

PROGRAMME SPECIFICATION PRO-FORMA (PSP) -EXTRACT

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:	19 th November 2019
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/Revision	September 2019

2. EDUCATIONAL AIMS OF THE PROGRAMME

BSc Nursing Studies pathway

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

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

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

SCQF LEVEL 7		
Module Code	Module Title	Credits
M1B726076	Foundations of Nursing Practice	20
M1B726077	Introduction to nursing and professional values	20
M1B726078	Introduction to nursing care throughout the lifespan	20
M1B726079	Becoming a graduate nurse	20
M1B726080	Health, wellbeing and inequalities	20
M1B726082	Practice learning experience Part 1	20
	Exit Award – Certificate of Higher Education	120

SCQF LEVEL 8		
Module Code	Module Title	Credits
M2B726083	Understanding excellence in care	20
M2B726084	Approaches to Unscheduled Care in Adult Nursing (A)	20
M2B726086	Approaches to Nursing Care for adults with long-term conditions (A)	20
M2B726093	Health protection and patient safety (C)	20
M2B726092	Providing and Evaluating Care (C)	20
M2B726094	Promoting personal outcomes for people with complex needs (LD)	20
M2B726095	Developing partnerships with people with learning disabilities, families and other professionals (LD)	20
M2B726097	Recognising emotions, stress and psychopathology to enhance care and treatment in mental health nursing (MH)	20
M2B726096	Understanding skills of health protection and patient safety within a mental health nursing context (MH)	20
M2B025796	Individuals, Teams and Communities	20
M2B726104	Practice learning experience Part 2a	20
M2B726106	Practice learning experience Part 2b	20
	Exit Award – Diploma of Higher Education	240

SCQF LEVEL 9		
Module Code	Module Title	Credits
M3B726107	Delivering excellence in care	20
M3B726109	Delivering complex adult nursing care (A)	20
M3B726111	Leading and managing adult nursing care (A)	20
M3B726112	Complex needs and interventions (C)	20
M3B726113	Developing leadership and management skills for the future graduate (C)	20
M3B726115	Practice Leadership and Care Coordination in Learning Disability Nursing (LD)	20
M3B726114	Forensic learning disability nursing (LD)	20
MSB726116	Complex care in mental health nursing (MH)	20
M3B726117	Developing Leadership and Management skills for the Future Graduate : Mental Health (MH)	20
M3B025797	Understanding Professional Teams and Leadership	20
M3B726118	Practice learning experience Part 3a	20

M3B726119	Practice learning experience Part 3b	20
	Final Award – Bachelor of Science Nursing Studies	360

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

ASSESSMENT REGULATIONS

Programme Specific Assessment Regulations

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on the year of entry and with the following approved exceptions can be found at: [GCU Assessment Regulations](#)

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.

Programme Exceptions

The Glasgow Caledonian University Assessment Regulations apply to this programme with the following exceptions:

Exception: Section 13.1 – Module pass criteria

For modules assessed by coursework and examination in the BSc and BSc (Hons) the overall pass mark for the module will be 40%. The University regulations are that, in cases where the coursework comprises of two or more separate pieces of work, a 35% minimum attainment applies to every piece of coursework. However, in response to the NMC (2018) standard regarding no compensations, the nursing programme has asked for an exception to this regulation and students will have to achieve a minimum of 40% in both pieces of work.

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.

Exception: Section 13.2 – Compensation

GCU regulations allow for compensation. This is to make provision for allowing, within specific limits, the overall performance of a student to compensate for failure in up to and including 20 credit points of module(s) at each level of the programme. No compensation will be allowable for students on the BSc/BSc (Hons) nursing programme. To be eligible for these awards the student must pass all specified modules.

Rationale - this is again due to the NMC Standard which states that no compensation there is to be “no compensation in assessments across theory and practice learning”. This is as a consequence of

students on the programme exiting with an academic and professional qualification with the latter reflecting fitness to practice.

Exception: Section 14 - Maximum Number of Attempts at a Module

In accordance with university assessment regulations students are allowed up to, and including, 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.

Exception: Section 23 - Aegrotat Award

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 NMC, normally associated with the achievement of the BSc/BSc (Hons) Nursing Studies academic award.

Rationale - the award of BSc/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, and prior to registration, 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

The Standards for pre-registration nurse education (NMC, 2018) identify skills and professional behaviours that a student must demonstrate in order to register as a nurse. Students must achieve all proficiencies and skills and procedures as documented in the NMC (2018) Future nurses: Standards of Proficiency for Registered Nurses. Adult field students must also have achieved all criteria in Annex 1 of the NMC Standards for pre-registration nurse education as per EU Directive 2005/36/EC. The NMC do not specify at what point progression should take place and so as an HEI, along with our practice partners, it has been decided that each progression point will be at the end of an academic year for the BSc/BSc (Hons).

The Scottish PAD has mapped all platform, proficiencies, skills, procedures and EU Directives and demonstrates to the student, and the supervisor/practice assessor/academic assessor, which of these proficiencies, skills and procedures have to be achieved, and at what level, in each part of the programme in order to progress to the next. The recommendation for progression is completed by the student's nominated academic assessor with the student's nominated practice assessor.

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 practice assessor and academic assessor in the final placement.

Students, when they complete a programme, will be informed within the programme handbook, final year practice 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.