Course Specification

Course Summary Information		
1	**Course Title**	BSc (Hons) Nursing (Adult) - US0958-01 BSc (Hons) Nursing (Child) - US0958-02 BSc (Hons) Nursing (Learning Disabilities) - US0958-04 BSc (Hons) Nursing (Mental Health) - US0958-03
2	**Course Code**	US0958
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (if different from point 3)	N/A
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	Nursing and Midwifery Council (NMC)

6	**Course Description**
	The three year BSc (Hons) Nursing course has been designed to comply with the Realising professionalism: Standards for education and training publications; Future nurse: Standards of proficiency for registered nurses; Part 1: Standards framework for nursing and midwifery education; Part 2: Standards for student supervision and assessment; Part 3: Standards for preregistration nursing programmes (Nursing & Midwifery Council, 2018). Successful completion of this course provides eligibility to apply and be entered onto the NMC register in one of the four fields of nursing; Adult, Child, Learning Disabilities or Mental Health. This is a full-time course, with an equal balance of theory and practice learning, which meets the minimum requirement of 4600 hours. We aim to develop graduate nurses who are able to meet the health needs of the whole person throughout their lifespan, with the ability to work flexibly across a range of settings. We will facilitate your development to become skilled, knowledgeable, emotionally intelligent nurses, with the ability to lead and co-ordinate compassionate, evidence based, person and family centred care whilst working as an integral member of the interdisciplinary team. The course design incorporates two years integrated theoretical content and one field specific year. During years one and two you will learn with students from all fields of nursing and during year three you will learn within your field specific groups. There are five modules each year, one of which is a yearlong practice module. This will provide preparation and support to develop confidence and competence in practice over the three years working towards independently leading and co-ordinating care. The first year will equip you with theoretical and practice knowledge, to enable the development of a range of key skills. This will include exploring the evidence that underpins person and family-centred care, professional values, self-leadership and the role of the registered nurse. Second year modules further enhance this learning and explore evidence based complex care incorporating a wide range of research, skills, team leadership and principles of co-ordinating care. During the third year you will build upon previous learning and develop proficiency in your chosen field of practice. These modules will develop you as a leader who uses research-informed critical thinking to co-ordinate care, supervise other health professionals and gain confidence in the safe management of medication. Personal tuition will enrich your learning experiences and will enable meaningful reflection and development of your individual field identity throughout the course.

	Practice placements will be field specific throughout the three years. There will also be opportunities for exposure across the four fields of nursing. Practice learning experiences may be within community, hospital, home environment or simulated practice learning settings at a location anywhere within the West Midlands region and beyond. Whilst on placement you will be supported, supervised and assessed by suitably prepared practice and academic staff to develop your knowledge and skills. We are committed to providing excellent, innovative, learning, teaching and assessment experiences. We use technology to enhance your learning, through lectures, seminars, skills, simulation and virtual learning. Engagement of practice partners and service users in all areas of learning, teaching and assessment is integral to our approach. Our evidence-based curriculum will empower students to contribute to the provision of high-quality holistic care both during their studies and in their future profession.

7	**Course Awards**		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Child) BSc (Hons) Nursing (Learning Disabilities) BSc (Hons) Nursing (Mental Health)	6	360
7b	**Exit Awards and Credits Awarded**		
	Certificate of Higher Education: Studies in Health Care Diploma of Higher Education: Studies in Health Care Bachelor of Science: Studies in Health Care These interim awards do not allow for application to the NMC for registration.	Level 4 Level 5 Level 6	*120* *240* Minimum of 300 of which must be at L6.

8	**Variations from the University Academic Regulations**
	This course has approved variations to the University's Academic Regulations. These can be accessed via the student contract page: https://www.bcu.ac.uk/student-info/student-contract

9	**Delivery Patterns**			
Mode(s) of Study		**Location(s) of Study**	**Duration of Study**	**Code(s)**
Full Time 50% Practice 50% Theory (NMC requirements of 4600 hours in total with an equal balance of theory and practice		City South	3 years	US0958
10	**Entry Requirements**			
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/.		
	EU:	Overall IELTS score of 6.5 with no less than 6 in each band		
	International:	Overall IELTS score of 6.5 with no less than 6 in each band		
11	**Course Aims**			

	To prepare graduate nurses who are able to provide, lead and co-ordinate compassionate, evidence based and person-centred care whilst working as an integral member of the interdisciplinary team. Upon successful completion of the course, students will be able to identify, explain and critically evaluate.

