

## Programme Specification for BSc (Hons) Nursing Studies Top up

**This document applies to students who commence the programme in or after September 2017**

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	BSc (Hons) Top Up (Level 6 only)
5.	<b>Programme title</b>	BSc (Hons) Nursing Studies Top up
6.	<b>Pathways available</b>	Single
7.	<b>Mode and/or site of delivery</b>	Standard taught programme with block delivery.
8.	<b>Mode of attendance</b>	Full time.
9.	<b>UCAS Code</b>	N/A
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Reference has been made to the QAA (2001) Health Care Programmes: Nursing although it is recognised these are for pre-qualifying programmes and this programme is for practising nurses registered overseas.
11.	<b>Date of Programme Specification preparation/ revision</b>	April 2011/updated July 2012 Amended IQC August 2015 June 2015 IQC BNSI3004 and BNSI3005 removed and replaced with new modules BNSI3007 and BNSI3008. (ONP provision was removed in 2015 due to NMC requirements). April 2017 updated to new template August 2017 AQU amendments and minor updates

### 12. Educational aims of the programme

The Educational Aims of the programme are based on the principles of the QAA Benchmark Statement, 2007. These are to:

- Facilitate the exploration of the complex interaction between mind, brain, behaviour and experience;
- Develop knowledge and present multiple perspectives in a manner that encourages their critical evaluation;
- Develop a critical understanding of how theory and research findings can be applied to real life experience and behaviour, and future vocational and career goals;
- Develop an understanding of how theory is created and constrained by empirical evidence, and the interdependence of this knowledge;
- Facilitate the acquisition of knowledge and skills in a range of quantitative and qualitative research methods, skills and techniques, leading to the ability to conduct research independently;

- Provide appropriate learning experiences to ensure the development of a range of transferable skills;
- Implement the University of Worcester Learning, Teaching and Assessment Strategy by providing an academically rewarding, personally fulfilling student experience in order to meet the diverse needs of students, employers and society.

This programme takes the qualified nurse from outside the UK through a study of nursing that is practice-focused, academic and has a professional discipline focus. It is studied full time as a one-year programme.

The programme aims to:

- Develop the ability to evaluate current skills and knowledge to ensure continuing self-development in order to keep pace with change and operate effectively as a nurse;
- Encourage nurses from outside the UK to develop the skills of critical reflection thus enabling them to identify personal and professional development needs;
- Demonstrate transferable interpersonal, communication and team-working skills required for working effectively as a reflective nurse within a multidisciplinary environment;
- Develop an understanding of how nurses can contribute to and develop skills in leadership and management.

### 13. Intended learning outcomes and learning, teaching and assessment methods

The course operates under the [Taught Courses Regulatory Framework](#), which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, progression from one academic level to the next, requirements for awards, and how the degree is classified.

#### Learning Outcomes: *Top Up Degree*

By successfully completing level 6 of the programme, as set out on the award map, students will have attained the intended learning outcomes of the BSc (Hons) Nursing Studies as set out below.

<b>Knowledge and Understanding</b>			
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>	<b>Award</b>
1.	assess, plan and evaluate the skills and knowledge of the factors underpinning individualised care;	BNSI3007/8	BSc (Hons)
2.	critically understand the contribution and limitations of relevant research and how this can be used to enhance evidence based practice;	BNSI3003/7/8	BSc non honours
3	evaluate legal and ethical frameworks and their application to nursing;	BNSI3007/8 and HESC3008	BSc (Hons)
4	critically appreciate the global healthcare strategies, policies and goals and the implications for nurses in relation to applying these to own healthcare settings;	HESC3008	BSc (Hons)
5	demonstrate how contextual knowledge can affect health and well-being.	BNSI3003/7/8	BSc (Hons)

### Cognitive and Intellectual skills

6	provide critical and reflective analysis of complex aspects of nursing, using relevant and established theoretical frameworks;	BNSI3001/7/8	BSc (Hons)
7	integrate knowledge to support proposals for innovation and change to enhance service delivery and improve health outcomes;	HESC3008	BSc (Hons)
8	evaluate research and other forms of evidence, including global health strategies, policy and guidance;	BSNI3003	BSc (Hons)
9	develop critically reflect skills to identify personal and professional development needs.	BNSI3007/01	BSc (Hons)

### Skills and capabilities related to employability

10	develop effective decision making skills and initiative appropriate intervention	HESC3008 BNSI3001	BSc (Hons)
11	develop effective engagement with life-long learning;	BNSI3001	BSc (Hons)
13	articulate the importance of involving clients and their families in their care;	BSNI3007/8	BSc (Hons)

