

1. Programme Title(s) and Code(s):

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
BN Degree / BN Degree with Honours	B700	B700-2102

2. Academic Session:

2018-19

3. SCQF Level (see [Scottish Credit and Qualifications Framework Levels](#)):

10

4. Credits:

0

5. Entrance Requirements:

Please refer to the current undergraduate prospectus at: <http://www.gla.ac.uk/prospectuses/undergraduate/>

6. ATAS Certificate Requirement (see [Academic Technology Approval Scheme](#)):

ATAS Certificate not required

7. Attendance Type:

Full Time

8. Programme Aims:

The graduate of the Bachelor of Nursing programme should be a safe, competent practitioner who can assume the responsibilities and accountability necessary for public protection which is inherent in the Nursing and Midwifery Council Standards for pre registration nursing education (NMC 2010) and the Quality Assurance Agency for Higher Education statement for degree nursing (QAA 2009). The programme aims to prepare graduate nurses who have the necessary attributes and competencies to deliver safe, effective and person centred care and are able to meet the requirements of the modern health service with regards to

¹ 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 full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.gla.ac.uk/

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

leadership and management and are academically prepared to continue with professional and academic development beyond registration.

Therefore the degree programme aims are:

- 1) To prepare students to be fit for practice, purpose and award
- 2) To prepare the students to develop the required professional values, communication and interpersonal skills to deliver safe, effective and compassionate person centred care to the highest standard
- 3) To provide students with a sound foundation in the principles, theory and practice related to evidence based nursing interventions required to meet the needs of individuals, families and communities within the scope of professional practice
- 4) To prepare the students to develop leadership, management and team working skills
- 5) To equip the student with skills necessary for continuous professional development in relation to nursing within a dynamic and evolving health care system
- 6) To enable the student to enhance their transferable and lifelong learning skills including critical thinking, reflective practice, problem solving, synthesis and application of knowledge, critical appraisal of research and other evidence and its application to a practical setting

9. Intended Learning Outcomes of Programme:

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, attitudes and other attributes in the following areas: Intellectual, Professional, Academic and Practical and are summarised under four headings:

By the end of this programme students will be able to:

Knowledge and Understanding

- 1) Critically analyse and discuss the fundamental concepts, principles and theories underpinning professional nursing practice and health (Academic / Intellectual)
- 2) Critically evaluate and discuss the correlation of theory and evidence with practice (Academic / Intellectual)
- 3) Assess, plan, implement and evaluate strategies of care as they pertain to nursing (Intellectual / Practical)
- 4) Critically discuss government and professional policies and the research which impacts on the nursing profession and care delivery (Academic / Intellectual)
- 5) Demonstrate a knowledge of research and skills such as database searching and critique (Intellectual / Academic)
- 6) Critically discuss professional responsibilities and accountability necessary for public protection and lifelong learning (Academic / Intellectual)

Skills and Other Attributes

- 7) Demonstrate a range of essential nursing skills to meet individuals' health care needs in a variety of settings (Intellectual / Practical)
- 8) Apply theoretical learning to practice situations (Intellectual / Professional / Academic / Practical)
- 9) Work effectively in a multidisciplinary team respecting the contribution of each member of that team in meeting the holistic needs of patients/clients (Intellectual / Professional / Academic / Practical)
- 10) Demonstrate a range of communication skills by effectively interacting with clients, families, groups and different professional disciplines (Intellectual / Professional / Practical)
- 11) Enhance professional development and safe practice through peer and professional support, supervision and updating of Professional Development Portfolio (Intellectual / Professional / Practical)
- 12) Demonstrate effective application of the Nursing & Midwifery Council Guidelines for Professional Practice (Intellectual / Professional / Academic / Practical)
- 13) Demonstrate caring and empathy for patients/clients in their care (Intellectual / Professional / Practical)

Intellectual skills

- 14) Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues which underpin nursing practice in a variety of health care settings (Intellectual / Professional / Academic / Practical)
- 15) Identify and analyse nursing and other medical and health databases to make an informed choice related to care and other interventions (Intellectual / Professional / Academic / Practical)
- 16) Critically analyse and apply research related to nursing practice from a variety of sources (Intellectual / Professional / Academic / practical)

