

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Health and Social Sciences
Final award(s), title(s) and credits PG Dip Adult Nursing 120 credits at Level 7 (60 ECTS) 40 credits at Level 6 (20 ECTS) 60 credits at Level 5 (30 ECTS) 20 credits at Level 4 (10 ECTS)	
Intermediate award(s), title(s) and credits PG Cert Health Care Studies 60 credits at level 7 (30 ECTS)	
UCAS Programme Code(s) (where applicable and if known) UCAS 43T7	HESA JACS (Joint Academic Coding System) Code(s) and percentage split per programme/pathway B740
External reference points Framework for Higher Education Qualifications Nursing & Midwifery Council: Standards for Pre-registration Nursing Programmes (2010) Nursing & Midwifery Council: Standards to Support Learning & Assessing in Practice (2008)	
Professional, Statutory and Regulatory Body (PSRB) links Nursing & Midwifery Council: co-joint validation	
Places of delivery Bournemouth University Placements: NHS Trusts in HE Wessex, HE South West, private and voluntary sectors.	
Mode(s) of delivery Full time	Language of delivery English
Typical duration 2 years	
Date of first intake September 2017	Expected start dates September
Maximum student numbers 20 per intake	Placements 2300 hours, including elements accredited via Recognition of Prior Learning Placements will take place in NHS Trusts in HE Wessex, HE South West, private and voluntary sectors
Partner(s) Not applicable	Partnership model Not applicable
Date of this Programme Specification May 2017	

Programme Specification – Section 1

Version number

v7.1-0917

Approval, review or modification reference numbers

Regs141506 - This Programme Specification was revised in July 2015 following the approval of updated assessment regulations to bring the programme in line with NMC requirements. It takes effect from September 2015 and applies to all current students and new enrolments.

FHSS 1516 15, approved 30/03/2016. Previously version 6.2

E1617011-approved 30/11/2016.

FHSS 1617 21, approved 31/05/2017. Previously version 7.0-0917

Author

Dr Ian Donaldson

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PROGRAMME STRUCTURE

Programme Award and Title: PG Dip Nursing Adult Nursing									
Stage 1/Year 1									
Students are required to complete all units. The level of study is indicated in brackets.									
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HESA JACS code(s)	
			Exam 1	Cwk 1	Cwk 2			HESA JACS Subject Code and %	HESA JACS Subject Code and %
Nursing knowledge: From philosophy to practice.	Core	20 (7)		100%		35	1	B700	
Challenges to Humanizing nursing care	Core	20 (7)		100%		35	1	B700	
Care of Clients with acute and long term conditions	Core	20 (5)	80%	20%		35	1	B740	
Therapeutic communication in adult nursing	Core	20 (5)		100%		35	1	B740	
My Health and wellbeing through the lifespan	Core	20 (4)		100%		35	1	B700	
Developing knowledge for practice	Core	20 (5)		25%	75% Practice		1	B740	
<p>Progression requirements: Requires 20 credits at Level 4, 60 credits at Level 5 and 40 credits at Level 7 and successful completion of practice competencies/NMC requirements relating to progression points 1 & 2</p> <p>In addition, students must normally have completed a minimum of 85% of the planned practice hours by the end of year 1 in order to be eligible to proceed.</p>									
<p>Placement 50% of the programme is delivered in practice settings, in accordance with NMC requirements</p>									
<p>Exit qualification: where relevant individual unit credits will be awarded.</p>									

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Programme Award and Title: PG Dip Nursing Adult Nursing									
Stage 2/Year 2									
Students are required to complete all units. The level of study is indicated in brackets.									
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HESA JACS code(s)	
			Practice	Cwk 1	Cwk 2			HESA JACS Subject Code and %	HESA JACS Subject Code and %
Public health perspectives	Core	20x7		100%		35	1	B700	
Developing the professional role	Core	20x7		100%		35	1	B700	
Principles of enquiry and evidence based practice in health and social care	Core	20x7		100%		35	2	B700	
Advanced principles of enquiry and evidence based practice in health and social care	Core	20x7		100%		35	2	B700	
Managing complex conditions	Core	20x6		100%		35	1	B740	
Evaluating knowledge for practice	Core	20x6	75%	P/F	25%		1	B740	
<p>Exit qualification: PG Dip Adult Nursing requires 120 credits at Level 7, 40 credits at Level 6, 60 credits at Level 5 and 20 credits at Level 4. In addition, students need to have completed a minimum of 4,600 hours of study of which 2,300 hours have been in practice; met the requirements of the European Directive 2005/36/EC article 31 in 2010 NMC standards; been certified of good health and good character; and been successfully signed off by the sign-off mentor as capable of safe and effective practice</p> <p>PG Cert Health Care Studies requires 60 credits at Level 7</p>									

