Programme Specification

Programme award and title:  
**BSc in Nursing (Adult)**  
**BSc in Nursing (Mental Health)**

UCAS code:  

| SCQF Qualification Level: | 9/10 | SCQF Credit Value: | 360 |

Educational aims of the programme:  
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

To prepare registered Graduate nurses for 21st century healthcare to provide clinical leadership and high quality patient care delivery in a changing healthcare system.

- To facilitate a student centred approach to learning
- To provide students with a varied, stimulating and rewarding learning experience
  - To provide curricula that is current, contemporary and fit for purpose.
- To develop the knowledge, skills, attitudes and values essential for students to be fit for practice and fit for the award in the Adult or Mental Health Field of Practice.

Intended programme learning outcomes:  
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

**Knowledge and understanding**

- The programme incorporates the knowledge and skills necessary to fulfil the requirements of the standards for pre-registration nursing and for registration as a nurse. The evidence and research base will be explored and applied to nursing practice in a variety of care settings.

**Subject-specific skills and other attributes**  
(NMC 2010)

- Deliver high quality essential care to all
- Deliver complex care to service users in their field of practice
- Act to safeguard the public, and be responsible and accountable for safe, person centred, evidence-based nursing practice
- Act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards
- Practise in a compassionate, respectful way, maintaining dignity and wellbeing and communicating effectively
- Act on their understanding of how people’s lifestyles, environments and the location of care delivery influence their health and wellbeing
- Seek out every opportunity to promote health and prevent illness
- Work in partnership with other health and social care professionals and agencies, service users, carers and families ensuring that decisions about care are shared
- Use leadership skills to supervise and manage others and contribute to planning, designing, delivering and improving future services.
**Generic skills** (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes

- Demonstrate ability to learn and work independently and as part of a group;
- Academic writing skills;
- Self-awareness of professional role and team working;
- Communication and Interpersonal skills;
- Skills in reporting and record keeping;
- Generic caring skills;
- Essential care skills pertinent to the students’ field of practice incorporating concepts such as the 10 essential shared capabilities
- Organisation and management skills;
- Information sharing;
- Presentation skills;
- Numeracy skills;
- Transferrable skills that are supported by experience that allow achievement of generic and field specific competencies;

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**Learning, teaching and assessment strategies:**

Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

The pedagogical approach utilised within the curriculum is to enhance and maximise the learning experience of the students. A blended approach will be used to stimulate critical discussion and enhance learning, generate deeper understandings and foster the development of graduate attributes. There will be a focus on learner autonomy from day one of the programme with the development of independent and self-directed learners which has clear articulation with our curriculum theme regarding Personal and Professional Development, and the learning and teaching strategy. The development of Communities of practice will emerge as students progress through their seminar and Enquiry Based Learning (EBL) group activities. This ‘collective’ learning will encourage the development of peer support and learning, foster a deeper understanding of the concepts of the programme and enable the development of lifelong learning skills.

The use of lectures, seminars, EBL, guided study, self-directed study, engagement with e-learning resources, practical skills sessions and practice learning opportunities are part of the learning and teaching strategy.

Clinical skills are an integral component of the programme and a variety of methods will be utilised to develop such skills in both theory and practice learning. Clinical skills sessions are embedded throughout the programme and skills development within the modules will be linked to the themes of the particular modules.
Information Technology and e-learning methodology will also provide a substantial platform for delivery and student engagement. This will encompass utilising WebCT which forms the centre of e-learning support at Stirling. It will be utilised to make digital content available to students and its use will also allow further teaching and learning methodologies to be utilised such as Campus Pack Fusion. The use of Listen Again, based on the Camtasia Relay software, will allow lectures to be captured and made available for students to review at anytime. This will have advantages for all students as a study aid but has also been beneficial to some categories of students with particular learning support needs, who may require reasonable adjustments. Other tools that will be utilised include TurnitinUK, TalisList Reading Lists and Stirling Connect.

Fundamental programme content will be delivered predominantly by lead lecture format to allow students to acquire specific understandings. Themed weeks based on a spiral curriculum model and the programme themes, will allow students to develop and increase depth of knowledge and understanding and its application to practice. This will be supported by seminar work, EBL sessions and practical skills sessions. The involvement of the student’s personal tutor will be a central component to this development.

The importance of students becoming increasingly independent learners who have ‘learned to learn’ and who have acquired the ability to learn throughout life will be a central theme of the programme. This articulates with the use of EBL which reflects a strongly student centred perception of learning, and allows students to work collaboratively in groups but also independently. This active learning approach will allow the development of a wide range of transferrable capabilities in areas such as communication, team work, critical thinking, autonomous self-directed learning and information technology literacy. Utilising EBL in groups will allow for intellectual exchange of ideas and the development of skills of collaborative working, which aligns with transferrable skills for the world of work and employability. Furthermore this approach will be an advantage to different learning styles and will help to develop synergy between research and teaching addressing the aims of the University LTQES 2010-2015. Utilising this variety of student centred teaching and learning methodologies will enhance the development of graduate attributes to prepare students for employability.

The programme views assessment as central to the curriculum and regards assessment as integral to the programme design and the intellectual and professional development of the student. The overarching aim of the assessment strategy is to use assessment as a measure of student achievement and to promote student learning and engagement with coursework and professional nursing practice. Within this broad aim, the strategy seeks to implement the following objectives:

1. To enhance student progression and achievement of programme learning outcomes through
2. assessment design and provision of effective feedback.

3. To use a range of assessment methods throughout the programme which support the development of a variety of skills and knowledge areas and reflects the different learning styles and abilities of students.

4. To ensure that the opportunities for intellectual and behavioural elements of the student encompass achievement of the outcomes for practice.

5. To enhance student engagement and their ability to make informed judgements on their own work.

6. To encourage students to become independent, self-directed learners.

7. To ensure a fair distribution of assessment loads across modules and the programme and avoid excessive assessment loads and consequent stress for students.

8. To adhere to the quality assurance policies and procedures of the School and University and undertake critical evaluation of the Programme’s learning, teaching and assessment processes to ensure that the assessment of student learning is both valid and reliable.

Students are required to complete both theory and practice assessment elements for each module and to pass each of these elements. Part of the theory assessment connects directly with practice experience. Problems related to clinical practice should be identified at an early date and assistance sought using action plans within the students Ongoing Achievement Record. Similar strategies will identify, and support students who experience difficulty with theory elements. Students are required to complete both theory and practice assessment elements for each module and to pass each of these elements.

Reference

Professional/statutory body accreditation or recognition: Nursing and Midwifery Council (NMC)

Further details:
Entry requirements: http://www.stir.ac.uk/undergraduate-study/entry-requirements/general-entry-requirements/

Programme structure: http://www.stir.ac.uk/calendar/

Relevant Subject Benchmark statement: http://www.qaa.ac.uk/assuring-standards-and-quality

Scottish Credit and Qualifications Framework: http://scqf.org.uk/the-framework/