- 17) Recognise the ethical and legal issues as they pertain to healthcare (Intellectual / Professional / Academic / Practical)
- 18) Critically discuss the role of other healthcare related disciplines and their contribution to holistic patient/client centred care (Intellectual / Professional / Academic / Practical)

Transferable/key skills

- 19) Work independently and take responsibility for individual learning and development (Intellectual / Professional / Academic / practical)
- 20) Structure and communicate ideas effectively both orally and in writing (Intellectual / Professional / Academic / Practical)
- 21) Use interpersonal and team-working skills (Intellectual / Professional / Academic / Practical)
- 22) Demonstrate critical thinking and problem solving skills (Intellectual / Professional / Academic / Practical)
- 23) Demonstrate decision making skills (Intellectual / Professional / Academic / Practical)
- 24) Use negotiating skills (Intellectual / Professional / Academic / Practical)
- 25) Demonstrate good time management skills (Intellectual / Professional / Practical)
- 26) Demonstrate presentation skills – oral, written and use of IT (Intellectual / Professional / Practical)
- 27) Demonstrate IT skills by making efficient use of computers for acquiring, analysing and presenting information (Intellectual / Professional / Practical)
- 28) Demonstrate leadership within a team and be able to manage change (Intellectual / Professional / Academic / practical)
- 29) Demonstrate organisational and other lifelong learning skills such as reflection by self-evaluation of theory and practice (Intellectual / Professional / Academic / Practical)

10. Typical Learning and Teaching Approaches:

A variety of teaching and learning methods are used:

- Lectures provide a forum where concepts and ideas and theories are presented and discussed providing the student with a reference point with which to explore these concepts and ideas further. Various techniques are used by lecturing staff to engage the student in active learning and these include group work, questioning and debates
- Group-work is used to develop team-working, investigative, problem solving, presentation and peer teaching skills
- Tutorials are used to explore topics in greater depth and provide an opportunity to develop reflective practice skills.
- Simulated clinical practice sessions are used to develop clinical skills
- Practice learning experience in the clinical setting
- Guided study is used to develop general study skills, time management skills, skills in information retrieval and problem solving skills
- Case studies and scenarios are used to correlate the subject matter taught in a particular year e.g. in year 3 nursing, pharmacology and human disease and pathology
- E-learning
- Formative and summative assignments including the 4th year dissertation enable to student to develop writing skills, critical analyses, developing an argument and synthesis of ideas

11. Typical Assessment Methods:

There are a variety of methods used to assess achievement of learning outcomes and include:

- Unseen written examinations (formative and summative) to examine subject specific knowledge and recall
- Course assignments to develop intellectual and transferable skills such as information retrieval, critical analysis, evaluation and synthesis of ideas to correlate theory with practice in different clinical and health care settings. These assignments include a community profile, teaching packages and research critiques. In the honours programme students are required to submit a dissertation on a chosen topic relevant to nursing practice
- Peer assessment
- Transferable skills such as, time management, negotiation, leadership, and communication skills are assessed through clinical practice, written assignments group work and presentations
- Practical skills are assessed in the clinical areas using the Practice Learning Record of Ongoing Achievement (PLORA) and in the simulated setting using Objective Structured Clinical Examination (OSCE). Assessment in clinical practice to ensure the graduate is a competent and skilled practitioner.

12. Programme Structure and Features:

The Bachelor of Nursing Degree is a full time programme taught over 3 or 4 years (3 years degree or 4 years Honours degree). It fulfils the criteria of the Nursing and Midwifery Council regulations for entry onto the professional nursing register. Therefore it is organised over 4,700 hours (2,300 theory and 2,400 practice). The theory is taught within the University by the nursing lecturers and university teachers and several supporting disciplines. There is also the input of expert practitioners as well as users and carers. Practice learning takes place in a variety of healthcare settings within NHS Greater Glasgow & Clyde Health Board area.

