

# Programme Specification for

## BSc European Nursing



<b>1. Programme title</b>	<b>BSc (Hons) European Nursing</b>
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	The Nursing and Midwifery Council
<b>5. Final qualification</b>	BSc (Hons) with NMC Professional Registration – RN Adult, Mental Health, Child
<b>6. Year of validation</b> <b>Year of amendment</b>	
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full time

### 9. Criteria for admission to the programme

Potential candidates are those with 5 GCSEs including Maths and English Language grade A-C, plus 2 A-levels at grade C or above.

Access to Health and Social Care (or similar) Diploma with the maximum award of 60 credits overall (45 at Level 3 and 15 at Level 2).

*In order to do the BSc European Nursing programme students will need to have sufficient language skills to be able to interact in the clinical environment of the host country. This is assessed on an individual basis.*

### 10. Aims of the programme

The BSc (Hons) European Nursing programme pathway aims to produce a graduate nurse who is able to provide safe and effective care, is self aware and willingly takes responsibility for their own actions and when caring for others. This programme will enhance the free movement of qualified nurses across Europe and encourage collaboration and exchange of ideas in terms of clinical and educational research.

The graduate nurse will consider each social context in which she/he is providing personalised care and will demonstrate the ability to assess and manage risks in diverse health care settings. She/he will gain greater understanding of pan European health problems, particularly related to deployment of health personnel and trends in health and social care.

She/he will demonstrate empathy, emotional intelligence and increased cultural competence. She/he will be committed to working in partnership with service users, colleagues and other health and social care agencies to provide a patient/client focused service and demonstrate a personal commitment to life-long learning.

Students studying on this programme pathway will be provided with unique opportunities to enable them to integrate their learning in theory and practice within a European context. Learning activities including assessment will facilitate their development of critical and analytical skills. This will enable development of their confidence to contribute to effective and ethically sound decision making, in collaboration with other health and social care professionals.

On completion of the programme pathway, they will be able to demonstrate the required nursing competencies for registration as a nurse within Adult nursing.

## 11. Programme outcomes

### A. Knowledge and understanding

Reflecting a European Nursing context on completion of the programme successful students will be able to:

- Demonstrate leadership, management and team-working skills
- Utilise effective communication and interpersonal skills
- Demonstrate appropriate professional values
- Critically reflect on all aspects of nursing practice and decision making

### Teaching/learning methods

The development of knowledge and understanding in this programme is developed with 50% of learning occurring in the practice setting and 50% theory based in the University.

Core knowledge and understanding is acquired from seminar group work, role play, simulated learning, practice placements in the UK and abroad, lectures, tutorials, E-learning, support from the Professional Development Tutor and guided independent study.

The learner is encouraged to develop a deep approach to learning through yearlong modules that encourage independent reading alongside taught components. This approach assists with a broadening of knowledge and an understanding of subject matter.

### Assessment methods

Students' knowledge and understanding is assessed by a range of formative assessment techniques to prepare the

	<p>students for summative testing. Specific assessment methods are specified in each module outline. All learning outcomes in a module are assessed and the mode of assessment is specified and mapped against each outcome.</p> <p>Overall, modules are assessed using a variety of approaches to assessment - self, peer, group, mentor and online assessments.</p>
<p><b>B. Cognitive (thinking) skills</b></p> <p>Reflecting a European Nursing context on completion of the programme successful students will be able to:</p> <ul style="list-style-type: none"> <li>• Critically reflect on theory and practice related to nursing</li> <li>• Critique evidence from a range of sources related to health and social care</li> <li>• Analyse concepts and principles related to nursing and underpinning theoretical perspectives derived from other disciplines</li> <li>• Articulate the argument for a holistic approach to nursing</li> <li>• Exercise significant judgment in decision making</li> </ul>	<p><b>Teaching/learning methods</b></p> <p>Intellectual skills are developed through problem solving, debating, reflection and role modelling individually and in groups, both in the practice environment and in the University.</p> <p>Learning to apply knowledge and skills to nursing practice is facilitated via case studies, placement learning and simulated learning. Students are engaged in discussion of the key issues, in consideration of applying theoretical and practical concepts and undertake this orally, in writing and in practice.</p> <p><b>Assessment methods</b></p> <p>Students' cognitive skills are assessed formatively and summatively using a variety of methods including: presentations, essay writing, care planning, report writing, written examination and practice assessment</p>
<p><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p> <p>Reflecting a European Nursing context on completion of the programme successful students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate caring, compassion and empathy</li> </ul>	<p><b>Teaching/learning methods</b></p> <p>Emphasis is placed throughout the programme on the development of practical skills. Practical skills are promoted through placement learning and simulated learning in collaboration with mentors. Role modelling plays a significant part in the student's skills development.</p>

