

Programme Specification (CUR02)

Use this template for a stand-alone programme which is not part of a Scheme, and where there is no Scheme document (CUR01)

1a	Programme title
	(Please enter text here) BSc Nursing
1b	Programme Leader
	(Please enter text here) Ms Marie Cameron
1c	Faculty and Subject Network
	(Please enter text here) Science, Health and Engineering
1d	Awarding institution (normally University of the Highlands and Islands)
	(Please enter text here) University of the Highlands and Islands
1e	Teaching institution (normally University of the Highlands and Islands)
	(Please enter text here) University of the Highlands and Islands
1f	UCAS / JACS code (You must contact Student Records Office at SRO@uhi.ac.uk for this information)
	(Please enter text here) B740 – Adult B760 – Mental Health
1g	SFC funding group (You must contact Student Records Office at SRO@uhi.ac.uk for this information)
	(Please enter text here) 04
2a	Date of programme start / date of last re-approval
	For new programmes, state date of first intake, for example 'September 2019'. For continuing programmes, state date of approval event, for example 'approved December 2018 for delivery in 2019-20 onwards'.
	(Please enter text here) September 2017
2b	Normal start dates
	Insert as applicable: September (Semester 1) / January (Semester 2) / Variable / Anytime (following enrolment)
	(Please enter text here) September
2c	Exit and final awards
	Insert names of awards as applicable: Level 7 – Exit Award – Certificate In Higher Education Level 8 – Exit Award – Diploma in Higher Education Level 9 – Exit Award – BSc Nursing
2d	Availability for joint honours
	No
2e	Professional accreditation
	Give details of (planned or confirmed) accreditation or recognition from any professional, statutory or regulatory bodies, and whether for all or part of the programme.
	(Please enter text here) Nursing and Midwifery Council accreditation on successful completion of BSc
2f	Language of study / assessment
	English

3	Academic Partners	
	Responsible AP	Home AP
Argyll College UHI		
HTC UHI		
Inverness College UHI		
Lews Castle College UHI		
Moray College UHI		
NAFC Marine Centre UHI		
North Highland College UHI		
Orkney College UHI		
Perth College UHI		
Sabhal Mòr Ostaig UHI		
SAMS UHI		
Shetland College UHI		
West Highland College UHI		
Executive Office	X	

4a	UHI delivery model			
	Insert as applicable: Local / site-specific / regional core / off-campus (Further information about the four models of delivery and their definitions is available in the shared drive at: U:\Home Academic Partners\Four Models) If site-specific or local, indicate what specialist resources / facilities are required to access the programme. (Please enter text here) Local – computer labs, clinical skills facilities, library			
4b	Modes of attendance			
	Insert as applicable: Full time / Structured Part time / Unstructured Part time / Day Release / Evening (Please enter text here) Full-time			
4c	International delivery			
	If regional core or off-campus, indicate whether the programme is approved to enrol students based outwith the UK. (Please enter text here) N/A			
4d	Tier 4 International student visas			
	If local / site specific / regional core, indicate whether the programme is eligible to enrol international students under Tier 4 visa arrangements Contact admissions@uhi.ac.uk for current guidance No.			
4e	Mode of study			
	Give estimate of proportions of mode of study in the table below, but also highlight <u>main</u> mode of study:			
	Year 1 (usually SCQF 7)	Year 2 (usually SCQF 8)	Year 3 (usually SCQF 9)	Year 4 (usually SCQF 10)
Face-to-face	40%	40%	40%	-
Video-conference	%	%	%	-
Online (tutor supported study)	%	%	%	-
Audio-conference	%	%	%	-
Self-directed study	10%	10%	10%	-
Other (directed study)	50%	50%	50%	-

5	Target market
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	Indicate main market segments which this programme may attract:			
	Local	Scotland	UK	International
School Leavers	X	X	X	X
FE Progressors	X			
Life Changers (21-49)	X	X	X	X
Life Enhancers (50+)	X	X		
Career Developers				
Employers				
UHI staff				