AIMS OF THE DOCUMENT

The aims of this document are to:

- Define the structure of the PG Dip Adult Nursing Programmes and how this programme fits within the Faculty of Health and Social Sciences Nursing Framework;
- Specify the programme award titles and interim awards;
- Identify the programme and level outcomes for Post Graduate Diploma Adult nursing programme;
- Articulate the regulations governing the awards including the specific requirements contained within the Nursing and Midwifery Council 2010 standards for pre-registration nursing education (2010) and related EU directives that pertain to Adult Nursing (Directive 2005/36/EC);
- Set out the amendments to the BU standard postgraduate regulations in order to comply with the Nursing and Midwifery Council requirements.

AIMS OF THE PROGRAMME

The Adult Nursing programme has been designed to allow students to achieve the knowledge, skills and values that will equip them to work as a registered nurse Adult Nursing. It builds on the overarching framework aims to develop Adult nurses who are accountable and safe practitioners, critical thinkers able to use their academic and clinical skills. The adult nursing programme builds upon the core values evident in the nursing framework philosophy:

- Humanising health care through respecting agency and promoting dignity is central to nursing practice;
- Nursing is about caring for and caring about people and as such is multifaceted;
- Nursing is based upon effective, mutually respectful partnerships with service users and carers;
- Nurses recognise that the person is unique and of intrinsic worth having social, spiritual, philosophical, physiological, sexual, intellectual and emotional needs;
- Health, wellbeing, illness and disability are uniquely experienced, influenced by a range of internal and external factors;
- Nursing is an intra and interpersonal activity which recognises that all persons have a right to competent care of the highest standard to meet their individual needs, and that this is underpinned by an appropriate ethical and evidence base;
- Nursing contributes towards sustaining the health of populations locally, nationally and internationally;
- Nurses recognise, respect and value the rights and diversity of others;
- Nursing is both anti-oppressive and anti-discriminatory;
- Nursing involves the promotion of health and wellbeing throughout various life stages between birth to death;
- Nurses work in inter-professional and inter-agency teams as leaders and team members to ensure integrated, client-centred care;
- Nurses are self-aware and committed to raising concerns in a timely and appropriate manner;
- Nursing students are independent, resilient learners and have a responsibility for learning with service users, educators and their peers and engage with education as an active, reflexive, lifelong process;
- Nursing education enables nurses to critique and challenge pre-existing values, beliefs and knowledge in order to become critical, reflective and creative thinkers and doers.

Building on this overarching approach, the adult nursing programmes aim to develop knowledgeable, compassionate, critical thinking, accountable and safe practitioners, who:

- Have met the pre-registration nursing education Standards and competencies set by the Nursing and Midwifery Council for entry to the professional register for Adult Nursing;
- Have a wide range of interpersonal skills to enable them to work effectively within teams, with a wide diversity of clients and within complex settings;

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- Use the knowledge of the art and science of nursing to deliver high quality holistic care that is safe, effective and evidence based;
- Embrace reflective practice and are able to manage their own personal development and lifelong learning;
- Demonstrate the core values encompassed within the philosophy of humanising care which respects the dignity and diversity of individuals;
- Are able to engage in service improvement activities with the aim to improve health outcomes;
- Are able to promote and sustain health and wellbeing in local, national and international populations.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The programme is fully aligned with the BU strategic plan. It aims to *prepare students for flexible futures with skills to meet the changing demands of the workplace*, an important consideration in the current context of Adult Nursing.

The programme will continue to *create highly sought after employable graduates known for their intellectual rigour, critical thinking, professionalism and resilience*, thus supporting NHS workforce demands. The practice component of the programme complies with NMC requirements and provides *relevant real-world learning opportunities and work placements* for students. Students will be *equipped to promote themselves, their skills and knowledge, and their role and value to society effectively*, and will learn within a culture where *... students are treated as early career professionals as they progress through their course; developing professional pride, resilience and tenacity in pursuing their career goals*.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

As a general rule, time devoted to assessment should normally represent approximately 25% of the student learning time for a unit (i.e. 50 hours for a 20-credit unit), leaving the rest for specific programme-related activities, including lectures, seminars, preparatory work, practical activities, reading, critical reflection and independent learning.

