Programme Specification for BSc (Hons) Nursing Studies

	This document applies to Academic Year 2020/21 onwards.

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award or awards**	BSc (Hons) Top Up (Level 6 only)
5.	**Programme title**	Nursing Studies
6.	**Pathways available**	Single
7.	**Mode and/or site of delivery**	Taught and blended delivery
8.	**Mode of attendance and duration**	Full time over one year and part time within a maximum of four years. Due to visa requirements, international students must complete fulltime over one year.
9.	**UCAS Code**	N/A
10.	**Subject Benchmark statement and/or professional body statement**	QAA (2001) Health Care Programmes: Nursing QAA (2008) The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland
11.	**Date of Programme Specification preparation/ revision**	February 2018 Approved March 2018 August 2018 AQU amendments January 2019 AQU amendments to template for 2019/20 August 2019 AQU amendments to Section 19, minor updates. November 2019 Amendment to change module code and title from "Independent Study" to "Dissertation" (BNSA3002) for 2020-21

12. Educational aims of the programme

The University has historically provided high quality education that has facilitated qualified nurses from both within and outside the UK to enhance their academic and professional skills and 'top-up' their nursing qualifications to degree level. This programme builds on this experience, taking qualified nurses through a study of nursing that is practice-focused, academic and has a professional discipline focus.

The implementation of NMC (2010) Standards for Pre-registration Nursing Education included the requirement that the minimum qualification for registration with the Nursing and Midwifery Council be increased to degree level. Whilst this course does not confer eligibility for registration with the Nursing and Midwifery Council or other professional statutory regulatory body, at its core is the principle of transformational learning, supporting students to become proactive at delivering high quality care in diverse, rapidly changing, complex healthcare environments across the health-illness continuum.

It acknowledges the rapid expansion in the scope of the nursing role, both nationally and internationally, addressing some of the challenges presented in delivering the NHS (2014) Five Year Forward View and the World Health Organisation (2016) Global strategy on human resources for health: Workforce 2030.

The programme provides a student-centred approach to teaching and learning. There is a focus on 'internationalisation at home' for the UK nurses through learning from their international colleagues, and for the international student it provides a more immersed cultural experience of studying and living abroad. As the nurses are brought together there is a unique opportunity to learn about nursing in different healthcare settings from each other's personal experiences. This will help to produce a nurse who is able to adapt and work across different cultures and countries in line with the University of Worcester's Strategic Plan. They will have a greater understanding of global issues relating to healthcare and be able to work in multicultural and diverse cultural settings. The programme aims to produce nurses who are leaders in their profession and are equipped to continue to shape and influence nursing throughout their career.

The programme aims to:

1. increase the extent to which nursing practice is safe, person centred and evidence based in global healthcare.

2. develop a critical understanding of how nursing theory and research findings can be applied to real life experience and behaviour, and future vocational and career goals in different and diverse healthcare systems;

3. facilitate the acquisition of knowledge and skills in a range of quantitative and qualitative research methods, skills and techniques, leading to the ability to conduct research independently;

4. develop the ability to evaluate current skills and knowledge to ensure continuing self-development in order to keep pace with change both locally and globally and operate effectively as a nurse;

5. develop skills of critical reflection to identify personal and professional development

6. develop transferable interpersonal, advanced communication and team-working skills required for working effectively as a reflective nurse within multidisciplinary and culturally diverse environments;

7. develop the capacity to be leaders that contribute to, shape and direct policies within different healthcare systems.

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

The course operates under the Taught Courses 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.

