

Programme Specification for

BSc (Hons) Nursing Adult Field Pathway



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

9. Criteria for admission to the programme

A minimum of 280 UCAS tariff points from two or three GCE A levels/Applied GCE A levels, or from BTEC National Extended Diploma or combination of BTEC National Diploma in different subject areas, or from at least 5 Irish Leaving Certificate subjects taken at either Higher or Ordinary Level, or from a minimum of two Scottish Advanced Highers or three Highers, to a maximum of 5 Scottish higher qualifications; with at least 5 GCSEs or equivalent grades A-C, including English language and maths.

Or;

An Access to Nursing qualification, or in a related subject, which must include 45 credits at Level 3, of which all 45 must be at Merit or higher. Must contain maths / English language GCSE equivalent. Must be recent within five years.

International qualifications are considered on an individual basis.

10. Aims of the programme

The BSc (Hons) Nursing programme pathway aims to produce the graduate nurse who is able to provide safe and effective care, is self-aware and willingly takes responsibility for self and others.

This nurse will tailor care to the individual but will always consider the social context of care context in which she/he is providing personalised care and will demonstrate the ability to assess and manage risks in diverse healthcare settings. She/he will demonstrate warmth and empathy and will develop emotional intelligence and cultural competence; be committed to working in partnership with service users and colleagues and demonstrate a personal commitment to life-long learning.

Students accessing this programme pathway will be provided with learning activities including assessment to integrate their learning in theory and practice within diverse healthcare settings; develop self-confidence to engage in equal contribution to dialogue with other health and social care professions; use critical thinking skills to support decisions which are made in the interest of the patient / client / service user. 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 students will be able to demonstrate the required competencies for registration as an Adult Nurse.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

The NMC domains:

1. Demonstrate leadership, management and team-working skills.
2. Utilise effective communication and inter-personal skills.
3. Demonstrate appropriate professional values.
4. Critically reflect on all aspects of nursing practice and decision making.

Teaching/learning methods

Students gain knowledge and understanding through:

- 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, simulated learning, practice placements, 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 year-long modules that encourage independent reading alongside taught components. This approach assists with a broadening of knowledge and

	<p>an understanding of subject matter.</p> <p>Assessment methods</p> <p>Students' knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> • a range of formative assessment techniques to prepare the 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. • overall, modules are assessed using a variety of approaches to assessment - self, peer, group, mentor and online assessments.
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Critically reflect on theory and practice related to nursing. 2. Critique evidence from a range of sources related to health and social care. 3. Analyse concepts and principles related to nursing. 4. Articulate the argument for a holistic approach to nursing. 5. Exercise significant judgment in decision making. 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> • problem solving and debating; • reflection and role modelling individually and in groups, both in the practice environment and in the University. • 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>Assessment methods</p> <p>Students' cognitive skills are assessed by:</p> <ul style="list-style-type: none"> • formative and summative methods, using a variety of methods including: presentations, essay writing, care planning, report writing, written examination and practice

	assessment.
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate caring, compassion and empathy. 2. Deliver care consistent with professional, ethical and legal values. 3. Practice safe and competent care based on evidence using generic and specialist skills. 4. Demonstrate effective management of themselves and others. 5. Utilise a range of skills which foster effective interpersonal relationships. 6. Adopt a problem solving approach to the nursing process.□ 	<p>Teaching/learning methods</p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> • placement learning and simulated learning in collaboration with mentors and clinical placement facilitators; • role modelling plays a significant part in the student's skills development; • independent learning is provided as part of the formative skills workbook which is part of the preparation practice. 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>Assessment methods</p> <p>Students' practical skills are assessed by:</p> <ul style="list-style-type: none"> • formative and summative methods which include the use of Objective Structured Clinical Examination (OSCE) and the Practice Assessment Document (PAD) to assess the student's progress in practice; • the PAD includes Professional Values for Practice, Essential Skills and Episodes of Care. The student uses 1 PAD per year and there will be grading of practice in part 2 and 3; • 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

	<p>achievement at progression. Evidence from the portfolio will be required for summative assessment in Year 3 of the programme.</p>
<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Communication. 2. Teamwork. 3. Personal and career development. 4. Effective learning. 5. Information technology. 6. Numeracy. 	<p>Teaching/learning methods</p> <ul style="list-style-type: none"> • 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 Year 1 of the programme and explicit modules in the form of NIP 1000 (Foundations for the Field of Practice); NIP 2204 (Appraising and Using Evidence for Practice) and NIP 3330 (Dissertation module). • These skills are also applied and developed progressively through the remaining modules and clinical practice. <p>Assessment methods</p> <p>Students' graduate skills are assessed by:</p> <ul style="list-style-type: none"> • formative and summative methods, which include: portfolio development reflective writing, poster presentations, practice assessment, drug calculations, e-learning and report writing.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

The programme pathway comprises **three academic years** each being 45 weeks in length exclusive of annual leave. The student will take 120 credits (4 modules) each academic year at **Levels 1, 2 and 3** respectively. The programme consists of 50% theory and 50% practice to make 4600 hours across the three years of the pathway. **Theory and Practice** are integrated and reflected in the learning outcomes of each module.