Of the time devoted to assessment, every 10 hours of student effort is equivalent to approximately 1,000 words of coursework or 1 hour of examination. Therefore, as a guideline, a 20-credit unit would normally require the equivalent of approximately 5,000 words in total (e.g. a 2,000-word written coursework and a 3-hour unseen examination).

Overall the learning hours within the programme comply with NMC standards; a total of 2300 hours in theory and 2300 hours in practice have been mapped, although some elements are accredited via the students' 'recognition of prior learning' portfolio.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

Students will spend 50% of their time based in practice placements working under the supervision of qualified mentors who are themselves registered nurses in the adult nursing field. To support mentors BU has a team of University Practice Learning Advisors who support mentors in practice and conduct audits of clinical learning environments.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

The programme is designed to enable students to meet the academic and professional requirements for Adult nursing, and therefore provides opportunities for students to develop and demonstrate knowledge, understanding and skills as follows.

PROGRAMME AND LEVEL 7 INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>The programme/ provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 evaluate Communication theory and team - working in health care;</p> <p>A2 critically explore Value based and person centred nursing care using a humanizing care approach that respects equality, diversity and anti-oppressive practice;</p> <p>A3 compare and contrast different approaches to the promotion of holistic health and wellbeing throughout the lifespan;</p> <p>A4 utilize the Lifespan approach to anatomy and physiology to defend evidence based nursing care;</p> <p>A5 appraise Care management approaches to nursing care and related nursing interventions and pharmacology;</p> <p>A6 critically examine behavioural science and patho-physiological factors that underlie health, illness and disability;</p> <p>A7 application, evaluation and consolidation of specific research and service improvement strategies;</p> <p>A8 critically evaluate the Legal and professional base to nursing care.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures; • seminars; • personal enquiry, small group learning; • directed reading; • reflection; • use of the VLE; • practice learning. <p>Assignments will focus on the integration of subject knowledge in both theory and practice, through written assignments, presentations, examinations, the assessment of clinical competence, reflection of practice and the development of a portfolio.</p>
<p>B: Intellectual skills</p> <p>The programme/ provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>B1 critically evaluates their own performance, reach reasoned conclusions and develop a personal action plan;</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures;

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<p>B2 develop a coherent argument/rationale by synthesising information from a diversity of sources;</p> <p>B3 critically evaluate complex scenarios and draw upon clinical decision making skills to make evidence based clinical judgements;</p> <p>B4 evaluate new insights from a critical analysis of current evidence using a wide range of sources;</p> <p>B5 critically evaluate collaborative team working in managing change and service improvement.</p>	<ul style="list-style-type: none"> • seminars; • personal enquiry, small group learning; • directed reading; • reflection; • use of the VLE; • practice learning. <p>Intellectual skills will be assessed via coursework, including written assignments, case studies and individual and group presentations, and within practice placements.</p>
<p>C: Practical skills</p> <p>The programme/ provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1 achieve the Nursing and Midwifery Competencies for entry to the register for adult nursing;</p> <p>C2 justify collaborative and partnership working with service users, carers, health professionals, care workers and agencies involved in the delivery of care;</p> <p>C3 exercise evidenced-based judgement in drawing up a plan of care, utilising decision making skills and professional knowledge and evaluate the impact of those decisions;</p> <p>C4 deliver and evaluate safe and evidence based nursing care to a range of service users;</p> <p>C5 develop and maintain a portfolio of evidence which evaluates personal and professional learning.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures; • seminars; • personal enquiry, small group learning; • directed reading; • reflection; • use of the VLE; • practice learning. <p>Practical skills are assessed within a range of written assessments and presentations, particularly those that involve case analysis, and through assessment within the practice-learning environment.</p>
<p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>D1 communicate clearly, accurately and justify the most appropriate communication method for a given situation;</p> <p>D2 present a reasoned plan for their own lifelong learning;</p> <p>D3 identify and select the most appropriate information technology to communicate, find, retrieve, store and present information;</p> <p>D4 take a lead in the supervision, facilitation and review of learning opportunities;</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures; • seminars; • personal enquiry, small group learning; • directed reading; • reflection; • use of the VLE; • practice learning.

