Programme Specification

Queen Margaret University
EDINBURGH

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

1	**Awarding Institution**	Queen Margaret University
2	**Teaching Institution**	Queen Margaret University
3	**Professional body accreditation**	R.N (Adult Branch)
4	**Final Award**	BSc (Hons) Nursing with registration (RN)
	Subsidiary exit awards	Cert in H.E (SCQF 7) Diploma In H.E. (SCQF 8) BSc Health Studies (SCQF 9)
5	**Programme Title**	BSc (Hons) Nursing
6	**UCAS code** (or other coding system if relevant)	B740
7	**SCQF Level**	7-10
8	**Mode of delivery and duration**	F/T (4 Years)
9	**Date of validation/review**	17 April 2013 – revised February 2019

10. Educational Aims of the programme

- To facilitate the intellectual, professional and personal development of undergraduate nurses in order to enable them to lead the profession in adapting to continuing change in diverse health and social contexts, setting high standards of culturally sensitive family centred care, challenging poor care and acting autonomously and with integrity.
- To ensure students achieve the competencies and outcomes required by current UK and European legislation.

11. Benchmark statements/professional and statutory body requirements covered by the programme
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/nursing.pdf

12. Learning Outcomes of the Programme

These may be divided in the following categories: Knowledge and understanding (KU) Intellectual (thinking) skills (I), Practical skills (P), Transferable skills (T)

Level 1 (SCQF Level 7)

In order to successfully complete level 1 studies, pass NMC Progression Point 1 and be eligible for the Higher Education Certificate (if exiting the programme), students will:

1. Apply an enquiring approach to the nature of evidence and its integration and application to theory and practice (KU, I, P, T).

2. Explore professional identity within the health and social care landscapes, recognising nursing's contribution to interagency working (KU, I T).

3. Discuss health and well being, the impact of determinants of health and approaches to health improvement at individual, family, group and community levels across a range of contexts (KU, I, T).

4. Reflect on and learn from their own and others' experiences to question and test their personal values and assumptions (I, T).

5. Develop self-awareness of the impact of values and behaviours on collaborative care delivery (I, T).

6. Be competent in a range of fundamental nursing skills for safe, compassionate, relationship centred care to the level of their experience (KU,I,P,T)

7. Work within legal, professional and ethical frameworks to safeguard and protect people, particularly vulnerable groups (KU, I, T).

8. Use scientific knowledge to explain the principles underpinning biological processes and events manifest in health and illness (KU,I,T)

Level 2 (SCQF Level 8)

In order to successfully complete level 8 studies, pass NMC Progression Point 2 and be eligible for the Diploma in Higher Education (if exiting the programme), students will:

1. Develop skills of critical enquiry through analysis and application of relevant theories for practice (KU, I, T).

2. Draw on the knowledge base of social sciences in order to explore concepts within nursing theory and practice (KU, I, T).

3. Scrutinise sources of evidence to promote care which is safe and effective (KU, I, P, T).

4. Further develop skills of self-directed learning and practise reflection in learning activities (KU, I, T).

5. Further reflect on the application of communication skills in the facilitation of health improvement for a range of clients in inter-professional, social and therapeutic contexts (KU, I, P, T).

6. Debate and apply legal, ethical and statutory frameworks that regulate nursing and healthcare (KU,I,T)

7. Describe the principles of patient assessment and care delivery in different settings within the context of collaborative care (KU, I, T).

8. Demonstrate competence and knowledge of a wide range of nursing skills required by this level (KU, I, P, T).

9. Integrate knowledge from applied sciences to gain an understanding of the physiology of health and illness (KU, I, T).

Level 3 (SCQF Level 9)

In order to successfully complete the first three years of study and be eligible for the academic award of BSc in Health students will:

1. Critically appraise and apply theoretical knowledge and professional skills in interprofessional practice to contribute to a collaborative, practice- ready workforce (KU, I, P, T).

2. In partnership with colleagues, patients, families and communities, analyse and apply a range of evidence to assess, plan, implement and evaluate nursing care that is competent, safe and systematic (KU,I,P,T).

3. Demonstrate the potential to enable and empower individuals and groups to take a shared and active role in decision making (KU, I, T).

4. Apply skilful nursing care in a range of contexts that is safe, compassionate, maintains dignity and promotes health and wellbeing (KU, I, P, T).