There is shared learning with Mental Health and Child fields across the BSc programme

pathways for all of the generic modules across **Levels 4, 5 and 6**.

The programme runs over the Autumn, Spring and Summer terms with all theoretical modules taken concurrently to ensure knowledge is built upon across the year. The programme will be delivered in alternating blocks of classroom based theory and clinical practice in a range of clinical practice placements. Clinical practice is undertaken each year to include 225 hours of simulated learning across **Years 1-3** of the programme.

Progression from **Years 1 to 2** is dependent on achievement of all credits and meeting the progression criteria at Progression point 1. Similarly, progression from **Years 2 to 3** is dependent 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).

Discontinuation due to a Fitness to Practice Panel decision will mean the academic exit award made will reflect academic credit achieved, but have a non-professional title of:

- Cert HE Combined Studies
- Dip HE Combined Studies
- BSc Combined Studies
- BSc Hons Combined Studies

Year 1 – 120 credits at Level 4 – Cert. HE Health Care Practice

- **NIP1000** Foundation for Field of Practice (30 credits)
- **NIP1002** Foundation for Nursing Practice (30 credits)
- **NIP1003** Foundation for Professional Practice (30 credits)
- **NIP1004** Practice Learning 1 (30 credits)

Year 2 – 120 credits at Level 5 – Dip. HE Health Care Practice

- **NIP2000** Nursing in the Acutely Ill Patient (30 credits)
- **NIP2001** Caring for Patient with Long-term Condition (30 credits)
- **NIP2204** Appraising and Using Evidence for Practice (30 credits)
- **NIP2103** Practice Learning 2 (30 credits)

For students entering with 18 months APL NIP2010 or NIP2011 depending on experience

Year 3 – 120 credits at Level 6 (BSc Hons. Nursing Adult with Registration) OR 90 credits at Level 6 - includes NIP3012, NIP3013, NIP3233 (BSc Nursing Adult with Registration) OR 60 credits at Level 6 (BSc Health Care Practice)

- **NIP3012** Caring for Patients with Complex Care Needs (30 credits)
- **NIP3013** Preparation for Registration and Professional Practice as an Adult Nurse (30 credits)
- **NIP3330** Dissertation (30 credits)

- **NIP3233** Practice Learning 3 (30 credits)

12.2 Levels and modules

Level 1 (4)

COMPULSORY

OPTIONAL

PROGRESSION
REQUIREMENTS

<p>Students must take all of the following:</p> <p>NIP1003 <i>30 credits</i></p> <p>NIP1002 <i>30 credits</i></p> <p>NIP1000 <i>30 credits</i></p> <p>NIP1004 <i>30 credits</i></p>		<p>Progression from Year 1 to 2 is dependent on achievement of all credits (120 per year), and meeting the progression criteria at Progression point 1. This is a professional requirement for this programme (NMC 2010).</p> <p>Students need to have met the attendance requirements for theory and clinical practice outlined in the attendance policy for the Pre-registration Nursing Programme.</p> <p>Students need to demonstrate good health and character and must declare this at the start of each year of study and must complete a self-declaration of good health and character each year of the programme.</p> <p>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.</p>
Level 2 (5)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

<p>Students must take all of the following:</p> <p>NIP2000 <i>30 credits</i></p> <p>NIP2001 <i>30 credits</i></p> <p>NIP2204 <i>30 credits</i></p> <p>NIP2103 <i>30 credits</i></p>		<p>As per Year 1 and in addition, progression from Year 2 to 3 is dependent on achievement of all 120 credits and meeting the progression criteria at Progression point 2 (part 2). The latter is a professional requirement for this programme (NMC 2010).</p>
<p>Level 3 (6)</p>		
<p>COMPULSORY</p>	<p>OPTIONAL</p>	<p>PROGRESSION REQUIREMENTS</p>

<p>Students must take all of the following:</p> <p>NIP3012 <i>30 credits</i></p> <p>NIP3013 <i>30 credits</i></p> <p>NIP3330 <i>30 credits</i></p> <p>NIP3233 <i>30 credits</i></p>		<p>Programme completion and progression to the NMC register is dependent upon:</p> <p>Completion of all modules at Level 6.</p> <p>If a student fails NIP 3330 (Dissertation), but completes the remaining 90 credits, the exit award will be BSc Nursing with NMC registration.</p> <p>At the end of the programme all students are required to have a written Declaration of Good Health and Character signed by the Programme Leader, indicating that to the best of their knowledge the student is eligible to register as a nurse with the NMC. Accumulated unauthorized absence may impact on the confirmation of good character required by the NMC.</p>
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12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code
Level 1 (4)	NIP 1003, NIP 1002, NIP 1000, NIP 1004
Level 2 (5)	NIP 2000, NIP 2001, NIP 2204, NIP 2103
Level 3 (6)	NIP 3012, NIP 3013, NIP 3330, NIP 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 and 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.
- DBS and Occupational Health clearance is required prior to commencing clinical placement.
- Automatic deferral is not permitted for students on these programmes.

