

University of Glasgow

Academic Standards Committee - Friday 17 February 2012

Bachelor of Nursing: Proposal for Non Standard Course Credit Ratings

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BN programme proposed changes 2011

Please find attached two documents:

- Programme specification
- BN programme hours and credits which gives an overview of the proposals

In writing the new programme specification we have endeavoured to bring the course credit ratings in to line with the recommendations of the ASC as far as is possible. To this end in year 1 and year 2 of the programme 25 credit courses have been changed to 30 and 20 credits respectively. In year 3 of the programme a 35 credit course has been revised to 40 credits and a 15 credit course revised to 10 credits (to accommodate the revision of the 35 credit course).

There remain a small number of courses which lie outwith the recommended credit bearings. The majority of these are Practice learning experiences where the students attend a clinical placement for a designated number of weeks:

Practice learning experience 1	65 credits
Practice learning experience 2	80 credits
Practice learning experience 3	45 credits
Clinical practice consolidation 3	45 credits
Clinical practice consolidation 4	45 credits

The credit rating for all these courses is heavily constrained by the 2,300 hours for clinical practice required by the Nursing and Midwifery Council (2010) in order to be eligible for professional registration. It will be apparent from the BN programme hours and credits document that the credits for Practice learning experience match as near as possible the clinical learning hours assigned for each year of study. It is not possible for the course design to deviate from these hours as the guidance from the NMC is to spread the clinical component of study as evenly as possible across the 3 or 4 years of study. Splitting the Practice learning experience into individual placement components would not be helpful as the majority of placements would be 225 hours, which if individual placements were credited at 20 credits would mean a total of 125 learning hours over the programme were not gaining credits rating.

The remaining two courses that lie outwith the recommended credit ratings are:

Nursing &IBLS 1	50 credits
Nursing 2	50 credits

The rationale for these courses bearing 50 credits is again primarily that the theoretical learning hours for each year of study are prescribed by the NMC. To split both these courses would be possible if the skills learning and teaching associated with the nursing course were extracted, giving a 10 credit skills course and a 40 credit theory course. This would not be desirable from a pedagogical position as it would create a divide between skills and theory

learning. The theory/practice divide is a major obstacle in professional education and it would be a retrograde step in the curriculum design should we be required to split the courses. The School of Medicine Learning and Teaching Committee is supportive of our proposal as long as we have consulted with the ASC.



1. Programmes: *** Please insert the titles of the programmes covered by this specification document, stating clearly the qualification and desired subject of study. e.g. MA Honours in History or MSc in Information Technology. Enter the principal final award in the main approving college first then below that any other possible awards or equivalent principal awards in the same subject in other colleges (e.g. a BSc Honours in Geography may also be available as an MA Honours in Geography). Do not include exit points or other programmes which cannot be applied to directly, unless a new exit award is required linked to this degree. In such circumstances, add the new exit point below on a separate line. Leave the right column blank — this is for administrative use only.*

Programme Title	UCAS GU Code Code
Bachelor of Nursing (Hons) Degree	
Bachelor of Nursing Degree	

2. Attendance Type: *** Is this programme Full Time, Part Time or Both?*

Full Time

2.1 SCQF Level: *** Please select the SCQF level (see Appendix 1 of the guidance notes) from the list.*

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2.2 Credits: *** Please enter the number of credits, which could be e.g. 180, 360, or 480.*

565 (Hons) and 465 (Ordinary degree)

3. Awarding Institution:

University of Glasgow

4. Teaching Institutions: *If more than one institution is involved in the delivery of the programme, please list those involved.*

University of Glasgow

5. College: *** Please select the college with responsibility for approving the programme.*

College of Medical Veterinary and Life Sciences

6. School/Institute: *** Please select the school/institute to which the programme belongs from the list. If more than*

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.

one school/institute is involved in the delivery of the programme, then please record only the lead school/institute.

Medicine [REG20200000]

7. Programme Accredited By: *Please provide details of relevant Professional or Statutory Bodies if applicable.*

Nursing & Midwifery Council

8. Entrance Requirements: *** Explain the entry requirements or provide a link to the appropriate section of the on-line prospectus.*

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

8.1 ATAS Certificate Requirement: *** If this programme falls into the small set of subject areas that are considered to be of a sensitive scientific or technological nature and require students studying on it to have a certificate from the Academic Technology Approval Scheme, please indicate this below. More information about the ATAS Certificate requirement can be found at <http://www.fc.gov.uk/en/about-us/what-we-do/services-we-deliver/atas/>.*

No

9. Programme Aims: *** See Section 5.2 of the Guidance Notes. Please remember that the aims should be written in a student-friendly way.*

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 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 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

10. Intended Learning Outcomes of Programme: *** See Section 5.3 of the Guidance Notes. This field should describe the programme's intended learning outcomes, reflecting the core attributes of a graduate of the programme. The intended learning outcomes should summarise what all students should be able to do or to demonstrate, in terms of particular knowledge and understanding, qualities, skills and other attributes, and should be written at a level that reflects the final award.*

