![Middlesex University London logo]

BSc Hons Nursing (Adult) / BSc Hons Nursing (Child) / BSc Hons Nursing (Mental Health)

Programme Specification

1. Programme title	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Adult) (Guernsey) BSc (Hons) Nursing (Child) BSc (Hons) Nursing (Mental Health)
2. Awarding institution	Middlesex University
3a Teaching institution	Middlesex University The Guernsey Institute (Adult Nursing only)
3b Language of study	English
4a Valid intake dates	September for all campuses
4b Mode of study	Full-time Only
4c Delivery method	☒ On-campus/Blended ☐ Distance Education
5. Professional / Statutory / Regulatory body	Nursing and Midwifery Council
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	Target BSc (Hons) Nursing (Adult) with Registration BSc (Hons) Nursing (Mental Health) with Registration BSc (Hons) Nursing (Child) with Registration Exit BSc Healthcare Practice Diploma HE Healthcare Practice
8. Academic year effective from	2024/2025

9. Criteria for admission to the programme
Middlesex University has a flexible and personalised approach to admissions and we accept applications from students with a wide range of qualifications and a combination of qualifications. All criteria for admission to the programme are clearly laid out on our website.

Further requirements for admission to our BSc Nursing programme

- You must be digitally literate as all recruitment processes and many teaching and learning activities within the programme involve the use of technology and digital processes
- You are required to demonstrate that you have experience of working. This does not have to be in the field of health care.
- You are also required to provide evidence of study within the last 5 years.
- To begin the course you must also complete a satisfactory enhanced DBS Check.
- You must also complete a satisfactory Occupational Health Check.
- Provide two suitable references.

We are unable to accept applications for deferred entry or defer existing offers for this programme to the next possible start date.

10.   Aims of the programme

Our Pre-registration Nursing programme aims to produce the graduate nurse who is able to provide safe and effective care, is self-aware and willingly takes responsibility for self and others. Our three field-specific BSc (Hons) pathways reflect the focus on care in either an Adult, Child and Young Persons, or Mental health settings. Students will follow one field-specific undergraduate pathway only.

This programme aims to prepare a nurse that is accountable for their own actions and working autonomously, or as an equal partner with a range of other professionals, and in interdisciplinary teams. This nurse will tailor care to the individual but will always consider the social context of care and be able to assess and manage risks in that environment. She/he will demonstrate warmth and empathy and will develop cultural competence, emotional intelligence and resilience and be able to manage their own personal health and wellbeing and know when and how to access support. She/he will be committed to working in partnership with service users and colleagues and demonstrate a personal commitment to life-long learning. They will be able to care for people in their own home, in the community or hospital and/or in any health care setting where their needs are supported and managed. They will be able to work effectively in the context of continual change, challenging environments, different models of care delivery, shifting demographics, innovation, and rapidly evolving technologies.

Students accessing the BSc Nursing (Adult or Child or Mental health) programme pathways will develop critical and analytical skills to explore the philosophical basis of nursing practice, debate current issues in nursing and consider the future development of nursing as a profession. Our Pre-registration Nursing programme aims to enable students to:

- Achieve programme outcomes and proficiencies in-line with the Nursing and Midwifery Council Professional requirements for entry to the register as a nurse

- Be a critical practitioner utilising reflective practice and evidence-based practice as a catalyst for change and service improvement

- Adopt a critical and analytical approach to care and recognise the challenges of integrating theory with practice and developing theory emergent from practice

- Develop the skills required for autonomous practice, decision-making and team working in health and social care

- Acknowledge the changing face of nursing, the on-going development of nursing as a profession contributing to the debate and discussion of future developments in nursing

- Engage with life-long learning, develop transferable skills to enhance their nursing role and appreciate the value of education for health and society

On completion of the BSc (Hons) programme pathways students will be able to demonstrate the required nursing programme outcomes and proficiencies for registration in their chosen field of practice: Adult, Child or Mental Health Nursing.