12	**Course Learning Outcomes**
1	The provision of person-centred, safe and compassionate care; the importance of communication skills and the ability to reflect upon your own accountability.
2	How to make a difference to individuals, families and their communities across the lifespan and delivery of high quality, evidence-based care in order to promote good health, protect against disease and prevent ill health.
3	The assessment and prioritisation of individual needs to plan and deliver care taking into account culture, diversity and the uniqueness of people
4	The provision and evaluation of high standard of flexible and sensitive holistic nursing care across a range of settings using research-informed critical thinking and evolving technologies.
5	The application of leadership and sound decision-making skills in order to demonstrate commitment to partnership working within the interdisciplinary team and wider community in order to plan and deliver exceptional collaborative care.
6	The monitoring and improvement of safety and quality of care and treatment and the assessment and management of risk to safety and experiences of those they work with.
7	The impact that inspirational leadership has on the co-ordination and management of care across a range of organisations in line with local and national policies.

13	**Level Learning Outcomes**
	Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:
	Identify how professionalism, the law and ethics impact on the delivery of safe nursing care.
	Discuss and recognise biopsychosocial health conditions across the lifespan and the impact of wider determinants on choice for individuals, families, carers, communities and the nurse.
	Recognize and describe appropriate communication strategies throughout the nursing process which empowers individual involvement in their care and supports health promotion and prevention of ill health across the lifespan.
	Use, describe and explain the relevant evidence-based practice of nursing knowledge supporting safe clinical practice, leadership and teamwork.
	Discuss and demonstrate principles of holistic practice and co-ordinating care within an interdisciplinary context in assessing planning, implementation and evaluation of care at different stages of life.
	Identify how health promotion and health policy can impact on people across the lifespan and apply leadership principles to enhance wellbeing and experiences of health.
	Demonstrate the knowledge and skills to support and deliver safe clinical practice in a range of settings, including excellent numeracy skills related to nursing proficiencies and calculation of medicines.
	Demonstrate professional development and reflective practice in a range of situations, exploring individual knowledge, belief and attitudes as determinants of high-quality nursing care and leadership.
	Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:
	Use evidence-based practices to accurately demonstrate gathering and interpretation of information from the nursing assessment process to plan, implement and evaluate appropriate and holistic complex care.

	Evaluate current healthcare policy, codes of practice, individual holistic healthcare needs, shared decision making and complex health conditions in leading collaborative, multi-agency partnerships in complex care prioritisation, planning and delivery.
	Appraise leadership and communication skills and strategies required in prioritisation, negotiation, delegation and care delivery in complex challenging and sensitive situations.
	Examine nursing principles and analyse evidence, policy and ethical frameworks in relation to safe and high-quality care delivery. Demonstrating and understanding of the social, political and economic factors influencing care provision across a range of services.
	Debate the wider determinant of health in a UK and global context and examine the impact of health inequalities that influence well-being.
	Apply evidence informed approaches to behaviour change to help people manage their own health whilst demonstrating knowledge of and responding to challenging situations using emotional resilience and intelligence when working in complex care.
	Reflect upon the influence and impact of organisational dynamics and team performance in delivering healthcare and multi-agency decision making.
	Demonstrate the knowledge and skills to support and deliver safe clinical practice in a range of settings, including excellent numeracy skills related to nursing proficiencies and calculation of medicines.
	Demonstrate professional development and reflective practice in a range of situations, exploring individual knowledge, belief and attitudes as determinants of high-quality nursing care and leadership.
	Upon completion of Level 6/the Bachelor of Science with Honours Nursing (Adult) Degree, students will be able to:
	Critically examine epidemiology, demography, genomics and the wider determinants of health, illness and wellbeing.
	Compare and systematically examine the nursing process of a holistic approach of assessing, planning and implementing safe and effective care to people
	Analyse the bioscience and evaluate the action of medication to informs the safe prescribing and administration of medication for people with acute and chronic conditions
	Demonstrate and analyse a critical awareness of evidence-based strategies to promote medication concordance, shared decision making and the management and prevention of adverse events within medication management
	Critically reflect and evaluate strategies to develop your personal and professional decision making to deliver and coordinate safe, evidence based and high-quality complex care as an emergent leader within the interdisciplinary context in partnership with people
	Critically appraise and debate the underpinning theory and factors which inform high quality holistic person-centred care
	Critically appraise a range of risk assessment strategies to enable the formulation of appropriate evidence-based, person-centred holistic nursing care plans across the full range of care settings.
	Compare evidence-based leadership solutions which develop a strength-based approach to enhance teams and manage change in a range of health care environments.
	Evaluate professional interpersonal skills to support effective supervision of others and contribute to their learning and assessment
	Demonstrate the knowledge and skills to support and deliver safe clinical practice in a range of settings, including excellent numeracy skills related to nursing proficiencies and calculation of medicines.
	Demonstrate professional development and reflective practice in a range of situations, exploring individual knowledge, belief and attitudes as determinants of high-quality nursing care and leadership.
	Upon completion of Level 6/Bachelor of Science with Honours Nursing (Child) students will be able to:
	Critically examine epidemiology, demography, genomics and the wider determinants of health, illness and wellbeing.