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<p>D5 critically evaluate evidence to assess risk and facilitate complex problem solving in unpredictable environments;</p> <p>D6 demonstrate respect for different cultures peoples and groups and promote non-judgemental and anti-oppressive practice.</p>	<p>Transferable skills will be demonstrated through the presentation of written and oral assignments. Communication skills, collaborative inter-professional working, and skills in leadership and supervision will also be assessed through elements of practice assessment.</p>
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ADMISSION REGULATIONS

The regulations for these programmes are the University Standard Admission Regulations for Postgraduate programmes with the addition that:

Applicants must also

- satisfy criminal conviction checks with the DBS; and
- satisfy health checks by student self-declaration, GP statements or Occupational Health as appropriate.

Applicants for whom English is not their first language, must offer evidence of qualifications in written and spoken English. Acceptable qualifications are IELTS (academic) 7 or direct equivalents.

Applicants must complete the academic version of the IELTS test and achieve:

- At least 7.0 in the listening and reading sections
- At least 7.0 in the writing and speaking sections
- At least 7.0 (out of a possible 9) overall The University's standard Admission Regulations are available within section 3.1 of the *ARPP* on the BU website and the appropriate link should be included.

Applicants must produce an 'entry portfolio' detailing their prior experience. (See portfolio template for details).

RECOGNITION OF PRIOR LEARNING

All applicants for Recognition of Prior Learning (RPL) will be individually assessed and must also meet the entry requirements of the programme. A student may be admitted to the programme with specific credit provided that they can demonstrate that they have met the intended learning outcomes of the relevant unit(s) at the required level. The total RPL permitted will not exceed a maximum of 50% of the programme, provided that all requirements are met in full.

ASSESSMENT REGULATIONS

The regulations for this programme follow the University's Standard Undergraduate Assessment Regulations (for units undertaken at levels 4, 5 & 6), and the University's Standard Postgraduate Assessment Regulations (for units undertaken at level 7) with the following approved exceptions which align the programme with the requirements of the Nursing and Midwifery Council:

Period of Registration (to align with BU standard PG programmes)

The maximum periods of registration are as follows:

PG Dip: 4 years

The minimum period of registration for this award is 2 years.

Pass Mark

For units at levels 4, 5 & 6, a pass will be awarded where the overall unit mark is at least 40% and the mark in each separate element of the unit assessment is not less than 40%.

For units at level 7, a pass will be awarded where the overall unit mark is at least 50% and the mark in each separate element of the unit assessment is not less than 50%.

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Compensation

Compensation is not permitted within this programme.

Progression

Students who have successfully completed 40 Level 7 credits, 60 Level 5 credits and 20 Level 4 credits, may proceed at risk to Year 2 to allow for commencement of Year 2 study. Students must normally have completed progression points 1 & 2 by the end of Year 1 but in exceptional circumstances may proceed at risk into Year 2 and achieve the NMC progression points 1 & 2 within 12 weeks of commencing Year 2. A student who does not achieve the NMC requirements relating to progression points 1 & 2 within the specified timeframe will not be permitted to continue with Year 2 study.

In addition, students must normally have completed a minimum of 85% of the planned practice hours by the end of year 1 in order to be eligible to proceed.

Awards

To be eligible for the award of PG Dip students must have achieved 240 credits, including 120 credits at level 7, 40 credits at Level 6, 60 credits at Level 5 and 20 credits at Level 4; completed a minimum of 4,600 hours of study of which 2,300 hours have been in practice; met the requirements of the European Directive 2005/36/EC article 31 in 2010 NMC standards; been certified of good health and good character; and been successfully signed off by the sign-off mentor as capable of safe and effective practice.

The award of PG Dip leads to eligibility to apply for registration with the Nursing and Midwifery Council as a registered nurse (adult).

The award of PG Cert does not lead to eligibility to apply for registration with the Nursing and Midwifery Council as a registered nurse (Adult Nursing) and will be titled 'Health Care Studies'.

Aegrotat awards will not confer eligibility to register and will be titled 'Health Care Studies'.

The awards of Cert HE, Dip HE, BSc and BSc (Hons) are not available within this programme.

Classification

Classification for the award of PG Dip will be based on the credit-weighted aggregate mark for Level 7 units only.