### Transferable/key skills

14	access, retrieve, interpret and utilise information and evidence appropriately including the use of information technology;	BNSI3001	BSc (Hons)
15	apply appropriate communication skills	BNSI3007/8	BSc (Hons)
16	develop personal organisation and responsibility for own learning.	BNSI3001	BSc (Hons)

## Learning, teaching and assessment

The programme aims and learning outcomes have been developed in accordance with the University's [Curriculum Design Policy](#), and the University's [Guidance on writing learning outcomes and developing assessment criteria](#)

The modes of teaching include face-to-face lectures, seminars, workshops, practical sessions utilising the skills rooms, group problem based learning exercises, peer learning, critical discussions and case scenario storyboarding. As well as these, most modules will have on line learning some utilising Blackboard.

### 14. Assessment strategy

The programme seeks to align its approach with the [University's Assessment Policy](#) and the University of Worcester [Learning and Teaching Strategy](#). This aims to develop graduates who are self-aware, resilient, self-disciplined and able to work for, and within, teams. It relates directly to

the University strategic objective of providing an outstanding student experience and is divided into five over-arching sets of goals:

1. Engaged, resilient and lifelong learners;
2. Critically aware, problem solving, enquirer and researchers;
3. Highly employable, enterprising, creative and professional;
4. Inclusive in their actions, valuing diversity;
5. Ethically and environmentally responsible.

The BSc (Hons) Nursing Studies programme offers a range of assessment experiences, over one year, enabling students to develop and demonstrate a wide range of skills to achieve these set of goals and reflect the vision for our students.

Links between assessment items and learning outcomes are clearly defined in the Module Specification and the individual Module Handbooks. A comprehensive assignment brief is provided for all summative assessment items containing explicit criteria that are aligned to the module learning outcomes. Where there are more than one assessment each module guide will give the weightings and any compensation between assessments. The assignment brief will clearly indicate to students what they need to do to complete the assessment successfully. They will be helped further by the provision of the Health Sciences marking criteria developed in consultation with a range of academic staff, students and service users and benchmarked against UW grade descriptors.

Assessments are carefully devised to provide students with the opportunity to practise and improve skills. Stimulating and inclusive formative and summative assessment incorporating timely, learner centred feedback is an integral component of the programme to support and develop student learning. Formative assessment and related feedback is aligned to summative assessment items to enable students to achieve the modular and programme outcomes.

- All outcome statements will be assessed.
- The methods of assessment will be valid, reliable and equitable, to ensure consistent standards are maintained.
- It is considered important to have a clear framework for achievement to ensure students know the expectations of the programme.
- Students are encouraged to develop skills of self-assessment and reflection.
- Students are partners in the assessment process.
- Preparation and support for lecturers and students is considered to be vital to ensure effective implementation of the assessment process and the tools in use.
- Evaluation and auditing of the assessment process is seen as essential for the maintenance of quality education and professional development.

All modules use the University's [Grade Descriptors Level 4 - 6 Undergraduate](#) which have been applied specifically to the programme as marking criteria. Staff provide feedback to students on summative items electronically via the Students Online Learning Environment (SOLE) page within 20 working days of the assessment deadline.

	Essay	Report	Presentation	Poster	Patchwork	Critique	Independent Study
<b>BNSI3001</b>							√
<b>BNSI3003</b>						√	
<b>BNSI3007</b>	√						
<b>BNSI3008</b>	√						
<b>HESC3008</b>		√					

## 15. Programme structures and requirements

The BSc (Hons) Nursing Studies degree consists of all mandatory modules as set out below

Module Code	Module Title	Level 6 Credits	Status Mandatory (M) Optional (O)	Pre-requisites
BNSI3001	Independent study	40	M	None
BNSI3003	Nursing research	20	M	None
BNSI3007	Person Centred Assessment in Clinical Practice	20	M	None
BNSI3008	The Care and Management of People with Non-Communicable Diseases	20	M	None
HESC3008	Leading for enhanced service delivery	20	M	None

In order to access the modules the students must be registered nurses within their relevant country with an equivalent of 120 credits at level 4 and 5, have IELTS English language at level 6 or equivalent and meet the international student visa requirements.

Students can gain a BSc Non Honours Nursing Studies degree having passed a minimum of 60 credits at level 6 (not BNSI3001)

To gain the BSc (Hons) Nursing Studies students have to pass a minimum of 120 credits at level 6 including all mandatory module specified above.