Learning Outcomes: *Top Up Degree*

Knowledge and Understanding		

LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1.	assess, plan and evaluate the skills and knowledge of theories that underpin individualised care;	All modules
2.	critically evaluate the contribution and limitations of relevant research and how this can be used to enhance evidence based practice;	BNSA3002

3	critically evaluate the global healthcare strategies, policies, legal and ethical frameworks in relation to their application to nursing practice.	BNSA3004 BNSA3005

Cognitive and Intellectual skills		

4	provide critical and reflective analysis of complex aspects of nursing, using relevant and established theoretical frameworks;	All modules
5	integrate knowledge to support proposals for innovation and change to enhance service delivery and improve health outcomes;	BNSA3004
6	evaluate research and other forms of evidence, including global health strategies, policy and guidance;	BNSA3003

Skills and capabilities related to employability		

7	demonstrate effective decision-making and problem-solving approaches in making informed judgements of care	All modules
8	demonstrate autonomy in effective engagement with life-long learning;	All modules
9	critically review and evaluate the importance of involving clients and their families in their care;	BNSA3005

Transferable/key skills		

10	access, retrieve, interpret and utilise information and evidence appropriately including the use of information technology;	BNSA3003
11	apply appropriate communication skills as a leader and facilitator of nursing practice	BNSA3004

Learning, teaching and assessment
The programme aims and learning outcomes have been developed in accordance with the University's Curriculum Design Policy.

The course acknowledges that nursing is a practice-based, academic and professional discipline and therefore the integration of theory and experiential learning are central to all aspects of the curriculum. The course recognises students' diversity in relation to learning style and rates and acknowledges that consistent and timely guidance, accompanied by a variety of learning and teaching methods will facilitate effective learning.

The course aims to provide accessible and inclusive learning opportunities that enable students to engage with diverse learning and teaching methods. Learning, teaching and assessment acknowledges the relationship between theory and practice and takes an integrated approach to student learning. The modes of teaching include face-to-face lectures, seminars, workshops, practical sessions, group problem based learning exercises, peer learning, critical discussions and case scenario storyboarding. As well as these, most modules will have on line learning some utilising Blackboard.

Teaching

Students are taught through a combination of interactive workshops, lectures, seminars, practical sessions, peer learning, critical discussions and case scenario based story boarding. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and practical sessions are focused on developing specific clinical skills utilizing the skills lab. Peer learning is through group work using a problem based approach to set scenarios and using story boarding to apply theory to practice.

In addition, meetings with Personal Academic Tutors are scheduled on at least four occasions during the first year for full time students with an additional three occasions in the second year for part time students.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time
In a typical week a student will have around 12 -18 contact hours of teaching for full time students and 6-12 for part time students. The precise contact hours will depend on the optional modules selected and in the final semester there is normally slightly less contact time in order to undertake more independent study.

Typically, class contact time will be structured around:

- group lectures
- interactive workshops
- seminars
- clinical skills simulation
- scenario based workshops

Independent self-study
In addition to the contact time, students are expected to undertake around 25 hours (FT) or 12 hours (PT) hours of personal self-study per week. Typically, this will involve utilizing library resources, reading and assignment preparation.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff
Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes specialist academics/researchers, subject librarians, clinical experts and experts by experience/service users.

Teaching is informed by research and consultancy, and as at Dec 2017, 100 per cent of course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy.

Assessment
The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include critique, reflections on practice, debate, case studies, literature search/review, OSCE and reports

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for the course is: critique, reflections on practice, debate, case studies, literature search/review, OSCE and reports

14.   Assessment strategy

The course seeks to align its approach with the University's Assessment Policy and the University of Worcester Learning, Teaching and Assessment Strategy. This 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 course offers a range of assessment experiences, over one year for full time students and up to four years for part time students, enabling them to develop and demonstrate a wide range of skills to achieve these set of goals and reflect the vision for our students.

Links between assessment items and learning outcomes are clearly defined in the Module Specifications and the individual Module Guides. A comprehensive assignment brief is provided for all summative assessment items containing explicit criteria that are aligned to the module learning outcomes. Where there is more than one assessment each module guide will give the weightings and any compensation between assessments. The assignment brief will clearly indicate to students what they need to do to complete the assessment successfully. They will be helped further by the provision of the Three Counties School of Nursing and Midwifery marking criteria developed in consultation with a range of academic staff, students and service users and benchmarked against UW grade descriptors.

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 within 20 working days of the assessment deadline.