11. Programme outcomes*

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

1. Technical, professional and clinical skills underpinned by a sound understanding of the principles of accountability
2. Sound understanding of the principles of autonomy, responsibility and accountability and role within the multi-professional team
3. Strategies available for meeting the needs of patients presenting with a range and complexity of health care problems or challenges
4. The history, evolution and the unique nature of nursing knowledge for practice
5. Ethical principles which support nursing practice to be sustainable, resourceful and using their initiate where appropriate.
6. Understanding of complex problem solving
7. Scientific principles for therapeutic approaches.
8. Health informatics, digital literacy in the context of a complex health system application for care planning, health promotion and care.
9. The theory and practice of leadership and team work in a complex dynamic health care setting.
10. Political influences on professional practice
11. Cultural competence, diversity and it's elements

11.   Programme outcomes*

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

12. Technical, professional and clinical skills underpinned by a sound understanding of the principles of accountability

13. Sound understanding of the principles of autonomy, responsibility and accountability and role within the multi-professional team
14. Strategies available for meeting the needs of patients presenting with a range and complexity of health care problems or challenges
15. The history, evolution and the unique nature of nursing knowledge for practice
16. Ethical principles which support nursing practice to be sustainable, resourceful and using their initiate where appropriate.
17. Understanding of complex problem solving
18. Scientific principles for therapeutic approaches.
19. Health informatics, digital literacy in the context of a complex health system application for care planning, health promotion and care.
20. The theory and practice of leadership and team work in a complex dynamic health care setting.
21. Political influences on professional practice
22. Cultural competence, diversity and it's elements

Teaching/learning methods

Students gain knowledge and understanding through 50% of learning occurring in the practice setting (including Simulated Practice Learning) and 50% theory based in the University;

- Formal teaching methods: workshops, participatory seminars, small group discussions, self-guided and directed learning, e-learning, support from the Personal Tutor
- Skills laboratory and practical clinical sessions, use of virtual and augmented reality resources and on clinical placements. This contains a number of activities which facilitate the student's understanding and development of nursing skills and serves as a tool for use with staff in their practice learning. The latter is key to applying knowledge and skills to real life situations and demonstrate drawing on theoretical and practical skills and research to engage critically with decision making and performing with high quality patient care.

Assessment methods

An understanding of the theory and practice of the profession is both summatively and formatively assessed through a range of approaches including:

- Written, presentation, digital reports and presentations, online tests and clinical practice assessments. Self, peer and teacher assessment is utilised to enhance the self-reflective and critical practitioner with a range of fields of practice.
- A range of formative assessment techniques to prepare the students for summative testing

Specific assessment methods are specified in each module outline.

B. Skills

On completion of this programme the successful student will be able to:

1. Engage in critical self-reflection to support lifelong learning and professional practice
2. Maintain professional standards, improve safety and quality of care and clinical skills to enhance nursing practice
3. Generate, use and appraise complex data for practice improvement
4. Develop a professional identity – drawing on and appraising influences of the development of professional identity
5. Practice confidently a range of effective communication skills for various audiences through a variety of routes

Teaching/learning methods

Students learn cognitive and practical skills through a range of teaching methodologies all of which encourage self-learning and self-appraisal of learning and skills, approaches include:

- Workshops, seminars discussions, formative assessment, peer-review of presentations, debates and directed reading

Furthermore, skills learning methods include:

- Practical skills sessions and laboratories, use of virtual augmented reality resources and case-based scenarios and patient stories as well as clinical practice in collaboration with practice supervisors, practice assessors and clinical placement facilitators
- Skills sessions will be taught and rehearsed throughout the programme in skill labs and in the clinical environment
- Role modelling plays a significant part in the student's skills development

Assessment methods

- Formative and summative methods which include the use of the Practice Assessment Document (PAD) to assess the student's progress in practice;
- The PAD cross references Nursing and Midwifery Council competencies to demonstrate achievement towards professional recognition. The student uses 1 PAD per year. Ongoing development will be assessed using a cumulative Ongoing Achievement Record (OAR) aligned to the PAD.

