quality care and in developing and advancing innovative health and social care.</td>
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</tbody>
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Appendix 2: Graduate Attributes for professional employment

<table>
<thead>
<tr>
<th>Graduate Attributes Descriptors</th>
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<tr>
<td><strong>Academically excellent</strong></td>
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<tr>
<td>- have a strong sense of intellectual integrity and the ethics of scholarship</td>
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<tr>
<td>- have in-depth knowledge of their specialist disciplines</td>
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<td>- reach a high level of achievement in writing, generic research</td>
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<tr>
<td>- activities, problem solving and communication</td>
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<tr>
<td>- be critical and creative thinkers, with an aptitude for continued self-directed learning</td>
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<tr>
<td>- be adept at learning in a range of ways, including through information and communication technologies</td>
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<tr>
<td><strong>Knowledge across disciplines</strong></td>
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<tr>
<td>- examine critically, synthesise and evaluate knowledge across a range of disciplines</td>
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<tr>
<td>- expand their analytical and cognitive skills through learning experiences in diverse subjects</td>
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<tr>
<td>- have the capacity to participate fully in collaborative learning and to confront unfamiliar problems</td>
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<tr>
<td>- have a set of flexible and transferable skills for different types of employment</td>
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<tr>
<td><strong>Leaders in Communities</strong></td>
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<td>- initiate and implement constructive change in their communities, including professions and workplaces</td>
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<td>- have excellent interpersonal and decision-making skills, including awareness of personal strengths and limitations</td>
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<tr>
<td>- mentor future generations of learners</td>
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<td>- engage in meaningful public discourse, with a profound awareness of community needs</td>
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<tr>
<td><strong>Attuned to cultural diversity</strong></td>
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<tr>
<td>- value different cultures</td>
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<tr>
<td>- be well-informed citizens able to contribute to their communities wherever they choose to live and work</td>
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<tr>
<td>- have an understanding of the social and cultural diversity in our community</td>
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<tr>
<td>- respect indigenous knowledge, cultures and values</td>
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<tr>
<td><strong>Active global citizens</strong></td>
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<tr>
<td>- be advocates for improving and the sustainability of the environment</td>
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<tr>
<td>- have a broad global understanding with a high regard for human rights, equity and ethics</td>
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</table>
# Appendix 3: Credit definitions of Higher Education Qualifications

<table>
<thead>
<tr>
<th>Level Typical</th>
<th>HEI qualifications and their credit definitions</th>
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</thead>
</table>
| SHE D (SCQF 12) | PhD/DPhil  
Not credit rated  
Other Doctorates Min 540 with min 420 at SHE D |
| SHE M (SCQF 11) | MPhil  
Either not credit rated or min 300 with min 270 at SHE M |
|                | Masters  
Min 180 with min 150 at SHE M |
|                | Masters (following an integrated programme from undergraduate to Masters level study)  
Min 600 with min 120 at SHE M |
|                | Postgraduate Diploma  
Min 120 with min 90 at SHE M |
|                | Postgraduate Certificate  
Min 60 with min 40 at SHE M |
| SHE H (SCQF 10) | Scottish Bachelors degree with Honours  
Min 480 with min of 180 at SHE 3 and SHE H of which a minimum of 90 at SHE H |
|                | Qualifications that are typically for graduates or equivalent but are not of postgraduate level of outcome  
Graduate Diploma  
Min of 120 at min of SHE 3  
Graduate Certificate  
Min of 60 at min of SHE 3 |
| SHE 3 (SCQF 9) | Scottish Bachelors degree  
Min 360 with min 60 at SHE 3 |
| SHE 2 (SCQF 8) | Diploma of HE  
Min 240 with min 90 at SHE 2 |
| SHE 1 (SCQF 7) | Certificate of HE  
Min 120 with min 90 at SHE 1 |

*Taken from QAA (2011) Credit definitions of the main qualifications of higher education institutions in Scotland*