	Compare and systematically examine the nursing process as a holistic approach for assessing, planning and implementing safe and effective care to infants' children and young people
	Analyse the bioscience and evaluate the action of medication to informs the safe prescribing and administration of medication for children and young people with acute and chronic conditions
	Demonstrate and analyse a critical awareness of evidence-based strategies to promote medication concordance, shared decision making and the management and prevention of adverse events within medication management
	Critically reflect and evaluate strategies to develop your personal and professional decision making to deliver and coordinate safe, evidence based and high-quality complex care as an emergent leader within the interdisciplinary context in partnership with children, young people and their families
	Critically appraise and debate the underpinning theory and factors which inform high quality holistic family centred care to children and young people
	Critically appraise a range of risk assessment strategies to enable the formulation of appropriate evidence-based, person-centred holistic nursing care plans across the full range of care settings.
	Compare evidence-based leadership solutions which develop a strength-based approach to enhance teams and manage change in a children's and young people's health care environments.
	Evaluate professional interpersonal skills to support effective supervision of others and contribute to their learning and assessment
	Demonstrate the knowledge and skills to support and deliver safe clinical practice in a range of settings, including excellent numeracy skills related to nursing proficiencies and calculation of medicines.
	Demonstrate professional development and reflective practice in a range of situations, exploring individual knowledge, belief and attitudes as determinants of high-quality nursing care and leadership.
	Upon completion of Level 6/Bachelor of Science with Honours Nursing (Mental Health) students will be able to:
	Critically appraise a range of risk assessment strategies to enable the formulation of appropriate evidence-based, person-centred holistic nursing care plans across the full range of care settings
	Critically appraise, debate and reflect on underpinning theory and factors which inform high quality, safe, holistic complex care for people experiencing mental health problems, carers, dependents or significant others in a range of mental health care settings which meets individuals' health and social needs.
	Evaluate strategies to develop your personal and professional accountability in decision making to provide excellent care in partnership with people experiencing mental distress.
	Compare evidence-based leadership solutions which develop a strength-based approach to enhance teams and manage change in a variety of settings.
	Critically reflect on their own strengths and development areas as a leader and practitioner and evaluate professional interpersonal skills to support effective supervision of others and contribute to their learning and assessment.
	Evaluate and analyse the bioscience and actions of medications, skills for safe prescribing and administration when working with people with mental health conditions and mental distress.
	Analyse and demonstrate critical awareness of evidence-based strategies to promote medication concordance, shared decision making and the management and prevention of adverse events within medication management.
	Critically examine bio-psychosocial approaches to mental health care showing knowledge of epidemiology, demography and wider determinants of health whilst demonstrating an understanding of mental illness as a contested notion.
	Systematically examine the role of a mental health nurse in holistically applying the nursing process with a critical awareness of evidence-based communication strategies to develop

	understanding of the unique perspective of a person in the planning and provision of safe collaborative and effective care.
	Evaluate the interface between risk, ethics, law and service user perspectives to establish how and who quality improvements are made for in the treatment of mental illness.
	Demonstrate the knowledge and skills to support and deliver safe clinical practice in a range of settings, including excellent numeracy skills related to nursing proficiencies and calculation of medicines.
	Demonstrate professional development and reflective practice in a range of situations, exploring individual knowledge, belief and attitudes as determinants of high-quality nursing care and leadership.
	Upon completion of Level 6/Bachelor of Science with Honours Nursing (Learning Disability), students will be able to:
	Critically examine health inequalities and inequities and the impact this has on health outcomes of people with learning disabilities
	Construct a systematic, evidence based, person-centred and holistic assessment and critically appraise, examine and provide rational at all stages of the nursing process, including risk assessment strategies, care coordination and person-centred care planning with individuals and groups with learning disabilities, within interdisciplinary processes across a full range of care settings.
	Evaluate and analyse the bioscience and actions of medications, skills for safe prescribing and administration when working with people with learning disabilities.
	Analyse and demonstrate critical awareness of evidence-based strategies to promote medication concordance, shared decision making and the management and prevention of adverse events within medication management.
	Evaluate strategies to develop your personal and professional accountability in decision making to provide excellent care in partnership with people with learning disabilities, their families/carers and their interdisciplinary team whilst considering social inclusion.
	Compare evidence-based leadership solutions which develop a strength-based approach to enhance teams and manage change in a variety of settings for people with learning disabilities.
	Critically reflect on their strengths and development needs as a leader and future practitioner, evaluating professional interpersonal skills in the supervision of other in learning and assessment.
	Critically reflect on their own impact and evaluate potential risks to health in the delivery of safe, evidence informed high quality complex care for people with learning disabilities, including de-escalation to ensure safe and quality care.
	Critically appraise the underpinning theory and research-based evidence used to support and advise people with learning disabilities to meet their complex holistic health and social needs.
	Debate factors which influence the provision of safe, evidence informed and high-quality care in a range of care settings for people with learning disabilities
	Demonstrate the knowledge and skills to support and deliver safe clinical practice in a range of settings, including excellent numeracy skills related to nursing proficiencies and calculation of medicines.
	Demonstrate professional development and reflective practice in a range of situations, exploring individual knowledge, belief and attitudes as determinants of high-quality nursing care and leadership.

14	**Course Learning, Teaching and Assessment Strategy**
	The structure of the course is the same for both September and January cohorts. So that you can achieve the necessary level of competence and ability to make evidence based clinical decisions, the course will incrementally build on the skills and knowledge gained in practice and University, from level 4 through to levels 5 and 6.

	The content of the modules is aligned to the module learning outcomes, which in turn are aligned to the NMC (2018) platforms and the course aim and course learning outcomes. All assessments are aligned with the learning outcomes that need to be met. Assessments are categorised as coursework, exam or in-person, these will encompass a range of assessments which will facilitate achievement of Learning Outcomes. Practice learning, simulation and facilitated or student led skills practice will be strong components of the course with specialist clinical practice partners, practice educators and service users facilitate delivery of learning opportunities. You will be encouraged to become an autonomous learner through problem-based learning, peer learning, debate, discussion, reflection and feedback. Technology and online resources will enhance your learning whilst supporting continuous access and opportunities to consolidate knowledge. Research and evidence-based practice is vital so you will be supported in developing digital literacy skills to identify, use and apply appropriate resources.

15	**Course Requirements**

15a

Level 4: Integrated

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
NUR4031	What is Nursing?	20
NUR4032	Assessing Needs and Planning Care	20
NUR4033	Providing and Evaluating Care	20
NUR4034	Introduction to Leadership and Teamwork	20
NUR4035	Professional Practice 1	40

Level 5: Integrated

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
NUR5078	Complex Care 1: Assessing and Planning Care	20
NUR5079	Complex Care 2: Providing and Evaluating Care	20
NUR5080	Improving Quality and Safety in a Global Context	20
NUR5081	Leadership and Co-ordinating Care	20
NUR5082	Professional Practice 2	40

Level 6: ADULT

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
NUR6065	Nursing Care – Adult	20
NUR6069	Medicines Management and Applied Physiology in Adult Nursing	20
NUR6073	Leadership and Decision Making in Adult Nursing	20
NUR6077	Delivering High Quality, Safe Nursing Care Within Adult Nursing	20
NUR6081	Professional Practice 3	40

Level 6: CHILD

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
NUR6066	Nursing Care – Children and Young People	20
NUR6070	Medicines Management and Applied Physiology in Children and Young Peoples Nursing	20
NUR6074	Leadership and Decision Making in Children and Young Peoples Nursing	20
NUR6078	Delivering High Quality, Safe Nursing Care for Children, Young People and Their Families	20
NUR6081	Professional Practice 3	40