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Structure of the programme

Each BSc (Hons) programme pathway comprises 3 academic years, each being 45 weeks in length exclusive of annual leave. The student will take 120 credits (4 modules) each year, at Levels 4, 5 and 6 respectively. The programme pathway consists of 50% theory

and 50% practice totalling 4600 hours across the three years of the programme. Theory and practice are integrated and reflected in the learning outcomes of each module. The core thread is nursing context and specific modules enable the nurse to pursue his/her field of practice at greater depth and focus. Overall the student will study how to practice as a nurse in a variety of areas with a broad repertoire of skills and knowledge to practice as a nurse developing specific depth in their chosen field pathway.

There is shared learning across all fields of nursing (Adult, Mental Health and Child nursing) with emphasis on individualised nursing according to patient need. We provide students with opportunities to learn together to enrich experiences of particular types of nursing and learning. Examples include interprofessional learning sessions, and sharing of learning experiences on placement in year 1.

12.2 Levels and modules

Year 1 / Level 4

Compulsory
Students must take all of the following:

BSc (Hons) Nursing (Adult)

NIP1801 Foundations of Expansive Learning for Professional Nursing Practice
NIP1802 Foundations of Scientific Principles for Adult Nursing
NIP1803 Foundations of Adult Nursing Knowledge
NIP1804 Practice Learning 1 Adult

BSc (Hons) Nursing (Child)

CYP1801 Foundations of Expansive Learning for Professional Nursing Practice
CYP1802 Foundations of Scientific Principles for Child Nursing
CYP1803 Foundations of CYP Nursing Knowledge
CYP1804 Practice Learning 1 CYP

BSc (Hons) Nursing (Mental Health)

MHN1801 Foundations of Expansive Learning for Professional Nursing Practice
MHN1802 Foundations of Scientific Principles for Child Nursing
MHN1803 Foundations of MHN Nursing Knowledge
MHN1804 Practice Learning 1 MHN

Optional
N/A

Progression requirements
For all Pathways:

Completion of 120 credits and successful clinical reports at level 4.

Students need to have met the attendance requirements for theory and clinical practice outlined in the attendance policy for the Pre-Registration Nursing Programme.

Students need to demonstrate good health and character and must declare this at the start of each year of study and must complete a self-declaration of good health and character each year of the programme.

Students need to have attended all mandatory training sessions, simulated learning hours and structured sessions with their Personal Tutor, for each academic year of study.

Year 2 / Level 5

Compulsory
Students must take all of the following:

BSc (Hons) Nursing (Adult)
  NIP2802 Developing Scientific Principles for Adult Nursing
  NIP2803 Developing Nursing Knowledge in Adult Nursing
  NIP2804 Practice Learning 2 Adult Nursing
  NIP2805   Developing Expansive Learning for Professional Nursing Practice

BSc (Hons) Nursing (Child)
  CYP2802 Developing Scientific Principles for CYP Nursing
  CYP2803 Developing Nursing Knowledge in CYP Nursing
  CYP2804 Practice Learning 2 CYP Nursing
  CYP2805   Developing Expansive Learning for Professional Nursing Practice

BSc (Hons) Nursing (Mental Health)
  MHN2802 Developing Scientific Principles for MHN Nursing
  MHN2803 Developing Nursing Knowledge in MHN Nursing
  MHN2804 Practice Learning 2 MHN Nursing
  MHN2805 Developing Expansive Learning for Professional Nursing Practice

Optional
N/A

Progression requirements

As per Year 1 in total 240 credits (120 credits at level 4 and 120 at level 5)

BSc (Hons) Nursing (Adult)
  NIP1801 Foundations of Expansive Learning for Professional Nursing Practice
  NIP1802 Foundations of Scientific Principles for Adult Nursing
  NIP1803 Foundations of Adult Nursing Knowledge
  NIP1804 Practice Learning 1 Adult

BSc (Hons) Nursing (Child)