The Bachelor of Nursing Degree and Bachelor of Nursing (Honours) Degree consists of the following courses;

Bachelor of Nursing Year 1 (145 credits)

Nursing and Integrated Biomedical & Life Sciences 1 50 credits (level 1)

- Nursing
- Moral Philosophy & Ethics in Nursing
- Anatomy
- Physiology
- Biochemistry
- Microbial Infections

Health Studies & Nursing 1 30 credits (level 1)

- Health including health promotion and social policy
- Psychology and Sociology

Practice learning experience 1 65 credits (level 1)

- Care of older adults
- Care of families, mothers and children in the community (includes learning disabilities and mental health)
- Care of the adult in the acute setting
- Care of the adult in the community

The three courses of Year 1 must be completed with a minimum grade of D for each course. The end of Year 1 is the professional progression point 1 for a nursing degree programme (NMC 2010). The student must achieve all NMC specified competencies of progression point 1 in order to progress to year 2.

Bachelor of Nursing Year 2 (150 credits)

Nursing & Health Studies 2 50 credits (level 2)

- Nursing (including pharmacology and nutrition)
- Research
- Moral Philosophy and Ethics in Nursing
- Health Promotion
- Social Policy and Nursing

Integrated Biomedical & Life Sciences 2 20 credits (level 2)

- Anatomy
- Physiology
- Biochemistry
- Microbial Infections
- Pathology

Practice learning experience 2 80 credits (level 2)

- Care of the adult in the acute setting 1 & 2
- Care of the adult in the community (general community)
- Public health/ community development

The three courses of Year 2 must be completed with a minimum grade of D for each course. The end of Year 2 is the professional progression point 2 for a nursing degree programme (NMC 2010). The student must achieve all NMC specified competencies of progression point 2 in order to progress to year 3.

Initial selection for the Honours Degree is carried out at the end of year 2. The student must achieve a grade C or above in Nursing & Health Studies 2 and achieve a minimum of grade D in all other courses, at the first attempt for all requirements, to be eligible for Honours.

Bachelor of Nursing Year 3 Degree (170 credits)

Nursing 3 40 credits (level 3)

- Clinical pharmacology
- Moral Philosophy & Ethics
- Nursing

Advancing Clinical Skills 3 10 credits (level 3)

Human Disease & Pathology 3 20 credits (level 3)

Research Methods 3 10 credits (level 3)

Practice learning experience 3 45 credits (level 3)

- Adult specialist acute nursing
- Adult critical care

Clinical Practice Consolidation 3 45 credits (level 3)

NB: The twelve weeks clinical consolidation is mandatory at the end of the nursing programme to ensure the graduate is fit for practice, purpose and award (NMC, 2010) and to be eligible for entry to the Professional Register.

To be eligible for the award of the Bachelor of Nursing Degree the candidate must have achieved Grade D or better in all courses of Years 1-3 of the Bachelor of Nursing Degree Programme, including the Practice Learning Experience and Clinical Practice Consolidation.

Bachelor of Nursing Year 3H (145 credits Junior Hons)

Nursing 3 40 credits (level 3)

- Clinical pharmacology
- Moral Philosophy & Ethics
- Nursing

Advancing Clinical Skills 3 10 credits (level 3)

Human Disease & Pathology 3 20 credits (level 3)

Research Methods 3 10 credits (level 3)

Practice learning experience 3 45 credits (level 3)

- Adult specialist acute nursing
- Adult critical care

In year 3 Junior honours students must achieve a grade C or above in Nursing 3 and achieve a minimum of grade D in all other courses, at the first attempt for both requirements, to be eligible for progression to year 4 Honours.

The ordinary/designated degree may be awarded to candidates on Honours programmes who fail to meet the requirements of the Honours degree, including any progress requirements, provided that all other requirements are met. The supplementary regulations for a degree programme shall specify any provision for candidates who have been assessed at level H to be reassessed at level 3.

Bachelor of Nursing Year 4 Honours Degree (100 credits at level 4, 45 credits at level 3)

Students undertaking the BN Honours programme complete two courses and a dissertation as outlined below before moving into the twelve weeks consolidation period.

Dissertation 4 60 credits (level 4)

Nursing Policy in Context 4 20 credits (level 4)

Leadership and Management 4 20 credits (level 4)

Clinical Practice Consolidation 4 45 credits (level 3)

NB: The twelve weeks clinical consolidation is mandatory at the end of the nursing programme to ensure the graduate is fit for practice, purpose and award (NMC, 2010) and to be eligible for entry to the Professional Register.