5. Analyse and apply ethical, professional and legal knowledge to provide a high standard of safe, person-centred care that is without discrimination or prejudice (KU, I, P, T).

6. Demonstrate the potential to work autonomously in a range of contexts through the exhibition of skills of confidence and critical reflection in order to engage with people and build caring professional relationships, individually and in teams in hospital, community and at home(KU,I,P,T).

7. Analyse biological, behavioural, cultural, environmental and socioeconomic factors that influence health and health outcomes in order to deliver care (KU, I, T).

8. Use clinical governance processes to maintain and improve nursing care and advance professional practice (KU, I, T)).

9. Critically appraise theories of learning and integrate skills of facilitation of teaching and learning within the clinical environment (KU, I, T).

10. Through engaging with enquiry, become autonomous learners who can formulate their own research topics and convert that research into deep, learner-centred knowledge (KU, I, T).

Achievement of these objectives will provide the student with a sound basis on which to proceed to Honours level studies.

Level 4 (SCQF Level 10)

In order to be awarded the BSc (Hons) Nursing, and in order to achieve the final progression point, successful students will:

1. Critically appraise and integrate evidence to justify and propose an appropriate area of enquiry in nursing practice that contributes to the profession of nursing (KU, I, T).

2. Synthesise evidence in order to make judgements and decisions relating to the management of safe patient care which is delivered professionally and ethically (KU, I, T).

3. Develop self- reliance and reflexivity in response to change, client feedback and the developing context of health care (KU, I, T).

4. Exercise judgement in self-assessment of transferable skills and continuing professional development needs; recognising opportunities and limitations for career management, ensuring fitness for purpose and enabling a positive contribution to society (KU, I, T).

5. Accept responsibility for teaching patients, families, colleagues and peers across a range of contexts (KU, I, T).

6. Work autonomously and collaboratively across professional boundaries in the pursuit of optimal patient care (KU, I, P, T).

7. Critically evaluate all aspects of their care in order to improve clinical decision making and physical and mental health outcomes and quality (KU, I, T).

8. Develop a leadership role in adult nursing in order to coordinate, delegate and supervise compassionate, culturally sensitive care, enhancing the health and well being of people and shaping future services (KU,I,T).

9. Practice within the boundaries of personal and professional accountability in relation to their actions and continuous learning (KU, I, P, T).

13. Teaching and learning methods and strategies

The underpinning educational method adopted by the BSc (Hons) Nursing team lies in the problem and enquiry based learning arena, which places the individual learner at the centre of the learning process and assists them to move from developmental pedagogical approaches towards a transformational learning situation which is appropriate for Honours graduates exiting the programme. This is achieved through gradual advancement from lectures, tutorials and laboratory work in year 1 to ensure a solid foundation of the underpinning physiological knowledge required for nursing, to facilitation in small group activities (class room and placement supervision) and case based scenarios in years 2 and 3 where students integrate theory and practice.

By year 4 students have developed confidence and skills in developing their own learning and are almost entirely self-directing and autonomous within the framework of professional requirements. All modules have a technologically enhanced component mediated through the Hub@QMU

Clinical skills are taught both in practice and using a supportive simulation-based learning approach and are woven throughout the four years of the programme using the same developmental pattern used in the classroom.

14. Assessment strategies

Assessment strategies (Table 1) are designed to encourage the integration and synthesis of theory with practice, to enable the development of transferable skills, to ensure the rigour of academic thinking and also to promote the achievement of the learner's personal and professional goals. Assessments draw on the learners own learning experiences such as critical analysis and reflection in relation to a case study, poster and group presentations, use of reflective diary or electronic portfolio, dissertation or work based learning project (proposal). Opportunities will be provided for students to participate in self and peer assessment. Assessment also meets the professional body's requirement to provide examinations (written and OSCA). Students will be given feedback on all aspects of their performance whether or not it contributes to their award, to ensure that all assessment is formative.

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

The BSc (Hons) Nursing degree extends over four years. This is a full time programme. Each year is of 30 weeks duration comprising two semesters. Each year contains 575 hours theory and 575 hours clinical practice (this equates to 15 weeks of theory and 15 weeks of practice, see Table 1).