CYP1801 Foundations of Expansive Learning for Professional Nursing Practice
CYP1802 Foundations of Scientific Principles for Child Nursing
CYP1803 Foundations of CYP Nursing Knowledge
CYP1804 Practice Learning 1 CYP

BSc (Hons) Nursing (Mental Health)
MHN1801 Foundations of Expansive Learning for Professional Nursing Practice
MHN1802 Foundations of Scientific Principles for Child Nursing
MHN1803 Foundations of MHN Nursing Knowledge
MHN1804 Practice Learning 1 MHN

Year 3 / Level 6

Compulsory
Students must take all of the following:

BSc (Hons) Nursing (Adult)
NIP3802 Consolidating Scientific Principles for Adult Nursing
NIP3803 Consolidating Nursing Knowledge in Adult Nursing
NIP3804   Practice Learning 3 Adult Nursing
NIP3805   Consolidated Expansive Learning for Professional Nursing Practice

BSc (Hons) Nursing (Child)
CYP3802 Consolidating Scientific Principles for CYP Nursing
CYP3803 Consolidating Nursing Knowledge in CYP Nursing
CYP3804   Practice Learning 3 CYP Nursing
CYP3805   Consolidated Expansive Learning for Professional Nursing Practice

BSc (Hons) Nursing (Mental Health)
MHN3802 Consolidating Scientific Principles for MHN Nursing
MHN3803 Consolidating Nursing Knowledge in MHN Nursing
MHN3804 Practice Learning 3 MHN Nursing
MHN3805 Consolidated Expansive Learning for Professional Nursing Practice

Optional
N/A

Progression requirements
As per Year 1 and 2 in total 360 credits (120 credits at level 4, 5 and 6).

At the end of the programme all students are required to have a written Declaration of Good
Health and Character signed by the
Programme Leader, indicating that to the best of their knowledge the student is eligible to register
as a nurse with the NMC. Accumulated
unauthorized absence
may impact on the confirmation of good character required by the
NMC.

BSc (Hons) Nursing (Adult)
  NIP2802 Developing Scientific Principles for Adult Nursing
  NIP2803 Developing Nursing Knowledge in Adult Nursing
  NIP2804 Practice Learning 2 Adult Nursing
  NIP2805   Developing Expansive Learning for Professional Nursing Practice

BSc (Hons) Nursing (Child)
  CYP2802 Developing Scientific Principles for CYP Nursing
  CYP2803 Developing Nursing Knowledge in CYP Nursing
  CYP2804 Practice Learning 2 CYP Nursing
  CYP2805   Developing Expansive Learning for Professional Nursing Practice

BSc (Hons) Nursing (Mental Health)
  MHN2802 Developing Scientific Principles for MHN Nursing
  MHN2803 Developing Nursing Knowledge in MHN Nursing
  MHN2804 Practice Learning 2 MHN Nursing
  MHN2805 Developing Expansive Learning for Professional Nursing Practice

*Please refer to your programme page on the website re availability of option modules

12.3 Non-compensatable modules

Level 4 – *Compensation not permitted in any modules (professional programme)*
Level 5 – *Compensation not permitted in any modules (professional programme)*
Level 6 – *Compensation not permitted in any modules (professional programme)*

13. Information about assessment regulations

This programme will run in line with general University Regulations:

Assessment regulations follow Middlesex University's Academic Regulations. Assessment is to guide learning and achievement. However, this professional Programme also requires that:

- Practice modules will be graded as Pass or Fail only, however indicative level of achievement will be given but does not contribute to the overall module grade.

- Students must achieve a pass grade for all the modules within the programme, to progress to the next stage of the programme.

- Students must meet the attendance requirements, meetings with the personal tutor and all mandatory training requirements of the programme. Students accumulating sickness or absence exceeding 10 days per year may be discontinued or deferred.

- Infringement of assessment regulations/academic misconduct (section F1) - may require Fitness for Practice Panel.

- Disclosure and Barring Service (DBS) and Occupational health clearance is required prior to commencing clinical placement.

- Automatic deferral is not permitted for students on these programmes.

14. Placement opportunities, requirements and support (if applicable)

Students must satisfy the NMC requirements to have achieved a minimum of 2300 hours in practice during the whole of their programme, in order to gain professional registration with the NMC. Up to 450 hrs of the 2300 will be met through Simulated Practice Learning. Practice experiences can take place in an approved learning environment in any of the NHS Trusts that are part of NHS London and in the independent and Private Sector.

Staff within the School of Health and Education work in partnership with practice placement providers to ensure that the practice learning environment is conducive to meeting the individual learning needs of the student and a robust process of quality monitoring of the learning environment is in place.

Students are given notification of their allocated placement in advance and it is the student's responsibility to contact the placement as instructed, for details of their duty rota. Contact details are made available prior to placements.

Nursing is a profession that is required to work 37.5 hours throughout the 24- hour period over any days of the week, including weekends. Duty rotas will reflect this and will include early, late, night, weekend and Bank Holiday shift patterns.

All students will be given an induction at the start of each new learning experience and support and guidance will be given to students with diverse needs.

Each practice area has access to a university practice learning team and online practice placement support resources to further support and online practice placement support resources to further support practice learning and to guide students and practice supervisors and assessors on key policy documents such as the attendance policy and complaints procedure. Practice learning is assessed using the Practice Assessment Document.

Students are required to be supervised during their learning period in practice by NMC registered nurses, midwives, nursing associates and other registered health and social care professionals.

Students in practice or work-placed learning must be supported to learn. This includes being supernumerary throughout their programme, meaning that they are not counted as part of the staffing required for safe and effective care in that setting. The decision on the level of supervision provided for students will be based on the needs of the

individual student. The level of supervision can decrease with the student's increasing proficiency and confidence.

Students can engage with a range of practice opportunities through the Expansive learning modules including Volunteering, Charity work or work overseas. This is negotiable with the module leader to ensure experiences and personal objectives fit with the module objectives.

There are opportunities to engage with European Exchanges (either through the Erasmus scheme or its successor) with established partners in host countries.

Meetings with your Personal Tutor at regular intervals in each year will further support your practice learning.

15. Future careers / progression

On successful completion of the programme students are eligible to enter the professional register for Nursing. Career routes are varied and exciting ranging from specialism within specific client groups e.g. Older persons, community health or as specialist nurses.

Successful graduates will be able to progress to a range of taught Masters programmes including the MSc Nursing Studies and the MSc Mental Health Studies. They also have the opportunity to undertake work-based learning studies at Post Graduate level.

16.   Particular support for learning

- Academic Advisor
- University practice learning team /Practice Supervisor / Practice Assessor / Academic Assessor in clinical practice
- Clinical Placement Facilitators
- Clinical Skills laboratories with a range of resources, some advanced and cutting edge (Virtual and Augmented Reality)
- Learning Enhancement Team
- Disability Support to support specific learning needs
- Online learning resources (audio/video/research/literature/discussion boards) through the learning platform: My Learning

17. HECos code(s)

B730 (Adult)

B730 (Child)

B760 (Mental Health)

B700 Nursing

18. Relevant QAA subject benchmark(s) – Nursing

19. Reference points
European Union Directive 2005/36/EC Recognition of professional qualifications
Higher Education Academy
Middlesex University Regulations (2023), London, Middlesex
Middlesex University (2023) Learning and Quality Enhancement Handbook, London, Middlesex University
Nursing Midwifery Council (2023a) Part 1: Standards framework for nursing and midwifery education
Nursing Midwifery Council (2023b) Part 2: Standards for student supervision and assessment
Nursing and Midwifery Council (2023c) Part 3: Programme standards
Department of Health and Social Care (2018) NHS Outcomes Framework (NHS OF). London HMSO
Nursing and Midwifery Council (2023) *The Code Professional standards of practice and behaviour for nurses, midwives and nursing associates.* London. NMC (updated 2018).
Quality Assurance Agency (2018) UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards, London: QAA
Framework for Higher Education Qualifications (2014)
https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf

20. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.