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 the BSc Adult field pathway, 225 hours have been allocated for Simulated Practice Learning across the three 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 Education 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 placement information 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 Assessment 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 and be supervised and assessed by a sign-off mentor during a 12 week period of continuous practice at the end of Year 3.

Meetings with the allocated Personal and Professional Development Tutor at regular intervals will further support practice learning.

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 Personal and Professional Development groups and 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 & MSc Nursing Studies. They also have the opportunity to undertake work based learning studies at Post Graduate level.

17. Particular support for learning (if applicable)

- Personal and Professional Development Tutor (PPDT)
- Personal and Professional Development Groups (PPD)
- Link Tutor/Mentors in clinical practice
- Clinical Placement Facilitators

- Clinical Skills laboratories
- Learning Development Unit
- Disability Unit and special learning needs support
- Dissertation supervision (individual/group)
- Use of My Learning for directed learning activities
- Graduate Academic Assistants

18. JACS code (or other relevant coding system)	B740 Adult Nursing
19. Relevant QAA subject benchmark group(s)	Nursing

20. Reference points
<p>Critical Review of Pre-Registration Nursing Provision at Middlesex University 2005-2010</p> <p>Department of Health (2010) Equity and excellence: Liberating the NHS</p> <p>European Union Directive 2005/36/EC Recognition of professional qualifications</p> <p>Inter-professional Capability Framework (CUILU 2004)</p> <p>Knowledge and skills Framework (DoH 2004)</p> <p>Middlesex University (2006) The Learning Framework, London, MU</p> <p>Middlesex University Regulations (2010/11), London, MU</p> <p>Middlesex University (2010/11) Learning and Quality Enhancement Handbook, London, MU</p> <p>National Service Framework (DoH 1999, 2000, 2001, 2004)</p> <p>Nursing Midwifery Council (2007) Essential Skills Clusters for Pre-registration Nursing programmes</p> <p>Nursing and Midwifery Council (2008) Standards to support learning and assessment in practice.</p> <p>Nursing and Midwifery Council (2008) The code: Standards of conduct, performance and ethics for nurses and midwives.</p> <p>Nursing and Midwifery Council (2009) Guidance on professional conduct for nursing and midwifery students</p> <p>Nursing and Midwifery Council (2010) Standards for pre-registration nursing education.</p> <p>Quality Assurance Agency (2000) Framework for Higher Education Qualifications,</p>

London : QAA

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

UCEA (2009) health and safety guidance for the placement of higher education students

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Appendix 2: Curriculum Maps

Curriculum map for BSc Nursing Adult Field Pathway

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Demonstrate leadership, management and team-working skills	C1	Demonstrate caring, compassion and empathy
A2	Utilise effective communication and inter-personal skills	C2	Deliver care consistent with professional, ethical and legal values
A3	Demonstrate appropriate professional values	C3	Practice safe and competent care based on evidence using generic and specialist skills
A4	Critically reflect on all aspects of nursing practice and decision making	C4	Demonstrate effective management of themselves and others
		C5	Utilise a range of skills which foster effective interpersonal relationships
		C6	Adopt a problem solving approach to the nursing process
Cognitive skills		Graduate Skills	
B1	Critically reflect on theory and practice related to nursing	D1	Communication
B2	Critique evidence from a range of sources related to health and social care	D2	Teamwork
B3	Analyse concepts and principles related to nursing	D3	Personal and career development
B4	Articulate the argument for a holistic approach to nursing	D4	Effective learning

B5	Exercise significant judgment in decision making										D5	Information technology									
											D6	Numeracy									
Programme outcomes																					
A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	
Highest level achieved by all graduates																					
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	

Module Title	Module Code by Level	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
YEAR 1																						
Foundations for Professional Practice	NIP 1003	X		X			X	X						X			X					
Foundations for Nursing Practice	NIP 1002				X		X		X		X	X	X	X		X						X
Foundations for Field of Practice	NIP 1000		X				X				X	X	X	X	X		X	X	X	X	X	
Practice Learning 1	NIP 1004		X	X	X						X	X			X	X	X	X		X		X
ADULT YEAR 2																						
Nursing the Acutely Ill Patient	NIP 2000		X	X		X		X			X					X	X			X		
Caring for Patients with long- term Conditions	NIP 2001		X	X		X					X					X	X	X		X		
Appraising and Using Evidence for Practice	NIP 2204						X	X		X											X	X
Practice Learning 2	NIP 2103		X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X
ADULT YEAR 3																						