## 16. QAA and professional academic standards and quality

This award is located at level 6 of the FHEQ. Learning becomes progressively more challenging as students' progress through the programme. This document is a code of good practice for the academic management of collaborative arrangements entered into by UK higher education institutions. It also serves as a code of good practice for the academic management of learning delivered, supported and/or assessed through flexible and distributed arrangements, most commonly e-learning, whether in collaboration with a partner or not. There are no professional standards for this programme

## 17. Support for students

The programme team are committed to the support of students across the programme.

### Induction

An induction programme is offered to all for students in their first week of the programme which provides students with the opportunity to meet the programme leader, the programme team, and their personal tutor. Induction includes introducing students to the concept of learning and teaching in UK higher education, introduction to information and learning systems including library resources, an introduction to student services and the international office. A formative assignment is also completed to assist the student with future modules.

### Personal Academic Tutors

Personal tutoring is at the heart of student support. All students registered for the degree are allocated a personal academic tutor for the duration of the programme, in addition, the programme and module leaders are another source of support for students, especially in respect of overall guidance.

Whilst the Personal [Academic Tutoring Arrangements](#) will be the student's first point of contact for support with developing academic skills, it may also be useful for them to access some of the additional support the University provides for all its students. This includes a diverse range of [study skill support](#) including maths support, a writer in residence, referencing and support for

international students including the language unit, which will provide support for written work where the student's first language is not English

Developing effective study skills is an essential element in achieving academic success. [Study skills advice sheets](#) have been developed to assist students to plan and carry out coursework, assessments and examinations. There are also a range of free [study skills workshops](#), open to all students on a self-referral basis on a range of topics including exam advice and essay writing. Academic support is also offered by the [Disability and Dyslexia service](#).

### **Independent Study Support**

All students normally complete a level 6 independent study and are supervised by an independent study supervisor.

### **Additional Programme Information**

All students are provided with a Course Handbook which comprehensively outlines the programme and provides advice and guidance on the Academic Regulations and Procedures of the University of Worcester. Module outlines and assessment details are provided for all modules. A generic undergraduate Student Handbook is also provided

### **Non-academic support:**

If the student experiences difficulties during their time at the University which fall beyond the scope of their role, the personal academic tutor will direct the student to further, appropriate sources of information and support. A full range of non-academic support is available from the university's [student services](#), and includes guidance on healthy living and well-being; coping with exam stress and personal safety. They can also access student support services aimed at international students through the student experience centre.

The Personal Academic Tutor will also be responsible for writing the student's academic reference on their completing the course of study.

## **18. Admissions**

### **Admissions policy**

Admission to the BSc (Hons) Nursing Studies is via the University of Worcester International Office and Registry Services. Students may download application forms from the [University of Worcester website](#) or by contacting Registry Services 01905 855111. Entry to courses of study within the programme is governed by the [Taught Courses Regulatory Framework](#).

All applicants are international nurses who have undertaken a recognised programme of study within their home country and are registered nurses.

### **Entry requirements**

Students are required to have gained:

- A qualification equivalent to a UK Diploma of Higher Education worth 240 credits: 120 credits at level 4 and 120 credits at level 5;
- A nursing qualification recognised in the students home country;
- An appropriate visa for entry to study in the UK;
- If English is not the first language students are required to achieve IELTS 6.0 or equivalency according to the University's admission criteria.

### **Disclosure and Barring Service (DBS) requirements**

Enhanced disclosure is not required for the programme as there are no placement modules offered.

### **Recognition of Prior Learning (RPL)**

Students may seek RPL in accordance with the University and Institute of Health and Society RPL procedures and within the parameters set out within the [Taught Courses Regulatory Framework](#).

Further information on Recognition of Prior Learning can be found at:  
<http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

All applications received will be scrutinised and short listed to include checking prior professional and educational qualifications to assess the comparable level of the overseas awards.

This process aims to ensure that students will be advised on the best route of study for them.

### **Academic pre-sessional course**

There is a pre-sessional course of either 6 or 12-weeks depending on the students IELTS score. This has been developed for students who have an offer of a place but:

- Need to raise their IELTS or equivalent score;
- Want to improve their level of general and academic English;
- Seek an introduction to academic English and develop their study skills to succeed.

## **19. Methods for evaluating and improving the quality and standards of teaching and learning**

The quality and standards of teaching and learning are evaluated through:

- An Annual Course Evaluation undertaken by programme leader and students which in turn informs the annual programme leader's written report. This is presented at the Institute of Health and Society's Quality Committee
- module evaluations which includes an action plan to address any issues identified by student, module leaders or others contributing to the module.
- individual module leaders uploading any changes as a result of student evaluation onto relevant module Blackboard VLE.
- a sample of all assessments which are sent to the external examiner and a post board moderation committee which is held to address, consider and manage any identified issues.
- the programme team who are actively involved in staff development activities to enhance the learning and teaching experiences of the students on this programme.
- scholarly activities where the team are actively encouraged to enhance the learning and teaching experience for students with an emphasis on research activity, conference presentation and writing for publication and doctoral level study.
- peer learning which provides an opportunity for staff to receive feedback on their approaches to learning and teaching and can be used to further develop.
- a student academic representative (StAR) who is provided with training for the role by the Student Union
- course management committee meetings held every semester, facilitated by the programme lead involving StAR's and academic team members to allow ongoing monitoring and evaluation of the programme.
- quality steering group that oversee the quality aspects of the provision, including evaluations of theory and practice experiences and recruitment and retention issues
- modifications to modules including assessment strategies that are presented at the Institute of Health and Society's Institute Quality Committee
- the Institute of Health and Society student forum
- staff that can also apply for monies to facilitate the completion of Learning and Teaching Projects e.g. Students as Academic Partner (SAP) projects and through the Institute's Learning and Teaching Committee.

- the Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA
- the academic team who are external examiners.

## 20. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- All modules have attendance requirements in line with student visa requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

### Requirements for Awards

Award	Requirement
Top up Degree (non-honours)	Passed a minimum of 60 credits at Level 6, as specified on the award map (not BNSI3001)
Top up Degree with honours	Passed a minimum of 120 credits at Level 6 including all mandatory modules specified on the award map.

### Classification

The honours classification will be determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

## 21. Indicators of quality and standards

### The teaching team

The Nursing Studies Programme is delivered by a [team of experienced lecturing staff](#). The team are all registered Nurses and some Registered Nursing Teachers. Several are Fellows/ Senior Fellows of the Higher Education Authority. The lecturers within the team are research active and are recognised experts in their field. Team members regularly contribute to academic and professional peer reviewed journals, and present at local, national and international conferences. A number have submitted to the Research Excellence Framework. Clinically focused modules are led by experienced clinicians registered with the relevant Professional Regulatory Body.

### The programme

The Nursing Studies programme was developed in partnership with students, service users, international partners and practice partners to ensure that it is not only up-to-date, but satisfies the complex needs of service users, students, and their patients' employers.

### External Examiners reports

External Examiners annual reports reflect the positive and constructive relationships between the programme teams and their External Examiners. The programme team have been grateful for the prompt, detailed and constructive feedback they have received from External Examiners throughout the academic year, through module assessment reports, meetings at examination boards, and a range of other communications where advice has been sought regarding course developments (both proposed and already in progress). In turn, the teams have been pleased to note recognition from the External Examiners that not only had their support for the External Examiners' work but that the feedback received from the programme teams had been timely, appropriate, comprehensive and well-considered. The External Examiner also noted that the students have been given detailed and informative feedback on their work, including feed forward on how future submissions might be further enhanced. Also of note is the recognition of additional support that international students require to achieve higher degree awards. External Examiners have been involved throughout all stages of this programme.

## 22. Graduate destinations, employability and links with employers

### Graduate destinations

The Nursing Studies degree was developed to fulfil the requirements of international nurses to gain further qualifications in related nursing practice.

To date 19 students (32%) have gone on to undertake their MSc Nursing Studies, MSc Advancing Practice or MSc Public Health. Of this group 6 (35%) continued their studies at the University of Worcester whilst others have pursued their masters in their respective countries. Following their studies the majority of students have returned to their place of residence to take up their previous positions in their own countries and several have obtained promotion as a result of their studies.

Four alumni students are currently pursuing PhD level studies following successful Master's graduation.

Three students have now gained registration with the Nursing and Midwifery Council in the UK and currently have nursing posts.

### Student employability

Students are already qualified nurses but on successfully completing the degree can gain higher posts within their respective countries.

**Please note:** 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 s/he takes full advantage of the learning opportunities that are

provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.

## Award map BSc (Hons) Nursing Studies

<b>Course Title: BSc (Hons) Nursing Studies</b>
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<b>Level 6</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) **Designated (D) or Optional (O))</b>	<b>Pre- requisites (Code of Module required)</b>	<b>Co- requisites/ exclusions</b>
BNSI3003	Nursing research	20	M	Nil	None
BNSI3007	Person Centred Assessment in Clinical Practice	20	M	Nil	None
BNSI3008	The Care and Management of People with Non-Communicable Diseases	20	M	Nil	None
HESC3008	Leading for enhanced service delivery	20	M	Nil	None
BNSI3001	Independent study	40	M	Nil	None

### Single Honours Requirements at Level 6

In order to be eligible for this award students must take 120 credits from the table to include all mandatory modules