<ul style="list-style-type: none"> <li>• Deliver care consistent with professional, ethical and legal values</li> <li>• Practice safe and competent care based on evidence using generic and specialist skills</li> <li>• Demonstrate effective management of themselves and others</li> <li>• Utilise a range of skills which foster effective interpersonal relationships</li> </ul> <p><i>Adopt a problem solving approach to the nursing process</i></p>	<p>Independent learning is provided as part of the Skills section of the Practice Learning Document. This contains a number of activities which facilitate the student's understanding and development of nursing skills and serves as a tool for use with staff in their practice learning. Skills sessions will be taught and rehearsed throughout the programme in skill labs and in the clinical environment</p> <p><b>Assessment methods</b> Students' practical skills are assessed formatively and summatively.</p> <p>Methods of assessment include the use of Objective Structured Clinical Examination (OSCE) and the Practice Learning Document (PLD) to assess the student's progress in practice. The student uses 1 PLD per year at novice, advanced beginner and competent levels and there will be grading of practice at advanced beginner and competent level. The PLD will comprise Learning agreements, achievement of competencies at each year to meet progression points 1 and 2 and competencies for registration, and achievement of skills in clinical practice. In addition, maintaining a Personal Professional Portfolio reflecting on practice learning will be a requirement for all students that will form part of the assessment of practice at the end of Year 2 and 3 to meet the requirements for ongoing record of achievement at progression. Evidence from the portfolio will be required for summative assessment in year 3 of the programme. Students will be assessed via a Learning contract in Year 3 of the programme, on the European placement module, undertaken whilst on exchange.</p>
<p><b>D. Graduate skills</b></p> <p>Reflecting a European Nursing context on completion of the programme successful students will be able to:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Teamwork</li> </ul>	<p><b>Teaching/learning methods</b> Students have a structured approach to the development of graduate, transferable and employability skills throughout their programme, with these skills embedded in the modules across</p>

<ul style="list-style-type: none"> <li>• Personal and career development</li> <li>• Effective learning</li> <li>• Information technology</li> </ul> <p>Numeracy</p>	<p>Year 1 of the programme (NIP/MHR/PHC 1000) and explicit modules in the form of: NIP2204 (Appraising and Using Evidence for Practice) and NIP3330 (Dissertation module).</p> <p>These skills are also applied and developed progressively through the remaining modules and clinical practice.</p> <p><b>Assessment methods</b> Assessed formatively and summatively. Methods include: portfolio development, reflective writing, poster presentations, practice assessment, drug calculations, e-learning and report writing.</p>
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## 12. Programme structure (levels, modules, credits and progression requirements)

### 12. 1 Overall structure of the programme

The programme pathway comprises 3 academic years, each being 45 weeks in length exclusive of annual leave. The student will take 120 credits (4 modules) each year, at Levels 4, 5 and 6 respectively. The programme consists of 50% theory and 50% practice to make 4600 hours across the three years of the programme. Theory and practice are integrated and reflected in the learning outcomes of each module.

Progression from Years 1 to 2 is dependant on achievement of all credits and meeting the progression criteria at Progression point 1. Similarly, progression from Years 2 to 3 is dependant on achievement of all credits and meeting the progression criteria at Progression point 2. The latter is a professional requirement for this programme (NMC 2010).

Students on the BSc European Nursing will spend up to 26 weeks of the third year, in one of our partner institutions. This in line with the NMC standard for Pre-registration programmes outside the UK (NMC 2010).

There is shared learning of all modules between this and the BSc (Hons) Nursing programme pathway for Year1. Year 2 is shared in the main, with students within the field of practice.

The European Nursing pathway has further shared modules between the fields of practice and with other International students (in some partner Institutions) for two modules in Year 3, which is the year of exchange. Students will return to the UK to complete 12 weeks in practice, prior to registration.

Whilst abroad students will be supported in theory and practice by academic staff

and mentors who have experience of this exchange programme. They have participated in the successful MINE (Mentoring in Nursing in Europe) Intensive programme that identifies and addresses challenges to mentoring and supports staff and students to facilitate an enjoyable exchange experience.

The structure diagram below also indicates exit awards for students who do not complete the entire programme.