To be eligible for the award of the Bachelor of Nursing (Honours) Degree the candidate must have achieved Grade D or better in all courses in Year 1 followed by Grade C or better in Nursing 2 and Nursing 3 and Grade D or better in all other courses of Years 2-4 of the Bachelor of Nursing Degree Programme at the first attempt for all requirements, including the Practice Learning Experience in Years 2-3 and Clinical Practice Consolidation in Year 4.

All the courses whether theoretical or practice learning are graded using the relevant University Code of Assessment Schedule.

Regulations

This programme will be governed by the relevant regulations published in the University Calendar. These regulations include the requirements in relation to:

- (a) Award of the degree
- (b) Progress
- (c) Early exit awards
- (d) (For undergraduate programmes, where appropriate) Entry to Honours

<http://www.gla.ac.uk/services/senateoffice/calendar/calendar>

13. Programme Accredited By:

Nursing & Midwifery Council

14. Location(s):

Glasgow

15. College:

College of Medical Veterinary and Life Sciences

16. Lead School/Institute:

Medicine Dentistry and Nursing [REG20200000]

17. Is this programme collaborative with another institution:

Select...

18. Awarding Institution(s):

University of Glasgow

19. Teaching Institution(s):

University of Glasgow

20. Language of Instruction:

English

21. Language of Assessment:

English

22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](#)) and Other External or Internal Reference Points:

The following reference points were used in creating the existing programme specification;

The Nursing & Midwifery Council (2010) **Standards for Pre-registration Nursing**. London, NMC who accredit this degree. The website is www.nmc-uk.org Standards

The Quality Assurance Agency for Higher Education (2010) **Scottish Subject Benchmark Statement Nursing** Gloucester, QAA <http://www.qaa.ac.uk/academicinfrastructure/benchmark/scottish.asp>

23. Additional Relevant Information (if applicable):

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such LEADS (www.gla.ac.uk/myglasgow/leads/), Counselling & Psychological Services (www.gla.ac.uk/services/counselling/), the Disability Service (www.gla.ac.uk/services/studentdisability/) and the Careers Service (www.gla.ac.uk/services/careers/).

Details about the School and undergraduate nursing course can be found at the website:
<http://www.gla.ac.uk/subjects/nursing/>

All students in the Nursing & Health Care School are given a copy of the Undergraduate Programme Handbook along with the relevant Year Handbook. These provide a detailed description of the degree programme and lists of student support mechanisms such as advisers of studies, year co-ordinators, course leaders, link lecturers for clinical support etc. The Year Handbook gives more detailed information on the courses, assessment and progression for that particular year.

A strength of the Nursing & Health Care School is the small class size which gives more opportunity for discussion, debate and support for students. The school has an excellent system of student support comprising of allocated personal tutors, regular tutorial system, designated disability officer and link lecturers for practice learning placements. Peer support between the years is supported by lecturing staff.

There is good support from the library staff who carry out workshops in searching sources of information relevant to the content of a course. All nursing students have access to the Study Landscape in the Wolfson

Medical Building. Nursing students also use the Clinical Skills Laboratory in the Medical School to develop practical nursing skills. There has been successful inter-professional learning with medical and nursing students.

Graduates from the University of Glasgow nursing programme are highly valued by the NHS and there will be many opportunities to find employment in a variety of health care settings on graduation. The course prepares students to work in an institutional or community setting and gives them a flavour of the different specialities within nursing. Generally, all our graduates are successful in gaining employment on completion of the course.

Student feedback is very important in the development of the programme and students have the opportunity to be involved in this through the Student/Staff Liaison Committee, Nurse Education Committee, the Annual Review Day. Representatives attend these meeting to give their points of view on curriculum development, support and facilities pertinent to their year of the programme. Students also have the opportunity to take in the 'First Year Student Learning Experience Survey' and the 'National Student Survey'. In the National Student Survey, the students have rated their educational experience very highly.

Support for students is provided by the Undergraduate Adviser(s) of Studies supported by University resources such as the Effective Learning Adviser located in the Student Learning Service (www.gla.ac.uk/services/tls/sls/), the Student Counselling and Advisory Service (www.gla.ac.uk/services/counselling/), the Student Disability Service (www.gla.ac.uk/services/studentdisability/) and the Careers Service (www.gla.ac.uk/services/careers/).

24. Online Learning:

No

25. Date of approval: