Buckinghamshire New University

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	BSc (Hons) Adult Nursing BSc (Hons) Adult Nursing with Foundation Year
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Nursing
Award Title (including separate Pathway Award Titles where offered):	BSc (Hons) Adult Nursing
Pathways (if applicable)	N/A
FHEQ level of final award:	Level 6
Other award titles available (exit qualifications):	Certificate of Higher Education in Health Related Care (without eligibility for NMC registration) Diploma of Higher Education in Health Related Care (without eligibility for NMC registration) BSc Health Related Care (no hons, without eligibility for registration)
Accreditation details:	Nursing and Midwifery Council (NMC)
Length of programme:	3 years 4 years with Foundation Year
Mode(s) of Study:	Full Time
Mode of Delivery:	In person (on-site) delivery
Language of study:	English
QAA Subject Benchmark(s):	N/A
Other external reference points (e.g. Apprenticeship Standard):	NMC (2018) *Future Nurse: Standards of Proficiency for Registered Nurses* NMC (2018) *Realising Professionalism: Part 1: Standards for Education and Training* NMC (2018) *Realising Professionalism: Part 2: Standards for Student Supervision and Assessment* NMC (2018) *Realising Professionalism: Part 3: Standards for Pre-Registration Nursing Programmes*
Course Code(s):	BSANURFT BN2NFY1 Foundation Year
UCAS Code(s):	B701

Approval date:	27th October 23
Date of last update:	14th December 23

2. Programme Summary

Buckinghamshire New University has a strong reputation for delivering high-quality, innovative and contemporary nurse education. This BSc (Hons) Adult Nursing Programme has been developed collaboratively with practice partners, service users and students, in response to both NMC policy and regulatory developments.

The BSc (Hons) Adult Nursing Programme   integrates academic study and practice-based learning, underpinned by a strong collaboration between the university, service users (experts by experience) and practice partners. The programme develops and nurtures students to become graduate level, compassionate, proficient, confident, and digitally able registered nurses, who will adopt a biopsychosocial, person-centred approach, working autonomously and accountably, in preparation for future leadership and specialist roles within the integrated care system.

By successfully meeting the requirements for the BSc (Hons) Adult Nursing Programme, students will be eligible to apply to register with the NMC as a Registered Nurse. The Buckinghamshire New University BSc Registered Nurse will demonstrate a high level of critical thinking, problem-solving skills and reflexivity underpinned by research and evidence-based nursing knowledge and practice, ready to practice in a variety of clinical environments. They will work collaboratively with a wider healthcare team, using digital technologies in order to lead, coordinate and deliver of care, cognisant of the wider ethical, political, social, and clinical governance contexts.

This is a challenging and inspiring programme and will be delivered using a student-centred approach to learning, teaching and assessment.

3. Programme Aims and Learning Outcomes

Programme Aims

1. Provide a variety of learning opportunities and resources, which facilitate the integration of theory and practice, to safely and effectively support students to confidently achieve the seven platforms and associated skills annexes needed to ensure eligibility to register with the NMC, as a Registered Adult Nurse;

2. Develop competent, compassionate, autonomous and accountable professionals, who are fit for purpose, and who practice in accordance with the NMC Code;

3. Facilitate the development of the knowledge, skills and attributes required to meet and manage the holistic, person-centred care needs of individuals across the lifespan in relation to the health-illness spectrum. Thus, allowing the student to develop the applied knowledge and advanced technical skills required to meet the complex needs of adults and their families;

4. To empower students to become resilient, caring, reflective, life-long learners, applying a wide-range of evidence-based knowledge to underpin their professional practice in evolving and diverse healthcare environments and help them manage the emotional labour of working in those healthcare environments.

5. Develop nurses who are aware of key health priorities, recognising their role in promoting health and preventing ill-health, by empowering individuals and communities to manage and be responsible for their own health, behaviours and choices;

6. Promote a diverse range of communication and relationship management skills, that facilitate partnership working with patients, their families and the wider health and social care team, to ensure equal access to high quality care;

7. Develop leadership, critical thinking and decision-making skills needed to effectively lead, manage and delegate nursing care/interventions, to act as a proactive, equal member of inter-disciplinary teams and contribute to the development, delivery and evaluation of safe, effective, high-quality care provision;

8. Facilitate non-judgemental, equitable and anti-discriminatory practice, that provides patient and client care that respects dignity and is delivered compassionately, prioritising the needs of patients and their families, taking account of their circumstances, characteristics and preferences;

Programme Learning Outcomes

On successful completion of the programme, students will be able to:

Knowledge and Understanding (K):

K1 Communicate effectively with a range of individuals and stakeholders to provide safe, compassionate, person-centred nursing care, in the best interests of people, underpinned by contemporary research, evidence and best practice.

K2 Perform a range of nursing skills, with proficiency, predicated on contemporary knowledge and the understanding of best practice.

K3 Assess and review mental, physical, cognitive, behavioural, spiritual and social needs to identify the priorities and requirements for evidence based, person-centred nursing interventions and support.

K4 Lead the care of people with complex healthcare needs to optimise independence, manage risk and reduce vulnerability across organisations and settings.

Analysis and criticality:

C1 Demonstrate a critical understanding of contemporary research processes that underpin evidence based, professional nursing practice

C2 Engage effectively in therapeutic relationships across the lifespan, integrating theoretical and practical skills and demonstrating ethical discernment and clinical judgement.

C3 Demonstrate a critical understanding of the processes, resources and policies influencing organisational change, within the contemporary healthcare arena, utilising developments in digital health technology.

Application and practice:

P1　　Employ a diverse range of culturally sensitive communication and relationship management skills to ensure that individuals, families and their carers are actively involved in and understand care decisions

P2　　Work as critically reflective, resilient practitioners, demonstrating an ability to learn from experience, solve problems and develop as professionals

P3　　Proactively support individuals, families, communities and populations throughout the life span, by assimilating current health economics to improve health outcomes to positively impact upon health inequalities.

P4　　Provide leadership for the timely delivery and evaluation of evidence-based, compassionate and safe, person-centred nursing interventions, which engenders shared decision making, whilst protecting equality, diversity and inclusion

P5　　Critically contribute to risk monitoring processes and quality of care improvement agendas, in uncertain and changing environments.

Transferable skills and other attributes:

T1　　Demonstrate professional values and duty of candour, in the protection and safeguarding of the public and in dealings with other professionals and agencies, assuring confidentiality where appropriate.

T2　　Lead, supervise, challenge and support the development of a range of colleagues

T3　　Collaborate and take an equal role within the interdisciplinary team, consistently acting as a role model for others.

Graduate Attributes:

This programme accords with BNU's graduate attributes: Knowledge and understanding, Analysis and criticality, Application and Practice and Transferrable skills.

On this programme, attributes are developed through the acquisition of knowledge informed by research, and the practical application of evidence-based learning. This will be in the context of the provision of safe, proficient and compassionate care that is person-centred adopting a biopsychosocial approach (C1, K1-2, P1). An integrative approach to learning in theory and practice will enhance the skills of reflexivity, criticality, and advanced communication in the management and leadership of care through collaboration (C3 – C5, P2 – P4, T1-T4). These attributes will contribute to their clinical judgment and problem-solving skills which will nurture their social and ethical awareness and life-long learning (C2).

4. Entry Requirements

The University's general entry requirements will apply to admission to this programme with the following additions / exceptions:

- Five GCSEs at grade C or grade 4 or above, including English language or literature, mathematics, and a science subject
- For students, whose first language is not English, there is a requirement to demonstrate proficiency in written and spoken English through application and interview

- Evidence of study within the previous five years.
- Establish digital and technological literacy on application.
- Shortlisted applicants will be required to attend a Selection Day

Applicants who do not meet the minimum requirements for the three-year undergraduate programme, or those who do not feel fully prepared for a degree course, can apply for a four-year programme including a Foundation Year.

NB GCSE grade C or grade 4 or equivalent in Maths and English is required for entry to to the Foundation Year.

Further details and guidance will be provided upon successful interview.

- Applications are made through UCAS.

- All offers are subject to satisfactory Occupational Health and review of your submitted enhanced report from the Disclosure and Barring Service (DBS).

If the students do not meet the entry requirements they may, if they have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our accreditation of prior learning (APL) process.

5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
Foundation level *(optional)	FY026 Preparing for Success at University: Knowledge and Creativity (30 credits) FY027 Preparing for Success at University: Self Development and Responsibility (30 credits) FY028 Inquiry Based Learning (30 credits) FY032 Introduction to Nursing (30 credits)	No credit awarded at this level
Level 4	**Core modules:** NAM4001 Introduction to Professional Practice in Nursing (20 credits) NAM4034 Fundamental Skills for Nursing (20 credits) NAM4036 Essential Anatomy and Physiology for Healthcare (20 credits) NAM4038 Pharmacology and Numeracy in Nursing (20 credits) NAM4040 Understanding Health, Illness Disability and Diversity Across the Lifespan (20 credits) NAM4003 Becoming an Adult Nurse (20 credits) NAM4042 Beginning Practice (0 credits)	Certificate of Higher Education in Health-Related Care (without eligibility for NMC registration)
Level 5	**Core modules:** NAM5004 Approaches to Research Methods, Appraisal and Application in Nursing (20 credits) NAM5008 The Professional Context of Nursing (20 credits) NAM5009 Understanding Health Conditions in Adult Nursing (20 credits) NAM5010 Assessing Needs and Planning Care for Adult Nursing (20 credits)	Diploma of Higher Education in Health Related Care (without eligibility for NMC registration)

	NAM5015 Developing Competence in Adult Nursing (20 credits) NAM5055 Progressing in Practice (0 credits) **Option modules:** Students may select **ONE** of the following: NAM5022 Socio-cultural Aspects of Care (20 credits NAM5018 Sexual Health (20 credits) NAM5019 Infant Feeding Practice in Healthcare (20 credits) NAM5020 Elective Placement (20 credits)	
Level 6	**Core modules:** NAM6001 Leading and Managing and Supervising Care (20 credits) NAM6002 Medicines Management (20 credits) NAM6003 Coordinating Complex Care in Adult Nursing (20 credits) NAM6009 Advancing Nursing Care (20 credits) NAM6006 Preparing for Registration in Adult Nursing (40 credits) NAM6101 Attaining Competence in Practice (0 credits)	BSc Health Related Care (without eligibility for NMC registration) if unsuccessful in **any** module including practice BSc (Hons) Adult Nursing confers eligibility for registration

* Modules on the Foundation level Year only apply to learners who are enrolled on the "with Foundation Year" programme.

6. Learning, Teaching and Assessment

Learning and teaching

The philosophy of the Buckinghamshire New University BSc (Hons) Adult Nursing Programme is predicated on a community of practice, with students placed at the heart. The programme is inclusive and celebrates diversity in the student population. The School of Nursing and Midwifery is committed to supporting a diverse range of students with different academic needs.

This is a full-time undergraduate pre-registration nursing programme that utilises a variety of classroom based and online learning teaching methods in the University including: seminar-based teaching; lectures; authentic scenarios and case studies; presentations; online learning resources, and simulation in the simulation suites. To enhance students' digital literacy and engagement, online teaching, and digital learning opportunities (e.g., discussion boards,

interactive web-based response systems) will also be integrated throughout many modules within this programme. This will enable students to develop and enhance the necessary skills required to support a modernised and dynamic health care delivery model. Students are required to be self-regulated and engage in independent study, guided through their modules. They will utilise a variety of e-resources and e-tools including the University Virtual Learning Environment (VLE); professional websites; online numeracy assessment and education; online assignment submission; academic databases and library e-resources. Students will also be introduced to social media alongside e-professionalism, as a tool for online networking and learning, supporting a community of practice.

Simulation is valued within the School of Nursing and Midwifery *as* supportive in enabling nursing students to acquire skills and behaviours through practice. Nursing simulation incorporates the use of human patient simulators in a virtual "real-life" healthcare environments and situations. Within this learning environment, real-time evolving clinical situations can be simulated, repeated, evaluated, and reflected, reducing the risk of patient harm. The simulation areas are equipped to a national standard of excellence. Our facilities offer a high-fidelity environment, which includes the use of NHS approved consumables, genuine functioning equipment and a combination of actors and technology enhanced manikins. The use of simulation to assist in the development and assessment of clinical skills ensures that students are better prepared for practice learning and can use time in the practice learning environment more effectively for application and refinement of their skills. Simulation is not limited to psycho-motor skills alone but includes a range of other skills, e.g., interpersonal, communication and decision-making skills. The essential element of de-brief in simulation is undisputed; audio/visual technology is available and widely used by the teaching teams to enhance feedback to students.

Simulated practice learning will be used to enhance students' clinical skills. BNU is developing capacity in this field and investing in resources to enhance simulation. Initially this curriculum includes 170 hours of simulated practice learning which will progress to 300 hours over four years as capacity increases, with concomitant equal reduction in clinical practice hours.

The curriculum includes core and field specific learning and teaching. This supports students from adult, mental health and child fields to be taught and learn together thus allowing them to benefit from their individual experiences, to share insights and to offer competing perspectives. Inter-professional learning features within and outside theoretical learning, primarily occurring in the practice settings. Consequently, students will demonstrate their awareness of and competence in working within the multi-disciplinary teams within the practice proficiencies. This innovative curriculum reflects the university's core values of creating a learning environment that is inclusive, challenging and promotes collaboration, professionalism, and confidence in students.

As professional nurses and educators, staff bring a wealth of clinical expertise and research activity through individual scholarship across all four fields of nursing (adult, child, mental health and learning disability). An existing and expanding portfolio of health and social care courses including midwifery, physiotherapy, operating department practitioner, social worker, physician associate as well as specialist community and public health nurses, provide increasing opportunity for inter-professional learning (IPL). In addition, expert and specialist nurses regularly deliver, and service users (experts by experience) support sessions for students within the university. The course incorporates the co-produced and co-delivered Oliver McGowan training on learning disability and autism.

Students apply their academic knowledge to their practice experiences, supported by practice supervisors, assessors, practitioners, and link lecturers. Each student is allocated to a range of placement learning experiences to meet NMC requirements and reflect the demand for integrated health and social care workforce planning. All three parts of the programme support an integrated theory/practice model, which will enable students to apply and reflect on clinical practice within their academic studies. Students are supported through a variety of mechanisms including personal tutors, module leaders and course leaders. In practice they remain supported by personal tutors and course leaders, in addition to practice supervisors, practice assessors and academic assessors who appraise proficiency. Additionally, in practice, students are supported through link lecturing activities.

In practice students will progress from practising under direct supervision in Level 4, becoming more independent and practising under increasingly indirect supervision in Level 5 and preparing to practise independently in Level 6. Theory teaching moves from addressing the fundamental knowledge underpinning practice and fundamental nursing skills in Level 4 through to detailed knowledge and specific clinical skills to support contemporary care provision in Level 5 to the knowledge to lead and manage care, supervise others and manage change to develop practice in level 6.

The opportunity to undertake an elective experience has been included in the course in order to enhance the learner experience. Specific information about the eligibility, management and governance of this element of the course can be found in the Elective Placement Handbook.

Formative Assessment:

Variety of formative assessment techniques are used to monitor learning and to provide ongoing feedback to improve teaching strategy and improve learning for all learners. More specifically, formative assessments are used to help learners identify their strengths and weaknesses and target areas that need work.

These can include: Group discussion, Questions and Answers, Simulated scenarios, group presentations, quizzes and educational games. These types of assessments can support continuous engagement and retention of learning to build on.

Summative Assessment

The following formative and summative assessment activities are used on this programme:

- Reflective writing
- Report production
- Essays
- Oral exams and presentations
- Numeracy tests
- Case study
- An academic professional portfolio
- Practice assessments

Students are assessed throughout the course in both theory and practice. Assessments have been designed to be authentic- reflecting real life skills and experiences. A range of practical, written and oral assessments are included. Practice assessment occurs in each Part and must be passed to progress to the next Part. Each student's progress through the course is approved at the end of each Part by a Practice Assessor and Academic Assessor.

On this programme, attributes are developed through the embedding of an evidence-based approach to learning, teaching and assessment that is aligned with the balanced integration of academic study and relevant clinical exposure. This empowers each student to forge a developmental pathway aligned with, and focussed on, the creation of autonomous practitioners who are both reflective and fit for purpose. Through the integration of a values-based approach to care delivery and a patient centred understanding of professionalism and authenticity is achieved. This facilitates the preparedness of student for working in, and contributing to, the development of the relevant contemporary healthcare setting.

The programme learning strategy for inclusive learning fosters an atmosphere where all participants should feel comfortable enough to get engaged, add to the discussion, voice their own thoughts and ideas, and feel comfortable to ask a variety of questions in support of their learning.