Level 6: LEARNING DISABILITIES

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
NUR6068	Nursing Care – Learning Disabilities	20
NUR6072	Medicines Management and Applied Physiology in Learning Disabilities Nursing	20
NUR6076	Leadership and Decision Making in Learning Disabilities Nursing	20
NUR6080	Delivering High Quality, Safe Nursing Care for People with Learning Disabilities	20
NUR6081	Professional Practice 3	40

Level 6: MENTAL HEALTH

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value

NUR6067	Nursing Care – Mental Health	20
NUR6071	Medicines Management and Applied Physiology in Mental Health Nursing	20
NUR6075	Leadership and Decision Making in Mental Health Nursing	20
NUR6079	Delivering High Quality, Safe Nursing Care Within Mental Health Nursing	20
NUR6081	Professional Practice 3	40

15b Structure Diagram

Please note list of optional modules is indicative only. Students' choice will not be guaranteed for optional modules but a fair and transparent process will be adopted and shared with students.

Level 4

SEMESTER ONE	**SEMESTER TWO**
Core NUR4031: What is Nursing (20 credits) NUR4034: Introduction to Leadership and Teamwork (20 credits)	Core NUR4032: Assessing Needs and Planning Care (20 credits) NUR4033: Providing and Evaluating Care (20 credits)
NUR4035: Professional Practice 1 (40 credits)	

Level 5

Core NUR5078: Complex Care 1: Assessing and Planning (20 credits) NUR5081: Leadership and Co-ordinating Care (20 credits)	Core NUR5079: Complex Care 2: Providing and Evaluating Care (20 credits) NUR5080: Improving Quality and Safety in a Global Context (20 credits)
NUR5082: Professional Practice 2 (40 credits)	

Level 6 ADULT

NUR6065: Nursing Care: Adult (20 credits) NUR6073: Leadership and Decision Making in Adult Nursing (20 credits)	NUR6069: Medicines Management and Applied Physiology in Adult Nursing (20 credits) NUR6077: Delivering High Quality, Safe Nursing Care Within Adult Nursing (20 credits)
NUR6081: Professional Practice 3 (40 credits)	

Level 6 CHILD

NUR6066: Nursing Care: Children and Young People (20 credits) NUR6074: Leadership and Decision Making in Children and Young Peoples Nursing (20 credits)	NUR6070: Medicines Management and Applied Physiology in Child and Young Peoples Nursing (20 credits) NUR6078: Delivering High Quality, Safe Nursing Care for Children, Young People and Their Families (20 credits)
NUR6081: Professional Practice 3 (40 credits)	

Level 6 LEARNING DISBILITIES

NUR6068: Nursing Care: Learning Disabilities (20 credits) NUR6076: Leadership and Decision Making in Learning Disability Nursing (20 credits)	NUR6072: Medicines Management and Applied Physiology in Learning Disability Nursing (20 credits) NUR6080: Delivering High Quality, Safe Nursing Care for People with Learning Disabilities (20 credits)
NUR6081: Professional Practice 3 (40 credits)	

Level 6 MENTAL HEALTH

NUR6067: Nursing Care: Mental Health (20 credits) NUR6077: Leadership and Decision Making in Mental Health Nursing (20 credits)	NUR6071: Medicines Management and Applied Physiology in Mental Health Nursing (20 credits) NUR6079: Delivering High Quality, Safe Nursing Care Within Mental Health Nursing (20 credits)
NUR6081: Professional Practice 3 (40 credits)	

16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 4

Workload

Activity	Number of Hours
Scheduled Learning	164
Directed Learning	344281
Private Study	292271
Total Hours	1600 (includes 800 practice learning hours)

Balance of Assessment

Assessment Mode	Percentage
Coursework	50%
Exam	25%
In-Person	25%

Level 5

Workload

Activity	Number of Hours
Scheduled Learning	156
Directed Learning	312
Private Study	332
Total Hours	1600 (includes 800 practice learning hours)

Balance of Assessment

Assessment Mode	Percentage
Coursework	50%
Exam	25%
In-Person	25%

Level 6

Workload

Activity	Number of Hours
Scheduled Learning	152
Directed Learning	280
Private Study	368
Total Hours	1600 (includes 800 practice learning hours)

Balance of Assessment

Assessment Mode	Percentage
Coursework	50%
Exam	25%
In-Person	25%