Table 1: Programme structure; modules, placements, assessment schedule

Year	Module	Assessment Format	Classroom /Placement
1	**Caring in a Professional Context 40 credits**	**Semester 1 Assignment**	**Semester 1 8 weeks classroom 6 weeks placement**
		Semester 2 Assignment	
	Applied Science 1 (semesters 1&2) 20 credits	**Unseen examination**	
		Unseen examination	
	Skills & Practice 1 (semesters 1 &2) 30 credits	**Practice Placement Portfolio (PPP) 100%**	
	Inter-professional education 1 (Semesters 1&2) 20 credits	**Group Poster Presentation 30% Assignment 70%**	**Semester 2 7 weeks class room 9 weeks placement**
	Introduction to Academic Enquiry 10 credits	**Assignment**	
	Total credit SCQF 7 120		
2	**Enquiry Based Learning (semester 1) 30 credits**	**Assignment (70%) Lab Report (30%)**	**Semester 1 7 weeks classroom 7 weeks placement**
	Enquiry based learning (semester 2) 40 credits	**Assignment (70%) Integrated Exam (30%)**	
	Inter-professional education 2 (semesters 1 &2)20 credits	**Assignment (50%) Presentation (50%)**	
	Skills & Practice 2 (semesters 1 & 2) 30 credits	**Practice Placement Portfolio (PPP) 100%**	**Semester 2**
	Total credit SCQF 8 120		**8 weeks classroom 8 weeks placement**
3	**Recognition and Management of the Deteriorating Patient - Acute care in any context (semester 1) 30 credits**	**Integrated Examinations (50%) Written Assignment (50%) 3000 words**	
	RRLTI (semester 2) 30 credits	**Group Portfolio (60%)**	
		Integrated Exam (40%)	
	Evidence Based Governance (semesters 1 & 2) 20 credits	**Assignment (40%)**	**Semester 1**
		Individual Presentation (60%)	
	Skills & Practice 3 (semesters 1 &2) 20 credits	**Practice Placement Portfolio (PPP) 100%**	**7 weeks classroom 7 weeks placement**
	Inter-professional education 3 (semesters 1&2) 20 credits Total credit SCQF 9 120	**Assignment (60%) Group Presentation (40%)**	

4	**Leadership for Developing Professional Practice (semester 1) 30 credits**	**Presentation (60%) Assignment (40%)**	**Semester 2** **8 weeks classroom 8 weeks placement**
	Dissertation/WBL proposal (40 credits)	**Written Proposal**	
	Inter-professional education 4 (semesters 1& 2) 20 credits	**Assignment (60%) VLE (40%)**	
	Clinical practice 4 (Semester 2) 30 credits	**Practice Placement Portfolio (PPP) 100% components**	**Semester 1** **14 weeks classroom No placement**
	Total credit SCQF 10 120		**Semester 2** **1 week classroom** **15 weeks placement**

16. Criteria for admission

UK Entrants

Normally, entrants must offer educational certificates which include 2 science subjects, mathematics (minimum Int 2 at B) and English literature or language. At higher level they must meet a requirement of 260 points on the UCAS tariff, to be achieved from four higher level subjects, or combinations of higher qualifications set out below.

All combinations of qualifications must include a science or science based subject (for example, human biology or biology and chemistry, physics) and either English, or a suitably discursive subject such as Philosophy, History, Modern Studies or RME.

- Scottish Higher: BBBB (260 UCAS tariff points from four subjects)
- A Level: BCC (260 UCAS tariff points from three subjects)
- Irish Leaving Certificate: B2B2B2B2 (256 tariff points)
- International Baccalaureate (30 points)

EU and International Students

- Entrants must offer qualifications which are acceptable to the NMC and which equate to UK qualifications at a Higher level (SCQF 6 or above).
- Entrants must achieve a satisfactory IELTS score where asked for as a condition for entry (IELTS examination results (academic or general) where the scores are at least 7.0 in the listening and reading sections and at least 7.0 in the writing and speaking sections, and where the overall average score is at least 7.0.
- Equivalent TOEFL iBT is overall score of 95 (Listening 22, Reading 24, Speaking 25 & Writing 24).

Non Standard Entrants

Applicants who do not meet standard entry requirements may be considered for acceptance to the programme by applying for advanced standing, in accordance with QMU RPL regulations, details at: http://www.qmu.ac.uk/quality/qm/AZindex.htm#r
Students with previous relevant qualifications, including degree qualifications, may apply for specific credit against elements of the programme.

17. Support for students and their learning

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: http://www.qmu.ac.uk/quality/

Where the QA arrangements differ from standard QMU procedures, include that information here.