Formative assessment is an important feature across the programme and plays a fundamental role in student learning and development for each module. This process provides the student with regular feedback on their progress and encourages self-assessment of their achievement. The formative assessment is closely aligned to the summative assessment and all students are encouraged to complete the activity for each module. These include self-directed, e-learning and in class activities to assist the student.

Types of summative assessment across modules

	Essay	OSCE	Debate	Reflection	Critique/ lit review	Dissertation
BNSA3002						√
BNSA3003					√	
BNSA3004	√					
BNSA3005	√		√			
BNSA3006		√		√		
BNSA3007	√					
BNSA3008	√					
BNSA3009	√					

15. Programme structures and requirements

Award map: BSc (Hons) Nursing Studies (Top-up)

Level 6					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes***
BNSA3002	Dissertation	30	M	None	None
BNSA3003	Nursing Research	15	M	None	None
BNSA3004	Leading for Enhanced Service Delivery	15	M	None	None
BNSA3005	Philosophy Approach to Contemporary Healthcare	15	M	None	None
BNSA3006	Person Centred Assessment in Clinical Practice	15	O	None	None
BNSA3007	The Care and Management of People with Long Term Conditions	15	O	None	None
BNSA3008	Law and Ethics for health and Social Care	15	O	None	None
BNSA3009	Negotiated Learning	15	O	None	None

Top up Single Honours Requirements at Level 6
Single Honours students must take 120 credits from the table above to include all Mandatory and three Optional modules from the list above.

Top-up BSc Nursing Studies (Non-Honours) Requirements at Level 6
In order to be eligible for the exit award of Degree (Non-Hons) Nursing Studies, a student must have passed at least 60 credits at Level 6 including mandatory modules BNSA3003, BNSA3004, BSNA3005

16. QAA and professional academic standards and quality

This award is located at Level 6 of the Framework for Higher Education (FHEQ). Learning becomes progressively more challenging as students' progress through the programme.

There are no professional standards for this course. However, the course has taken account of a number of national and local policy drivers including, the NHS Five Year Forward Plan (2014), Shape of Caring: Raising the Bar (2015), Delivering high quality, effective, compassionate care: Developing the right people with the right skills and the right values (DH 2016), Operational productivity and performance in English NHS acute hospitals: Unwarranted variations (Carter Report 2016) and Herefordshire and Worcestershire Sustainability and Transformation Plan (2016)

17.   Support for students

Student support is a central component of this course and is available from within the Three Counties School of Nursing and Midwifery and from the wider University.

Induction
An induction programme is offered to all students in their first week of the programme which provides students with the opportunity to meet the programme leader, the programme team, subject librarian and their personal academic 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. A formative assignment is also completed to assist the student with future modules.

Personal Academic Tutors
Personal tutoring is at the heart of student support. All students registered for the degree are allocated a Personal Academic Tutor for the duration of the programme, in addition, the programme and module leaders are another source of support for students, especially in respect of overall guidance.

Whilst the Personal Academic Tutoring Arrangements will be the student`s first point of contact for support with developing academic skills, it may also be useful for them to access some of the additional support the University provides for all its students. This includes a diverse range of study skill support including maths support, a writer in residence, referencing and support for international students including the Language Centre, which will provide support for written work where the student`s first language is not English.

The Personal Academic Tutor will also be responsible for writing the student`s academic reference on their completing the course of study.

Developing effective study skills is an essential element in achieving academic success. An introductory study skills formative module is delivered by the course leader and academic librarian at the start of the programme and further study days throughout the There are also a range of free study skills workshops, open to all students on a self-referral bias and the writer in residence offers one to one support. Academic support is also offered by the Disability and Dyslexia service.

Dissertation Support
All students normally complete a Level 6 Dissertation and are supervised by a Dissertation Supervisor.

Additional Programme Information
All students are provided with a Course Handbook that 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.

A wide range of information and learning services are available to students including eLearning platforms Blackboard which are also used for staff and students to communicate with each other.