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) Demonstrate knowledge of the fundamental concepts, principles and theories underpinning professional nursing practice and health (Academic / Intellectual)
- 2) Demonstrate an awareness of 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) Demonstrate a knowledge of 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) Demonstrate a knowledge of 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 knowledge of a wide 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) Demonstrate a knowledge of the application of theory to clinical practice (Intellectual / Professional / Academic / Practical)
- 17) Critically analyse and apply research related to nursing practice from a variety of sources (Intellectual / Professional / Academic / practical)
- 18) Recognise the ethical and legal issues as they pertain to healthcare (Intellectual / Professional / Academic / Practical)
- 19) Demonstrate a knowledge of other healthcare related disciplines and their contribution to holistic patient/client centred care (Intellectual / Professional / Academic / Practical)

Transferable/key skills

- 20) Work independently and take responsibility for individual learning and development (Intellectual / Professional / Academic / practical)
- 21) Structure and communicate ideas effectively both orally and in writing (Intellectual / Professional / Academic / Practical)
- 22) Use interpersonal and team-working skills (Intellectual / Professional / Academic / Practical)
- 23) Demonstrate critical thinking and problem solving skills (Intellectual / Professional / Academic / Practical)
- 24) Demonstrate decision making skills (Intellectual / Professional / Academic / Practical)
- 25) Use negotiating skills (Intellectual / Professional / Academic / Practical)
- 26) Demonstrate good time management skills (Intellectual / Professional / Practical)

- 27) Presentation skills – oral, written and use of IT (Intellectual / Professional / Practical)
- 28) Demonstrate IT skills by making efficient use of computers for acquiring, analysing and presenting information (Intellectual / Professional / Practical)
- 29) Demonstrate leadership within a team and be able to manage change (Intellectual / Professional / Academic / practical)
- 30) Demonstrate organisational and other lifelong learning skills such as reflection by self-evaluation of theory and practice (Intellectual / Professional / Academic / Practical)

11. Assessment Methods: *** See Section 5.4 of the Guidance Notes. This field should provide an overview of the assessment methods used in the programme, bearing in mind that assessment takes place at course level.*

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. Learning and Teaching Approaches: *** See Section 5.5 of the Guidance Notes. This field should identify the learning and teaching approaches for the programme.*

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
- Formative and summative assignments including the 4th year dissertation enable the student to develop writing skills, critical analyses, developing an argument and synthesis of ideas

13. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

See Sections 1.3 and 5.6 of the Guidance Notes. Please refer to any QAA subject benchmark statement relevant to this programme by means of its URL, e.g. www.qaa.ac.uk/academicinfrastructure/benchmark/honours/chemistry.pdf. Likewise refer to any other relevant benchmark, such as the requirements of a professional statutory body. Enter 'Not applicable' if there is no such benchmark.

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

14. Programme Structure and Features: *** See Section 5.7 of the Guidance Notes. Please retain the standard text provided under the sub-heading 'Regulations' and above this provide an easily-understood description of the programme structure.*

The Degree Bachelor of Nursing 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 Degree Bachelor of Nursing and Degree Bachelor of Nursing (Honours) 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 adult
- 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 first attempt to be eligible for Honours.

Bachelor of Nursing Year 3 (170 credits Degree)

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 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)

Management for Health Care 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, 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/calendar2011-12/>

15. Additional Relevant Information: *See Section 5.8 of the Guidance Notes. Please append to the standard text in this field to emphasise distinctive features such as library and IT facilities, student support systems, employability, and/or student involvement.*

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/).

16. Academic Session: *** Please select the academic session in which this new programme/changed programme will start (or revision to this specification will apply).*

2012-13

Date of production/revision:

09/02/2012

BN PROGRAMME HOURS & CREDITS

Year 1							Total
	Nursing & IBLS 1	Health Studies & Nursing 1			Practice learning experience 1		
Level	1	1			1		
Credits	50	30			65		145 credits
Hours	500	300			675		1475 hours

Year 2							
	Nursing & Health Studies 2	IBLS 2			Practice learning experience 2		
Level	2	2			2		
Credits	50	20			80		150 credits
Hours	500	200			825		1525 hours

Year 3							
Degree	Nursing 3	Advancing clinical skills 3	Human disease & pathology 3	Research methods 3	Practice learning experience 3	Clinical practice consolidation 3	
Level	3	3	3	3	3	3	
Credits	40	10	20	10	45	45	170 credits
Hours	400	100	200	100	450	450	1700 hours

Year 3							
Junior hons	Nursing 3	Advancing clinical skills 3	Human disease & pathology 3	Research methods 3	Practice learning experience 3		
Level	3	3	3	3	3		
Credits	40	10	20	10	45		125 credits
Hours	400	100	200	100	450		1250 hours

Year 4 Hons							
	Dissertation 4	Nursing policy in context 4	Management for health care 4			Clinical practice consolidation 4	
Level	4	4	4			3	
Credits	60	20	20			45	100 credits level 4 45 credits level 3
Hours	600	200	200			450	1450 hours

Ordinary degree	Clinical 2400 hours	Theory 2300 hours	Total 4700
Hons degree	Clinical 2400 hours	Theory 3300 hours	Total 5700