

PROGRAMME SPECIFICATION PRO-FORMA (PSP)

1. GENERAL INFORMATION

1. Programme Title:	BSc Nursing Studies: Adult Nursing; Child Nursing; Learning Disability Nursing; Mental Health Nursing
2. Final Award:	Bachelor of Science Nursing Studies Registered Nurse – Adult Nursing (RN1) or Bachelor of Science Nursing Studies Registered Nurse – Child (RN8) or Bachelor of Science Nursing Studies Registered Nurse – Learning Disabilities (RN5) or Bachelor of Science Nursing Studies Registered Nurse – Mental Health (RN3)
3. Exit Awards:	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
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.

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

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

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
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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
M3B723315 (LD)	Promoting Health Equality for People with Learning Disabilities: Care Facilitation and Assessment	20
M3B723311 (MH)	Psychosocial Interventions in Mental Health	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
M3B723387 (core)	Practice Learning Experience Part 3: Entry to the Register	20
	Final Award – Bachelor of Science Nursing Studies	360

8. ASSESSMENT REGULATIONS

Programme Specific Assessment Regulations

Introduction

The BSc 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 Nursing Studies, the student must achieve:

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

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 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 Nursing Studies academic award.

Rationale

The award of BSc 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 educations 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 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 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.