Additional support:
If the student experiences difficulties during their time at the University which fall beyond the scope of their role, the Personal Academic Tutor will direct the student to further, appropriate

sources of information and support. A full range of support is available from the university's student services, and includes guidance on healthy living and well-being; coping with exam stress and personal safety.

18.   Admissions

Admissions policy
The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

Admission to the BSc (Hons) Nursing Studies Top up is via the University of Worcester Registry Services Admissions; however international students can access further support with application and visa requirements through the International Office. Students may download application forms from the University of Worcester website or by contacting Registry Services 01905 855111.

Entry requirements

Students are required to have gained:
- 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 student's home country;
- An appropriate visa for entry to study in the UK (international student only);
- If English is not the first language students are required to achieve an IELTS 6.0 (with no less than 5.5 in each component) or equivalency according to the University's English Language admission criteria.

Disclosure and Barring Service (DBS) requirements
Enhanced disclosure is not required for the programme as there are no placement modules offered.

Recognition of Prior Learning

Details of acceptable qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at:
http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures
All applications received (full and part time students) will be scrutinised and short listed to include checking prior professional and educational qualifications to assess eligibility to access the programme. This includes that the applicant meets the set criteria for the programme requirements stated above in entry requirements.

All students can apply directly to the University through the University of Worcester Registry Services at https://www.worcester.ac.uk/registryservices/941.htm .

International students can access further support and advice in relation to admission and visa support from international office at https://www.worcester.ac.uk/community/international-making-an-application.html

Academic pre-sessional (international students only)

There is a pre-sessional course of either 6 or 12-weeks depending on the students IELTS score for international students. 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 to develop their study skills to succeed.

19. Regulation of assessment

The course operates under the University's **Taught Courses 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.
- 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 7 days (one week) 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 7 days (one week) wiill not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessment.

Requirements for Progression

- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University.

Requirements for Awards

Award	Requirement
Top up BSc Nursing Studies (non-honours)	Passed a minimum of 60 credits at Level 6, including mandatory modules BNSA3003, BNSA3004, BSNA3005
Top up BSc (Hons) Nursing Studies	Passed a minimum of 120 credits at Level 6, including mandatory modules BNSA3002, BNSA3003, BNSA3004, BNSA3005 and any 3 optional modules

Classification

The honours classification will be on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework.](#)

20. Graduate destinations, employability and links with employers

Graduate destinations
Previously the Nursing Studies degree was developed to fulfil the requirements of international nurses to gain further qualifications in related nursing practice in order to develop them as practitioners. Since the course commenced in 2011, 19 students (32%) have gone on to undertake their MSc Nursing Studies, Advanced Practice and/or Public Health following completion of the degree programme. 6 (35%) of these students have continued their studies at the University of Worcester.
Following completion of their degree the majority of students have returned to their country of residence to continue their careers in nursing and, as a result of their degree qualification have often obtain promotion as a result of their studies.
Three alumni students are currently pursuing PhD level studies following successful masters graduation. Five students have also gained registration with the Nursing and Midwifery Council in the UK and currently have nursing posts within the UK.

Student employability
Students are already qualified nurses but on successfully completing the degree can gain higher posts within their respective countries. They will have enhanced employability and be well equipped to further develop their professional responsibilities. Students will also be able and motivated to achieve higher academic qualifications.

Links with employers
The Three Counties School of Nursing and Midwifery has excellent working relationships with its practice partners who are instrumental in the development of programmes. Practice partners and service users/carers are involved in course development and delivery which is facilitated through the university IMPACT group, a group of service users and carers and experts by experience,

The International Office and the Three Counties School of Nursing and Midwifery have also developed links with hospitals, universities and agents in many countries, including for example Nigeria, Ghana, India, China. The nurses and academic colleagues in their respective countries are able to identify the specific needs for their nurses both professionally and academically. Many of these links are through visiting the countries and the agents conference at UW

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 associated course documentation e.g. course handbooks, module outlines and module specifications.