Provision for failed candidates

Failure and reassessment

The Assessment Board will permit a student who fails at the first attempt in unit(s) carrying a total of no more than 40 credits across levels in Year 1 (Levels 4, 5 & 7), or 40 credits across levels in Year 2 (Levels 6 & 7) to be reassessed as outlined in the Standard Assessment Regulations.

Where a student exceeds the entitlement for reassessment as detailed above, the Assessment Board will act in accordance with the below 'repetition of units'

Repetition of units

Where a student fails unit(s) at the first attempt carrying a total of more than 40 credits across levels in Year 1 (Levels 4, 5 & 7), or 40 credits across levels in Year 2 (Levels 6 & 7), or where a student fails in reassessment, the Assessment board will normally permit them to repeat the remaining failed unit(s) as outlined in the Standard Assessment Regulations.

Programme Skills Matrix

Units: PG Dip Adult Nursing		Programme Intended Learning Outcomes																											
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8		B 1	B 2	B 3	B 4	B 5		C 1	C 2	C 3	C 4	C 5		D 1	D 2	D 3	D 4	D 5	D 6	
7	Advanced principles of enquiry and evidenced based practice in health and social care					*		*				*			*										*	*			
7	Principles of enquiry and evidenced based practice in health and social care							*																	*	*			
7	Public health perspectives			*				*			*			*			*								*		*	*	*
7	Developing the professional role								*		*			*						*				*		*	*	*	*
6	Managing complex conditions				*	*	*					*	*	*	*				*	*							*		
6	Evaluating Knowledge for practice		*			*		*			*		*	*			*		*	*	*		*			*	*	*	*
7	Foundations of adult nursing		*			*			*				*						*										
7	Challenges to humanizing nursing care		*						*			*		*															*
5	Care of clients acute and long term conditions				*	*						*	*						*	*							*		
5	Therapeutic Communication in adult nursing	*										*			*			*					*		*				
4	My health and Wellbeing through the lifespan			*			*						*																
5	Developing Knowledge for Practice		*			*					*		*	*			*	*		*		*		*		*			
A - Subject Knowledge & Understanding										C - Subject-specific / Practical Skills																			
A1 Evaluate Communication theory and team-working in health care										C1 Achieve the Nursing and Midwifery Competencies for entry to the register for adult nursing																			
A2 Critically explore Value based and person centred nursing care using a humanizing care approach that respects equality, diversity and anti-oppressive practice										C2 Justify collaborative and partnership working with service users, carers, health professionals, care workers and agencies involved in the delivery of care																			
A3 Compare and contrast different approaches to the promotion of holistic health and wellbeing throughout the lifespan										C3 Exercise evidenced-based judgement in drawing up a plan of care, utilising decision making skills and professional knowledge and evaluate the impact of those decisions																			
A4 Utilize the Lifespan approach to anatomy and physiology to defend evidence based nursing care										C4 Deliver and evaluate safe and evidence based nursing care to a range of service users																			
A5 Appraise Care management approaches to nursing care and related nursing interventions and pharmacology.										C5 Develop and maintain a portfolio of evidence which evaluates personal and professional learning																			
A6 Critically examine behavioural science and patho-physiological factors that underlie health, illness and disability																													
A7 Application, evaluation and consolidation of specific research and service improvement strategies																													

A8 Critically evaluate the Legal and professional base to nursing care	
<p>B - Intellectual Skills</p> <p>B1 Critically evaluate their own performance, reach reasoned conclusions and develop a personal action plan</p> <p>B2 Develop a coherent argument/rationale by synthesising information from a diversity of sources</p> <p>B3 Critically evaluate complex scenarios and draw upon clinical decision making skills to make evidence based clinical judgements</p> <p>B4 Evaluate new insights from a critical analysis of current evidence using a wide range of sources</p> <p>B5 Critically evaluate collaborative team working in managing change and service improvement</p>	<p>D - Transferable Skills</p> <p>D1 Communicate clearly, accurately and justify the most appropriate communication method for a given situation;</p> <p>D2 Present a reasoned plan for their own lifelong learning;</p> <p>D3 Identify and select the most appropriate information technology to communicate, find, retrieve, store and present information</p> <p>D4 Take a lead in the supervision, facilitation and review of learning opportunities</p> <p>D5 Critically evaluate evidence to assess risk and facilitate complex problem solving in unpredictable environments;</p> <p>D6 Demonstrate respect for different cultures peoples and groups and promote non-judgemental and anti-oppressive practice.</p>