## **12.2 Levels and modules**

Level 1 (4)

COMPULSORY

OPTIONAL

PROGRESSION  
REQUIREMENTS

Students must take all of the following:

**Year 1 (Level 4)**

NIP 1003 (4)  
Foundations for Professional Practice 30 cr

NIP 1002 (4)  
Foundations for Nursing Practice 30 cr

NIP 1000 (4)  
Foundations for Field of Practice 30 cr

NIP1004 (4)  
Practice Learning 1 30 cr

**Year 2 (Level 5)**

NIP2000 (5)  
Nursing the Acutely Ill Patient 30 cr

Or

MHR 2000 (5)  
Developing and Understanding in Mental Health 30 cr

Or

PHC 2000 (5)  
Developing Knowledge and Skills in caring for the Acutely Ill Infant, Child, Young Person(ICYP) and their Families 30 cr

NIP 2001 (5)  
Nursing the Patient with long-term Conditions 30 cr

Progression from Years 1 to 2 is dependant on achievement of all credits (120 per year), and meeting the progression criteria at Progression point 1. Similarly, progression from Years 2 to 3 is dependant on achievement of all credits and meeting the progression criteria at Progression point 2. The latter is a professional requirement for this programme (NMC 2010).

Students need to have met the attendance requirements for theory and clinical practice outlined in the attendance policy for the Pre-registration Nursing Programme.

Students need to demonstrate good health and character and must declare this at the start of each year of study.

Students need to have attended all mandatory training sessions, simulated learning hours and structured sessions with their Personal and Professional Development Tutor, for each academic year of study.

Or

PHC 2001 (5)  
Developing Knowledge and Skills Caring for ICYP with long-term  
Conditions 30 cr

NIP1004 (4) Practice Learning 1 30 cr

Level 2 (5)

COMPULSORY

OPTIONAL

PROGRESSION  
REQUIREMENTS

<p>Students must take all of the following:</p> <p>Students must take all of the following: (Year 2 continued)</p> <p>NIP 2204 (5) Appraising and Using Evidence for Practice 30 cr</p> <p>NIP or MHR or PHC 2002 (5) Practice Learning 2 15cr</p> <p>NIP or MHR or PHC 2003 (5) Practice Learning 3 15cr</p> <p><b>Year 3 (Level 6)</b></p> <p>NIP 3016 (6) Lifestyle, Culture and Health</p> <p>NIP 3017 (6) Nursing in Europe 15cr</p> <p>NIP/MHR/PHC 3018 (6) European Approaches to Complex Care in Adult / Mental Health / Children's Nursing 30 cr</p> <p>NIP 3330 (6) Dissertation 30cr</p> <p>NIP/MHR/PHC 3233 (6) Practice Learning 3 30 cr</p>		<p>. Students must complete and pass all modules prior to commencing their 26 week period of exchange. They will need to complete all modules (on exchange and home) in order to meet the requirements for the award and registration.</p>
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**12.3 Non-compensatable modules** (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
1 (4)	NIP 1003, 1002, 1000, 1004; MHR 1000; PHC 1000;
2 (5)	NIP 2000, 2001, 2204, 2002, 2003 MHR 2000, 2001, 2002, 2003 PHC 2000, 2001, 2002, 2003 NIP 3016, 3017, 3018, 3233 MHR 3018, 3230
3 (6)	PHC 3018, 3233

### 13. Curriculum map

See attached.

### 14. Information about assessment regulations

**Assessment regulations follow Middlesex University's Academic Regulations. In addition the Programme requires that:**

- *This programme does not allow students to re-take modules. All modules are compulsory and non compensatable.*
- *Within modules, where there is more than one component to a module assessment, the marks are aggregated and a grade given using the Middlesex University 20 point scale.*
- *Practice modules will be graded using the University 20 point scale in Years 2 and 3 only*
- *Students must achieve a pass grade for all the modules within the programme to progress.*
- *Students must meet the attendance, meetings with the Professional Personal Development Tutor and all mandatory training requirements of the programme. Students accumulating sickness or absence exceeding 10 days per year may be discontinued or deferred.*
- *Infringement of assessment regulations/academic misconduct (section F1) - may require Fitness for Practice Panel*
- *Automatic deferral is not permitted for students on these programmes.*

DBS and Occupational Health clearance is required prior to commencing clinical placement

### 15. Placement opportunities, requirements and support (if applicable)

Students must satisfy the NMC requirements to have achieved a minimum of 2300 hours in practice during the whole of their programme, in order to gain professional registration with the NMC. In all fields, 75 hours have been allocated for Simulated Practice Learning across the first two years to facilitate placement learning. All Adult students must also meet the requirements for clinical supervision set out by the EU directive 2005/36/EC.

Practice experiences can take place in an approved learning environment in any of the NHS Trusts that are part of NHS London and in the independent and Private Sector.

Staff within the School of Health and Social Sciences work in partnership with practice placement providers to ensure that the practice learning environment is conducive to meeting the individual learning needs of the student and a robust process of quality monitoring of the learning environment is in place.

Students are given notification of their allocated placement in advance and it is their responsibility to contact the placement as instructed, for details of their duty rota. Contact details are made available prior to placements.

Nursing is a profession that is required to work 37.5 hours throughout the 24 hour period over any days of the week, including weekends. Duty rotas will reflect this and will include early, late, night, weekend and Bank Holiday shift patterns.

