

Programme Specification for BSc (Hons) Nursing Studies

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| 1. | Awarding institution/body | University of Worcester |
| 2. | Teaching institution | University of Worcester |
| 3. | Programme accredited by | |
| 4. | Final award | BSc (Hons) |
| 5. | Programme title | BSc (Hons) Nursing Studies |
| 6. | Pathways available | N/A |
| 7. | Mode and/or site of delivery | University of Worcester and blended learning |
| 8. | Mode of attendance | Full time |
| 9. | UCAS Code | N/A |
| 10. | Subject Benchmark statement and/or professional body statement | Reference has been made to the QAA (2001) Health Care Programmes: Nursing although it is recognised these are for pre qualifying programmes and this programme is for practising nurses registered overseas. QAA (2008)The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland (Whole course) |
| 11. | Date of Programme Specification preparation/ revision | April 2011/updated July 2012 Amended IQC August 2015 |

12. Educational aims of the programme

This programme takes the qualified nurse from outside the UK through a study of nursing as a practice-focused, academic and professional discipline. It can be studied as a one or two year programme depending on the students' previous level of study. By recognising the students' previous learning it ensures the most appropriate level of study to enable speed of progression.

The programme aims to:

- Develop the ability to evaluate current skills and knowledge to ensure continuing self-development in order to keep pace with change and operate effectively as a nurse;
- Encourage nurses from outside the UK to develop the skills of critical reflection thus enabling them to identify personal and professional development needs;
- Demonstrate transferable interpersonal, communication and team-working skills required for working effectively as a reflective nurse within a multidisciplinary environment;
- Develop an understanding of how nurses can contribute to and develop skills in leadership and management;

13. Intended learning outcomes and learning, teaching and assessment methods

The programme aims and learning outcomes have been developed in accordance with the University's Curriculum Design Policy, and the University's [Guidance on writing learning outcomes and developing assessment criteria](#)

At the end of the programme, students will be able to:

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| <p>Knowledge and understanding:</p> <p>1.1 assess, plan and evaluate the skills and knowledge of the factors underpinning individualised care;</p> <p>1.2 critically understand the contribution and limitations of relevant research and how this can be used to enhance evidence based practice;</p> <p>1.3 evaluate legal and ethical frameworks and their application to nursing;</p> <p>1.4 critically appreciate the global healthcare strategies, policies and goals and the implications for nurses in relation to applying these to own healthcare settings;</p> <p>1.5 demonstrate how contextual knowledge can affect health and well-being.</p> | <p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • A range of methods will be used to promote learning through student development, responsibility and autonomy to incorporate: <ul style="list-style-type: none"> • Direct approaches: <ul style="list-style-type: none"> ○ Lectures and/or seminars • Indirect approaches: <ul style="list-style-type: none"> ○ Blackboard and e-learning • Student-led approaches: <ul style="list-style-type: none"> ○ Group work ○ Action-learning ○ Self-directed learning. • Opportunity to complete a significant piece of work which promotes critical reflection and analysis to explore the evidence base around an aspect of nursing relevant to the student. |
| <p>Cognitive and intellectual skills:</p> <p>2.1 provide critical and reflective analysis of complex aspects of nursing, using relevant and established theoretical frameworks;</p> <p>2.2 integrate knowledge to support proposals for innovation and change to enhance service delivery and improve health outcomes;</p> <p>2.3 evaluate research and other forms of evidence, including global health strategies, policy and guidance;</p> | <p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Study skills are embedded within the induction programme and first module to enable students to develop skills in critical analysis • The focus of the learning is grounded in nursing to enhance relevance and currency; • Each module utilises research skills and reflection in some way to ensure nursing is evidence based. |