The use of practical scenarios and the learning pathway will provide a suitable framework for learning and allow students to demonstrate the application of theory to practice and vice versa. Formative assessment will provide students with development advice and feedback to enable them to prepare for their summative work. It is essential to ensure that students receive appropriate support throughout the learning process. To this end, we will employ various techniques to cater to diverse learning styles, including visual aids, hands-on activities, and interactive sessions.

The programme will incorporate formative assessments that will be used to monitor the progress of students in each session. The use of a range of formative assessment techniques, including observation, questioning, and feedback to ensure that students are making progress towards meeting the objectives of each session.

To ensure that learning is taking places for all students, differentiated support will be provided that meets the individual educational needs of each student. We will use a variety of methods to differentiate instruction, including personalised learning plans, scaffolding, and the use of assistive technology.

The programme will promote inclusion by adopting a student-centred approach, providing opportunities for learners to collaborate and learn from peers, exchange experience and perspectives, providing a supportive and inclusive learning environment. Students will be encouraged to actively engage in their learning process, taking ownership of their learning, and setting personal learning goals.

Contact Hours

BSc (Hons) Adult Nursing Programme is a full-time course, based on 35-40 hours of student learning activity each week over three years. The 360-credit programme is made up of theory hours and clinical practice hours as specified below.

Theory hours include classroom-based learning, online learning, and guided independent study (GIS). Students will generally have between 12 and 16 hours per week contact time in theory blocks and attend clinical settings full time for several placement learning experiences across the three years. Overall course hours are:

Course Part	Theory hours	Clinical practice hours	Total
Part 1	940	600 +70 sim practice learning	1610
Part 2	737.5	680 +50 sim practice learning	1467.5

Part 3	645	880 +50 sim practice learning	1575
Totals	2322.5	2330	4652.5

Module descriptors provide details of teaching hours. Although clinical practice hours sit within the practice modules, practice contributes to students' learning across the course, therefore practice hours are identified as contributing to learning in other module descriptors. These hours are not additional to those listed in the practice modules.

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Regulations for Taught Degree Programmes (2023)
- Annex: Regulations for Pre-registration nursing programmes (2023)

8. Support for Students

The following systems are in place to support student success in their studies:

- The appointment of a personal tutor to support the students through their programme
- A programme handbook and induction at the beginning of the course
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where students can access all University systems, information and news, record attendance at sessions, and access personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on the programme. Students will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee

- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement
- The QAA Master's Degree Characteristics Statement
- Future Nurse: Standards of Proficiency for Registered Nurses (NMC 2018)
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Buckinghamshire New University

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4	■	C1	C2	C3	■	■	P1	P2	P3	P4	P5	T1	T2	T3	■	■
Level 4																				
Introduction to Professional Practice in Nursing							x				x	x				x				
Fundamental Skills for Nursing		x	x																	
Essential Anatomy and Physiology for Healthcare		x																		
Pharmacology and Numeracy in Nursing		x																		
Understanding Health, Illness and Disability across the Lifespan			x	x							x		x							
Becoming an Adult Nurse	x	x	x				x					x	x							
Beginning Practice	**x**	**x**	**x**				**x**				**x**	**x**								
Level 5																				
Approaches to Research Methods, Appraisal and Application in Nursing						x														
The Professional Context of Nursing							x					x				x				

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4	■	C1	C2	C3	■	■	P1	P2	P3	P4	P5	T1	T2	T3	■	■
Understanding Health Conditions in Adult Nursing		x	x																	
Assessing Needs and Planning Care in Adult Nursing		x	x																	
Developing Competence in Adult Nursing											x	x	x							
Progressing in Practice											x	x	x			x		x		
Option																				
Socio-cultural Aspects of Health			x																	
Infant Feeding			x																	
Sexual Health			x																	
Elective Practice Experience			x																	
Level 6																				
Medicines Management		x																		
Leading and Managing Care				x				x						x		x	x	x		

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4	■	C1	C2	C3	■	■	P1	P2	P3	P4	P5	T1	T2	T3	■	■
Advancing Nursing Practice						x		x					x							
Coordinating Complex Care in Adult Nursing						x		x					x							
Preparing for Registration as an Adult Nurse											x	x			x	x	x	x		
Attaining Competence in Practice	x	x	x	x			x				x	x	x	x	x	x	x	x		