All students will be given an induction at the start of each new learning experience and support and guidance will be given to students with diverse needs.

Each practice area has an allocated link lecturer and practice placement information folder to further support practice learning and to guide students and mentors on key policy documents such as the attendance policy and complaints procedure. Practice learning is assessed using the Practice Learning Document.

Students are required to work under direct or indirect supervision and have access to a mentor for 40% of their assessed learning period in practice. Students must work with a qualified mentor for a minimum of 4 weeks towards the end of progression point 1 and 2.

For this programme, the Programme Leader liaises closely with partners in the countries of exchange, to ensure that the learning environment and pastoral support is conducive to the overall learning that needs to be achieved, by the student.

Students are supported by the Institutional link tutor from the university, and an exchange tutor in the partner institution. Supervision for dissertations is provided by one of the programme team from Middlesex University, who is also a specialist in the relevant field of practice. The supervisor is identified and lines of communication established, prior to the student going on exchange.

On return to Middlesex University, the student will be allocated a minimum of 12 weeks of practice, relevant to their field of practice. The student will be supervised and assessed by a sign-off mentor during this 12 week period of continuous practice at the en

## **16. Future careers (if applicable)**

On successful completion of the programme students are eligible to enter the professional register for nursing.

Students will receive career guidance within PPDT groups. Workshops to discuss jobs within the various Trusts is organised during the final year of the programme.

Successful graduates will be able to progress to a range of taught Masters programmes including the MSc Nursing Studies and the MSc Mental Health studies. They also have the opportunity to undertake work based learning studies at Post Graduate level.

Students from this programme could potentially increase the scope of employment and professional development opportunities available to them across Europe, subject to the country's requirements for registration.

### **17. Particular support for learning (if applicable)**

- Personal and Professional Development groups (PPD)
- Link Tutor/Mentors in clinical practice/qualified health care professionals
- Clinical Placement Facilitators/Manager
- Clinical Skills laboratories at Archway and North Middlesex Campuses
- Learning Development Unit
- Disability Unit and special learning needs support
- Institutional link tutor to country/teacher visit in Year 3
- Dissertation supervision (individual/group)
- Use of My Learning for directed learning activities
- Use of Web 2.0 technologies for NIP 3016 and NIP 3017

### **18. JACS code (or other relevant coding system)**

*B 740 Adult*

*B 730 Child*

	<i>B 760 Mental Health</i>
<b>19. Relevant QAA subject benchmark group(s)</b>	Nursing

## 20. Reference points

Critical Review of Pre-Registration Nursing Provision at Middlesex University 2005-2010 Department of Health (2010) Equity and excellence: Liberating the NHS  
European Union Directive 2005/36/EC Recognition of professional qualifications Inter-professional Capability Framework (CUILU 2004)  
Knowledge and skills Framework (DoH 2003)  
Middlesex University (2006) The Learning Framework,  
London, MU Middlesex University (2010/11) Regulations,  
London, MU  
Middlesex University (2010/11) Learning and Quality Enhancement Handbook,  
London, MU National Service Framework (DoH 1999, 2000, 2001, 2004)

Nursing and Midwifery Council (2010) requirement, guidance and advice for learning outside the UK for pre-registration nursing and midwifery programmes  
Nursing and Midwifery Council (2008) Standards to support learning and assessment in practice.  
Nursing and Midwifery Council (2008) The code: Standards of conduct, performance and ethics for nurses and midwives.  
Nursing and Midwifery Council (2009) Guidance on professional conduct for nursing and midwifery students  
Nursing and Midwifery Council (2010) Standards for pre-registration nursing education.  
Nursing Midwifery Council (2007) Essential Skills Clusters for Pre-registration Nursing programmes  
Nursing Midwifery Council (2010) Guidance on professional conduct for nursing and midwifery student.  
Quality Assurance Agency (2001) Code of practice on placement learning, London : QAA  
Quality Assurance Agency (2001) Subject benchmark statement for nursing, London : QAA  
School of HSSC (2002/5) Maintenance and enhancement of quality and standards, HSSC  
School of HSSC Curriculum policy and strategy framework (2002/5)  
University Student Charter  
*Quality Assurance Agency (2000) Framework for Higher Education Qualifications, London : QAA*

## 21. Other information

This unique and innovative programme is undertaken currently with EU partners in Finland (Satakunta University of Applied Sciences), University of Firenze (Italy) and University of Malta. Students are eligible for an Erasmus grant to support them during the period of exchange, in addition to their means tested bursary. They will engage socially and academically with students from other countries providing for a rich learning experience.

Whilst learning is shared in Years 1 and 2 with students on the BSc Nursing programme pathway, Year 3 modules have a distinct European element to them and are applied within the

context of the student's *chosen country of exchange*.