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| <p>2.4 develop critically reflect skills to identify personal and professional development needs.</p> | |
| <p>Practical skills relevant to employment:</p> <p>3.1 develop effective decision making skills and initiative appropriate intervention;</p> <p>3.2 develop effective engagement with life-long learning;</p> <p>3.3 articulate the importance of involving clients and their families in their care; *</p> | <p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Opportunity for simulated learning with formative feedback on performance to facilitate safe and effective client assessment and decision making skills; • Interactive e-learning and role play to develop confidence; • Opportunity to engage in a range of assessment strategies which facilitate the development of students' educational skills. |
| <p>Transferable/key skills:</p> <p>4.1 access, retrieve, interpret and utilise information and evidence appropriately including the use of information technology;</p> <p>4.2 apply appropriate communication skills;</p> <p>4.3 develop personal organisation and responsibility for own learning.</p> | <p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Formative and summative assessments offering a range of opportunities to develop reflective and research to enhance personal and professional development; • Use of Blackboard and Moodle to support student learning, use of student SOLE page to access programme information, online resources and summative feedback; • Formative and summative assessments offering a range of opportunities to develop communication skills: verbal, visual and written. |

* This terminology is culturally specific.

14. Assessment Strategy

The programme seeks to align its approach with the [University's Assessment Policy](#) and the [University of Worcester Learning, Teaching and Assessment Strategy \(2010/11\)](#). The University of Worcester Learning, Teaching and Assessment Strategy aims to develop graduates who are self aware, resilient, self disciplined and able to work for, and within, teams. It relates directly to the University strategic objective of

providing an outstanding student experience and is divided into five over-arching sets of goals:

1. Engaged, resilient and lifelong learners;
2. Critically aware, problem solving, enquirer and researchers;
3. Highly employable, enterprising, creative and professional;
4. Inclusive in their actions, valuing diversity;
5. Ethically and environmentally responsible.

The BSc (Hons) Nursing Studies programme offers a range of assessment experiences, over one or two years, enabling students to develop and demonstrate a wide range of skills to achieve these set of goals and reflect the vision for our students.

Assessments are carefully devised to provide students with the opportunity to practise and improve skills. Stimulating and inclusive formative and summative assessment incorporating timely, learner centred feedback is an integral component of the programme to support and develop student learning. Formative assessment and related feedback is aligned to summative assessment items to enable students to achieve the modular and programme outcomes.

- All outcome statements will be assessed.
- The methods of assessment will be valid, reliable and equitable, to ensure consistent standards are maintained.
- It is considered important to have a clear framework for achievement to ensure students know the expectations of the programme.
- Students are encouraged to develop skills of self-assessment and reflection.
- Students are partners in the assessment process.
- Preparation and support for lecturers and students is considered to be vital to ensure effective implementation of the assessment process and the tools in use.
- Evaluation and auditing of the assessment process is seen as essential for the maintenance of quality education and professional development.

All modules use the [UW grade descriptors](#) which have been applied specifically to the programme as marking criteria. Staff provide feedback to students on summative items electronically via the Students Online Learning Environment (SOLE) page within 4 weeks of the assessment deadline.

| | Essay | Report | Presentation | Poster | Patch work | Critique | Independent Study | OSCE |
|-----------------|-------|--------|--------------|--------|------------|----------|-------------------|------|
| Year One | | | | | | | | |
| BNSI2001 | | | | | √ | | | |
| BNSI2002 | √ | | | | | | | |
| BNSI2003 | | | √ | | | √ | | |
| BNSI2004 | | | | √ | | √ | | |
| BNSI2005 | | | | | √ | | | |
| Year Two | | | | | | | | |
| BNSI3001 | | | | | | | √ | |
| BNSI3003 | | | | | | √ | | |
| BNSI3007 | √ | | | | | | | √ |

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| Person-centred assessment in clinical practice | | | | | | | | |
| BNSI3008 The care and management of people with non-communicable diseases. | √ | | | | | | | |
| HESC3008 | | √ | | | | | | |

15. Programme structures and requirements

The course operates under the [Undergraduate Regulatory Framework](#) which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, progression from one academic level to the next, requirements for awards, and how the degree is classified.

| LEVEL 5 | | | | |
|-------------|---|---------|---|----------------|
| Module Code | Module Title | Credits | Status Mandatory (M) Optional (O) | Pre-requisites |
| BNSI2001 | Developing reflective skills | 20 | M | None |
| BNSI2002 | Professional and ethical foundations for nursing care | 20 | M | None |
| BNSI2003 | Multicultural communication | 20 | M | None |
| BNSI2004 | Global and public health | 20 | M | None |
| BNSI2005 | Patient assessment and nursing care | 40 | M | None |

| LEVEL 6 | | | | |
|-------------|--|---------|---|----------------|
| Module Code | Module Title | Credits | Status Mandatory (M) Optional (O) | Pre-requisites |
| BNSI3001 | Independent study | 40 | M | None |
| BNSI3003 | Nursing research | 20 | M | None |
| BNSI 3008 | The care and management of people with non-communicable diseases | 20 | M | None |

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|----------|--|----|---|------|
| BNSI3007 | Person centred assessment in clinical practice | 20 | M | None |
| HESC3008 | Leading for enhanced service delivery | 20 | M | None |

16. QAA and Professional Academic Standards and Quality

- [QAA \(2008\) The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland](#) (Whole course) in respect of a Bachelor degree with Honours.

Learning becomes progressively more challenging as students' progress through the programme. This document is a code of good practice for the academic management of collaborative arrangements entered into by UK higher education institutions. It also serves as a code of good practice for the academic management of learning delivered, supported and/or assessed through flexible and distributed arrangements, most commonly e-learning, whether in collaboration with a partner or not.

17. Support for students

Induction

There is an induction programme for students in their first week of the programme which provides students with the opportunity to meet the programme leader, the programme team, and their personal tutor. Induction includes introducing students to the concept of learning and teaching in UK higher education, introduction to information and learning systems including library resources, an introduction to student services and the international office.

Personal Tutors

Personal tutoring is at the heart of student support. All students registered for the degree are allocated a personal tutor for the duration of the programme, in addition, the programme leader is another source of support for students, especially in respect of overall guidance.

The focus of the Personal Tutor is to encourage your personal development planning (PDP) so that you receive structured support to develop:

- Awareness of your own strengths and weaknesses.
- A clear vision of what you want to achieve through academic study.
- Greater understanding of how study in your discipline area at the University can help you towards your goals.
- A reflective approach to all the feedback you receive on your work.
- A sense and a record of progression and achievement in your development of subject and generic skills and attributes (qualities).
- An ability to use this greater awareness to articulate the benefits of your University experience to others including employers.

Student Services

The various teams within Student Services offer support for students, in particular, teams provide the following support:

- Academic pre-sessional English courses to improve IELTS score
- [Counselling and Mental Health](#)
- [Disability and Dyslexia Service](#)
- [Student Experience and Well Being](#)
- [Welfare and Financial Advice](#) - advice is available for [international students](#) on general financial queries.
- [Careers Advice](#)
- [Study Skills](#)
- [Nursery](#)
- [Spiritual Support](#)

Independent Study Support

All students normally complete a level 6 independent study. Students are supervised by an independent study supervisor. The University provides further information and support online at the [Independent Study Resource](#).

Additional Programme Information

All students are provided with a student handbook which comprehensively outlines the programme and provides advice and guidance on the Academic Regulations and Procedures of the University of Worcester. Module outlines and assessment details are provided for all modules.

There is also a generic undergraduate [Student Handbook](#), a copy of which you will find via the "My Course Details" tab within your [SOLE](#) page. The SOLE page provides you with a single sign-on to an email account, learning support, course information, life support, recreation and living. It includes a link to Blackboard which is the university's Virtual Learning Environment (VLE), Moodle and PebblePad. Additionally, students have access to information technology, media and library resources, including a dedicated subject librarian for health.

18. Admissions Policy

Academic pre-sessional

There is a pre-sessional course of either 6 or 12-weeks depending on your IELTS score. This has been developed for students who have an offer of a place but:

- Need to raise their IELTS or equivalent score;
- Want to improve their level of general and academic English;
- Seek an introduction to academic English and develop their study skills to succeed.

For further information please go to the [academic pre-sessional](#) page.

N.B. the cost of this course is additional to the cost of the programme.

Entry requirements for 2 years BSc (Hons) Nursing Studies

- A qualification equivalent to a UK Certificate of Higher Education worth 120 credits at level 4;
- A nursing qualification recognised in the students home country;
- An appropriate visa for entry to study in the UK;
- If English is not the first language, students are required to achieve IELTS 6.0 or equivalency according to the University's admission criteria.

Entry requirements for 1 year BSc (Hons) Nursing Studies

- A qualification equivalent to a UK Diploma of Higher Education worth 240 credits: 120 credits at level 4 and 120 credits at level 5;
- A nursing qualification recognised in the students home country;
- An appropriate visa for entry to study in the UK;
- If English is not the first language students are required to achieve IELTS 6.0 or equivalency according to the University's admission criteria.

Accreditation of Prior Learning

Students may seek APL in accordance with the University and Institute of Health and Society APL procedures and within the parameters set out within the University Undergraduate Regulatory Framework. Students can apply for APL according to the University regulations.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Admissions Procedures

To apply contact Admissions on 00 44 1905 85 5111 or e-mail: admissions@worc.ac.uk Students are required to complete an [application for admission](#).

Admissions/Selection Criteria

All applications received will be scrutinised and short listed to include checking prior professional and educational qualifications to assess the comparable level of the overseas awards. This process aims to ensure that students will be advised on the best route of study for them.

19. Methods for evaluating and improving the quality and standards of teaching and learning

- Annual evaluation review of the quality of the programme;
- 5 year periodic review;
- External examiners report;
- Module evaluation;
- Course management committee meetings every semester involving programme, lead, programme team and student representatives to allow ongoing monitoring and evaluation of the programme;
- Modifications to modules are considered by the Institute of Health and Society Institute Quality Committee;

- Post exam board moderation providing an opportunity to reflect on the overall quality of the assessment process;
- University learning, teaching and student experience committee and the Academic Development and Practice Unit promote best practice in learning, teaching and the student experience through the provision of support and personal development opportunities for staff;
- Peer assessment of academic staff to ensure contemporaneous learning and teaching practice;
- New staff have access to an NMC and HEA accredited Post-Graduate Certificate in Education to ensure staff have the required expertise to engage students in their learning;
- Staff development activity, including post-graduate study to doctoral level and research, publications and conference presentations.

20. Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance. Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for progression

- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for awards

| Award | Requirement |
|----------------------|--|
| DipHE | Passed a minimum of 120 credits at Level 5 or higher |
| Degree (non-honours) | Passed a minimum of 180 credits at Level 5 or higher and a minimum of 60 credits at Level 6 |
| Degree with honours | Passed a minimum of 240 credits at Level 5 or higher and a minimum of 120 credits at Level 6 |

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- classification determined on the profile of the best 3 module (60 credits) grades attained at Level 5 and the best 6 module (120 credits) at Level 6
- classification determined on the best 6 module (120 credits) grades attained at Level 6 only.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

21. Indicators of quality and standards

Institutional audit

In March 2011, the University was audited by the Quality Assurance Agency. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

External reviews

The Institute of Health and Society is regularly monitored by external and professional bodies such as the West Midlands Strategic Health Authority and the Nursing and Midwifery Council. Whilst their reviews are not focused on the BSc (Hons) Nursing Studies they indicate confidence in the quality of the education provision around the subject of nursing from an external perspective.

22. Graduate destinations, employability and links with employers

The University of Worcester seeks to produce graduates who are equipped to be high achieving citizens throughout their lives. This programme aims to enhance the employability of the student in an international context. It aims to contribute to the improvement and development of healthcare in the students own country.

Graduates will have the transferable skills of self awareness, resilience, and creative enterprising. They will have a world view and a deep appreciation of education. Graduates will be able to use and evaluate information sources and produce knowledge to meet the needs of self and the communities they engage with. These graduates can take responsibility for their own learning and development, plan and make critically informed decisions.

The University also provides the opportunity to engage in post-graduate study including the Masters degree MSc in Advancing Practice. The Masters programme is stimulating and develops a critical appreciation of health and social care within a contemporary, social, political, economic and cultural context. The programme is modular and as such can be studied either full or part-time. Students will find this a programme which will help them to enhance their practice and advance into new roles.

Please note: 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and Section 3 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.