6a	Programme summary
	A brief programme description (200 words maximum) summarising key purpose, market, learning approaches and special features. (For use in Prospectus.)
	<p>(Please enter text here)</p> <p>The purpose of the programme is to provide nursing students with the skills, knowledge, confidence, competence, and graduate attributes to make them highly employable in both national and international health services as registered adult and mental health nurses, and also in jobs out with the health sector. Students exit with eligibility for professional registration with the United Kingdom Nursing and Midwifery Council, and a BSc degree that provides them with many transferable skills.</p> <p>The programme will have one intake per year, in September, and will be delivered full time over a three-year period. Each year of the programme is divided into two semesters. Over the duration of the programme, students will spend equal amounts of learning time in theory and practice settings (NMC 2018). There are both theory and practice learning modules within each semester over the duration of the programme.</p> <p>The programme uses a flipped classroom approach, where students are encouraged to be active participants in their learning. This involves the completion of guided study before face-to-face classes, which allows for deeper discussion, and exploration of key topics, within the classroom setting. A close working relationship with our clinical stakeholders helps to ensure the programme is contemporary and evidence-based.</p>
6b	Keywords <i>(Three keywords for search engines)</i>
	<p>(Please enter text here)</p> <p>Nursing, NMC, BSc</p>
7a	External reference points
	<p>Indicate how the programme design has been informed by QAA Subject Benchmark Statements</p> <p>Indicate any other external reference points used to inform programme design. For example: National Occupational Standards; Sector Skills Council; professional / statutory body frameworks etc.</p>
	<p>(Please enter text here)</p> <p>The programme is built around the educational 'Standards of proficiency for registered nurses' (NMC 2018), and takes cognisance of the NMC 'Part 1: Standards framework for nursing and midwifery education', 'Part 2: Standards for student supervision and assessment' and 'Part 3: Standards for pre-registration nursing programmes (2018). Part 2 details the requirements to support learning and assessment in practice (NMC 2018), which is a vital component of a nursing award.</p> <p>As per the Nursing and Midwifery Council requirement, the programme is offered at a minimum of Scottish Ordinary Degree Level 9 based on the Scottish Credit and Qualifications Framework (SCQF 2012; SCQF 2015). Opportunities for students to develop and demonstrate knowledge and understanding are reflected in the level and character of the modules within the programme.</p>

	<p>The QAA Benchmark Statement for Nursing (QAA 2001) is now considered by QAA to be out-of-date, but the archived document has been reviewed. All key principles identified in the QAA benchmark statement (QAA 2001; p6) have been considered in the development of this nursing programme. These include a commitment to high quality care provision, and role development that promotes health and social care integration, the application of current knowledge/research to practice, partnership working, and a commitment to lifelong learning.</p> <p>The guidance detailed within the Nursing and Midwifery Council Code (NMC 2018) has been used to inform the programme development, and to ensure that the nursing graduates produced by this programme meet the requirements of the four themes contained within the Code.</p> <p>QAA Scotland Enhancement Themes have been considered as part of the curriculum design process, with particular emphasis on Graduates for the 21st Century; Research Teaching Linkages; Employability; The First Year: Managing the Transition to and During the First Year; and Responding to Student's Needs. The QAA 'Developing and supporting the curriculum' report (QAA 2014) reflects the University's wider graduate attributes, and this BSc Nursing programme can be distinguished by its incorporation of the following graduate attributes:</p> <ul style="list-style-type: none"> • Academic skills • Self-management • Social awareness • Communication • Interpersonal skills (UHI 2017) <p>The 'Developing and Supporting the Curriculum' report (QAA 2014) also states the importance of active learning and student engagement (enhanced by use of the flipped classroom approach in the Nursing programme), and increasing student involvement in the development process, which was achieved by including current undergraduate nursing students (and other external stakeholders) in the curriculum days that informed the programme development.</p>
7b	Educational aims of the programme
	These should be aligned with QAA Subject Benchmark Statements (see 7a above).
	<p>(Please enter text here)</p> <p>The aims of the BSc Nursing programme are to:</p> <ul style="list-style-type: none"> • Provide contemporary and innovative curricula that facilitate the achievement of competencies required for registration in the UK as a nurse within the relevant field of practice (adult or mental health). • Develop the knowledge, skills, attitudes and values that are essential to deliver safe, compassionate, respectful, ethical and effective care in an evolving and dynamic health and social care environment. • Develop the knowledge and skills required to access, appraise and utilise best available evidence as appropriate in the delivery of care to improve practice. • Prepare students to practice in accordance with The Code: professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC 2018) and display exemplary professional behaviours. • Develop a spirit of enquiry and a questioning approach to professional nursing practice. • Develop a strong professional identity and the ability to work in collaboration with colleagues across a range of professions to achieve the mutual goal of delivering person-centred care.

7c	Programme objectives
	These should refer to, and align with, the UHI mission and strategic aims, relevant Faculty and Subject Network plans, and QAA Subject Benchmark Statements. Identify the learning outcomes for each level of the programme.
	<p>(Please enter text here)</p> <p>The overarching programme objectives reflect the NMC 'Part 1: Standards framework for nursing and midwifery education' (NMC, 2018) and will aim to ensure our programme meets or exceeds the requirements of the following 5 headings, as described within the Standards framework:</p> <ol style="list-style-type: none"> 1. Learning Culture – ethical, open and honest, and respects the principles of equality and diversity 2. Educational governance and quality – complies with legal and regulatory requirements 3. Student empowerment – students are empowered and provided with all necessary learning opportunities 4. Educators and assessors – staff are suitably qualified, prepared, skilled and supported 5. Curricula and assessment – enable students to achieve the required outcomes, and practise safely and effectively (NMC 2018) <p>The achievement of the programme aims and outcomes will be demonstrated by the achievement of the Learning Outcomes described in the seven Platforms and two Annexes, as articulated within the NMC 'Future nurse: Standards of proficiency for registered nurses' (NMC 2018). The seven Platforms are:</p> <ol style="list-style-type: none"> 1. Being an accountable professional 2. Promoting health and preventing ill health 3. Assessing needs and planning care 4. Providing and evaluating care 5. Leading and managing nursing care and working in teams 6. Improving safety and quality of care 7. Coordinating care <p>The two Annexes are:</p> <ul style="list-style-type: none"> • Annexe A – communication and relationship management skills • Annexe B – nursing procedures
7d	Learning and teaching approaches
	Indicate which specific values in the UHI Learning, Teaching and Enhancement-strategy apply to the programme, and how they are exemplified
	<p>(Please enter text here)</p> <p>The UHI Learning and Teaching Enhancement Strategy 2017 – 2021 underpins the information provided in this section. Each of the twelve values contained in the document have been considered. The values are: learning for employment; learner choice and personalisation; providing a connected learning experience; evidence-based educational practice; engaging our students as researchers; assessment and feedback for learning; active and creative use of technology; integrated and sustainable teaching practice; harnessing open education approaches; supporting the learner as an individual; reflective practice and continuous improvement; and supporting professional development in learning and teaching (UHI n.d.).</p> <p>As per NMC requirements (NMC 2018) our students spend at least the minimum required 2,300 hours (roughly 50% of their programme) working in clinical practice areas, which helps prepare them for employment as Registered Nurses. Our students work with a range of health and social care professionals, and participate in both formative and</p>

	<p>summative group work activities, which helps to connect them with their peers and clinical colleagues. Some of our staff are educationally qualified (NMC recognised PG Cert Ed, PG Dip Ed, or MEd) to teach at Higher Education (HE) level and are Higher Education Academy (HEA) members, and all staff are encouraged to consider applying for HEA membership. The Department of Nursing and Midwifery works with the Educational Development Unit (EDU) and the Learning and Teaching Academy (LTA) to ensure a pedagogically robust approach to programme delivery. We use a diverse range of summative assessment approaches, and incorporate formative assessment into our modules. We embrace the University's "feedforward" approach, and ensure our students are provided with constructive commentary on how they might improve their work.</p> <p>We incorporate use of technology, such as TurningPoint, to improve the student experience, and enhance student engagement. In addition to formal student evaluations, we use the "stop, start, keep" system to elicit anonymous feedback from our students, and we use both this and formal module evaluations to plan and instigate improvements to our programmes. As previously mentioned, we make use of the flipped classroom approach, which involves our students engaging with resources made available via the Virtual Learning Environment (VLE), and completion of a range of online activities, such as engagement with web-based Reusable Learning Objects (RLOs). The VLE is also used by staff and students for both formative and summative assessments. As of August 2019, the University will move to use of a new VLE (Brightspace) and the Department, in conjunction with the Educational Development Unit, are exploring the educational possibilities of this new VLE. Examples of planned developments include the production of new videos to be housed in the VLE to aid with clinical skills teaching/learning, and the creation of interactive Virtual Reality resources, to help students explore the various clinical environments they might experience in a safe and educational manner.</p>
7e	Programme structure
	Complete the module diet proforma available here and submit as a separate document
	<p>(Please enter text here)</p> <p>Due to the requirements of Scottish Government, Scottish Funding Council, NHS Education Scotland, NHS Partners, the NMC, and the need to maximise clinical opportunities, the structure of the Programme does not conform to the standard University semester structure.</p> <p>The programme put forward for approval consists of one programme with two fields of practice, adult and mental health, and one route to NMC registration. The route to registration results in a BSc Nursing completed over three years. The programme has been designed to meet the requirements and regulations of the University of the Highlands and Islands, the Nursing and Midwifery Council (NMC 2018), including the EU directive 2005/36/EC for Adult Nurses, and the Quality Assurance Agency for Higher Education Quality Code for Higher Education (QAA 2018).</p> <p>It is proposed that this revised BSc Nursing programme will commence in September 2020 and will be offered on a full-time basis at the University of the Highlands and Islands (Inverness and Stornoway sites). The BSc programme operates over six semesters, with each semester having either one or two practice modules, and two concurrently running 20 credit theory modules.</p> <p>The academic route and award corresponding with NMC professional registration will be the:</p> <p>BSc in Nursing – Scottish Bachelors/Ordinary degree with 360 academic credits, of which a minimum of 120 credits is at SCQF Level 9. A total of 240 academic credits are for theory modules, and 120 academic credits are for practice modules. Over the duration of the programme, students will spend similar amounts of learning time in theory and practice placement settings. The curricular hours allocated to theory and practice learning experiences ensure there are at least 2,300 hours of theory learning and at least 2,300 hours of practice learning to meet the minimum 4,600 hours of learning as stipulated by</p>

	the 'Standards for pre-registration nursing education' (NMC 2018). Curricular hours, theory and practice, are calculated on a notional learning week of 37.5 hours. The total hours completed during the programme are 4,800 for students undertaking the BSc Nursing route. This is comprised of 66 weeks of theory (2,475 hours) and 62 weeks of practice (2,325 hours).
7f	Assessment map
	Provide a diagram, showing types of assessment by module, level by level, covering programme core and optional modules.
	(Please enter text here) All programme modules are core modules. Assessment map included as Appendix 4.
8a	Entry requirements
	Complete the form at Appendix 1. Appendix 1 form completed and additional full details attached as Appendix 2.
8b	Recruitment and admissions
	This <i>may</i> include details of: pre-entry support; schools liaison or other activities relevant to target markets; improving access and widening participation. Where an interview, audition or portfolio is required as part of the selection process, the criteria, required standard to be achieved and assessment methodology must be set out here.
	(Please enter text here) Nurse education represents a significant investment and it is crucial that those selected for undergraduate nursing programmes have the potential to succeed academically and to become skilled and caring professional nurses. In light of this, The Department of Nursing and Midwifery invites all potential students to a compulsory Applicant Event, which has several components, including a group discussion, building tour, and the opportunity to ask any questions applicants might have. One of these components is Mini Interviews, where applicants spend five minutes at each of four stations, at which they are presented with a brief scenario, and some questions related to the scenario. These questions allow applicants to be assessed against the values required by the NMC, such as care and compassion, teamwork, professional values, and openness and honesty. The Applicant Event is in addition to a review of an applicant's educational profile and estimation of their understanding of nursing derived from their personal statements, as part of the selection process. This selection process assesses key attributes identified by both nursing's professional body (NMC) as being important in relation to competence, and the values enshrined in Scottish Governments (2013) '2030 Vision for Nursing'. These include compassion, caring, accountability, innovation, responsiveness to change, critical thinking, and communication and interpersonal skills. The Department of Nursing and Midwifery involves external stakeholders, such as service users and clinicians, in the Applicant Events whenever possible. The Department is committed to practices that: promote equality and diversity within all cohorts; attend to wider access to nurse education; promote participation of user and carer groups; together with academic and clinical staff input in all Department processes (NMC 2018). All staff involved in the selection process must undergo equality and diversity training provided either by the University or by the NHS if they are clinically based. The University has a commitment to flexible entry and widening access to higher education. The University demonstrates this commitment through its widening participation schemes, its arrangements for credit accumulation and transfer, and its Recognition of Prior Learning. Details of the Department of Nursing and Midwifery's RPL process is attached in Appendix 3. Any process must operate on the basis of the individual applicants' evidence provided and make judgements against the University academic standards and the requirements of the Nursing and Midwifery Council (NMC 2018). Recognition of Prior Learning refers to the

	<p>process whereby students are awarded credit towards an award on the basis of previous learning, which can have been gained through prior formal (certificated) learning or prior experiential learning.</p> <p>All applications for RPL will be assessed by the University in terms of:</p> <ul style="list-style-type: none"> • Acceptability – the learning presented is sufficiently related to the course content for which credit is being sought; • Sufficiency – enough prior learning has taken place at the correct level to cover the claim being made; • Authenticity – the evidence presented is the applicant's own work; • Currency – the learning is up to date (UHI 2017). <p>Ordinarily, an applicant making a claim for accreditation of prior formal learning for either entry to a programme, or for exemption from a module of study within a programme, must supply certificates or transcripts of the previous course.</p> <p>Prior learning claims based on previous informal learning will usually be assessed through an assessment exercise or a portfolio of evidence (UHI 2017).</p>
8c	Admissions process
	<p>Indicate whether the programme will operate with a networked or standard admissions process.</p> <ul style="list-style-type: none"> • Networked Admissions process – applications are processed centrally on behalf of all APs by either EO admissions or a nominated AP admissions team • Standard Admissions process – applications are processed by admissions staff at the applicant's chosen location of study (HAP) <p>Contact admissions@uhi.ac.uk for further information.</p> <p>(Please enter text here)</p> <p>Networked.</p>
8d	Articulation routes into programme
	<p>(Please enter text here)</p> <p>See Section 8a.</p>
8e	Progression routes out of programme
	<p>(Please enter text here)</p> <p>Within each semester, students must achieve a pass in both the theory and practice learning modules. Theory modules must be passed at a minimum mark of 40%. There is no compensation between theory and practice module assessments or aggregation between theory module assessments permitted within the BSc Nursing programme. Students must pass each module in each semester in order to progress to the next semester.</p> <p>In addition to academic progression requirements, students must also satisfy the competency requirements of the NMC in order to progress to the next year of study. The NMC competency requirements are normally achieved during the student's practice placement experiences.</p> <p>Within this programme, there are two progression points which students must pass in order to progress from one part of the programme to the next. The first progression point is at the end of year one (at the end of the second semester), and the second progression point is at the end of year two (at the end of the fourth semester). According to the Nursing and Midwifery Council 'Part 2: Standards for student supervision and assessment', practice assessors (using feedback from practice supervisors), in partnership with academic assessors, have the responsibility for assessing students in practice, and making recommendations for progression (NMC 2018; p.9-10). This includes ensuring that at the point of exit from the programme (end of year three, sixth semester), they are able to sign-off the student's achievement leading to a qualification that is recordable on Part 1 of the NMC register.</p>

	<p>The minimum requirements for each progression point as set by the NMC are incorporated into the Scottish Practice Assessment Document (PAD). Importantly, as students move through the progression points they will be required to demonstrate increasing independence and responsibility for their own learning and practice.</p> <p>Occasions may arise whilst a student is in practice that practice supervisors or assessors identify as being problematic or a potential barrier to the student's success and progress within the programme. Practice supervisors are encouraged to raise their concerns with the practice assessor, who should in turn make the academic assessor aware of the concerns. If necessary, a discussion will then take place with the student regarding the concerns, and action will be taken via the Development Support Plan process as early as possible, in order that a supportive plan can be agreed to work towards resolving the issue. Instigation of a Development Support Plan should be viewed as a developmental and supportive process to enable students to successfully proceed in practice.</p> <p>Students may use the University's Suspension of Studies process if required, for example, due to academic failure or illness. There is a robust process in place for supporting students returning to the programme after a Suspension of Studies, and this includes both health and safety mandatory updates, and preparation for the recommencement of academic study. Students may also choose to withdraw from the programme at any time, and they will be supported and advised by their Personal Academic Tutor (PAT) if this is something they are considering. If students are withdrawing but have completed a year of study, they will exit with the award corresponding to the SCQF Level that they completed (see Section 2c).</p>
9a	Additional information for prospective students
	<p>Give details of any information <i>beyond</i> that which is included in UHI's policies and published student information. This may include e.g. expected hours of study per week; extra-curricular activities; PVG Scheme membership requirements</p>
	<p>(Please enter text here)</p> <ul style="list-style-type: none"> Students must complete an average of 37.5 hours per week whilst undertaking practice modules, in order to meet the minimum clinical hours requirement of the NMC. This will include the full range of potential Nursing shift patterns. Student nurses will be placed in clinical practice in a range of geographical locations throughout the Scottish Highlands and Islands All prospective students are required to have PVG clearance as part of the admissions process All students are required to have Occupational Health clearance as part of the admissions process All students living in Scotland, who meet the criteria described by the Scottish Awards Agency for Scotland (SAAS), will be eligible for a non means-tested bursary
9b	Additional costs to students
	<p>Give details of any additional costs for students on the programme and whether these are mandatory or optional, e.g. field trips, residentials, costs for attendance at induction events, personal equipment, NGB awards.</p>
	<p>(Please enter text here)</p> <p>There may be additional costs for Nursing students related to attending their practice module placements (travel and accommodation). Prospective students should check with SAAS to see if they are eligible to have these costs reimbursed (students meeting the SAAS residence criteria will usually be eligible for reimbursement of costs).</p>
9c	Additional support for students
	<p>Give details of additional support <i>beyond</i> that which is included in UHI's policies and published student information.</p>
	<p>(Please enter text here)</p> <p>The NMC requires supervisors to support learning and assessment in practice, by providing support and guidance to the student when applying new knowledge (NMC 2018).</p>

	<p>Supervisors must be health or social care professionals who are currently registered with their appropriate professional regulator (NMC 2018). The NMC also requires that student nurses are assigned to nominated practice and academic assessors, who must be nurses currently registered with the NMC (NMC 2018). The practice and academic assessors are responsible for assessment of the student in practice, and they should do this by liaising with, and gathering information from, practice supervisors. The team consisting of practice supervisors, practice assessor, and academic assessor, work together as a resource for the student, to facilitate learning and professional growth and directly manage the student's learning in practice to ensure public protection (NMC 2018).</p> <p>On commencing the Nursing degree, all students will be allocated a Personal Academic Tutor (PAT), who will remain with them as their PAT for the duration of their degree (unless they take a suspension of studies). The PAT will be the first port of call to help students with general academic queries, and will also provide more general support, assisting where they can, and signposting the student to other sources of support as appropriate (UHI n.d.).</p> <p>The Department of Nursing and Midwifery also operates a Cohort Lead system, and the Cohort Lead will work to support both the PATs, and the students in a particular intake/cohort. The Cohort Lead will then report to the Programme Leader as required.</p>
10	Programme-specific regulations
	Indicate if there is any variation from standard academic regulations e.g. due to professional body requirements.
	<p>(Please enter text here)</p> <ul style="list-style-type: none"> • Due to the requirements of Scottish Government, Scottish Funding Council, NHS Education Scotland, NHS Partners, the NMC, and the need to maximise clinical opportunities, the structure of the Programme does not conform to the University semester structure. • In order to comply with the Nursing and Midwifery Council this is a full time programme (NMC 2018). The NMC (2018) state that student nurses are required to complete specified weeks in theory <i>and</i> practice to be able to qualify as a Registered Adult/Mental Health Nurse. • Students must achieve 100% attendance in practice • Students require to make up any time they miss in practice. • Students are expected to achieve a minimum of 80% attendance in the face-to-face theory sessions (an attendance record will be kept and monitored by module leaders). • If students' attendance falls below 80% in face-to-face theory they will be invited to attend a formal Progress Review with the Cohort Lead and their PAT. This is to establish why their attendance is below what is expected, and what support if any is required. • Mitigating circumstances will be dealt with on a rolling basis allowing for decisions to be made as and when requests are submitted (agreed UHI process in Department of Nursing and Midwifery) • Applicants must demonstrate that they have Good Health and Good Character sufficient for safe and effective practice as a nurse, on entry to and for continued participation in the Programme (NMC 2018) • During the programme students are required to declare their Good Health annually (NMC 2018) • During the programme students are required to notify the University if they receive pending charges or a conviction or caution that may impact on their good character • Use of assessment coversheet - the UHI assessment coversheet includes a Turnitin declaration, and its use is compulsory for all undergraduate nursing assessments, unless instructed otherwise by the Module Leader (for example, when the

	<p>assessment is an exam). Any assessments submitted without a completed UHI coversheet will receive an automatic FAIL grade.</p> <ul style="list-style-type: none"> • Reassessment regulation – retake of module assessment; no fee applies. If a student fails a module at the second attempt, they will normally be permitted to REPEAT the module, as if for the first time. The student will be registered on the module again, normally in the following academic year. Their marks will be calculated as normal, i.e. not capped. No marks from their original registration on the module will be carried forward. • Clinical Practice modules – students will be permitted two attempts at Clinical Practice modules. • Attendance records/timesheets for Clinical Practice modules must be signed by the student's practice supervisor/assessor and must be accurate. Checks will be made by Department of Nursing and Midwifery staff to ensure students have worked the hours they have claimed. Any amendments to the attendance record/timesheet should be initialled and dated by the practice supervisor/assessor. • Any attempt to defraud any attendance record/timesheet counts as serious professional misconduct and constitutes grounds for programme dismissal and referral to a Fitness to Practise Committee. • Some modules are assessed wholly on a pass/fail basis and the assessment requires to be passed in order to achieve a pass in the module. • There will be no condonement of fails in summative assessments. • There will be no aggregation. • Students must submit all assessment within 7 calendar days of submission date or this will be given a mark of 0. • Study Duration – a student must complete the programme within 5 years of programme commencement (inclusive of periods of leave of absence). • Progression during the Academic Year – students must pass the assessment for each module in a semester in order to progress to the next semester. • Progression to the next Academic Year – students must satisfy the competency requirements of the Nursing and Midwifery Council in order to progress to the next year of study. • As per the Nursing and Midwifery Council Part 1: Standards framework for nursing and midwifery education, students must pass all final semester assessments in order to be eligible for the BSc Nursing award and entry to the NMC register as a Registered Adult/Mental Health Nurse (NMC 2018; p.8). • Students must pass all theory assessments with a minimum pass mark of 40%.
11	Employability
	<p>Give information on e.g. skills development, links with industry / employers, community engagement, work-based learning and/or placement opportunities, potential career paths</p> <p>(Please enter text here)</p> <p>Completion of the Nursing degree programme entitles students to apply for entry to Part 1 of the Nursing and Midwifery Council register, which then allows them to practice as a registered nurse in the UK, and to apply to practise as a registered nurse in other countries, depending on the reciprocal arrangements in place between the countries. The students undertake practice placements throughout the Highlands and Islands, and many will go on to work as registered nurses in this geographical area. The Nursing degree also equips graduates with a range of graduate attributes that makes them desirable employees in a range of career paths. Many of our graduates also go on to further study.</p>
12	Future programme developments and plans
	<p>(Please enter text here)</p>

Additional information for internal consideration (not for external publication)

13a	Brief history of academic provision
	<p>(Please enter text here – between 400-600 words)</p> <p>The BSc Nursing programme has been provided at UHI since August 2017, when the Department of Nursing as was (now the Department of Nursing and Midwifery) transferred to UHI from the University of Stirling. The Department continues to support its final intake of University of Stirling BSc Nursing students, who are due to complete their degrees this academic year (18/19).</p> <p>The first UHI cohort of nursing students (124 students; 106 in Inverness and 18 in Western Isles) commenced their studies in September 2017, and these students are now progressing well through year two of their degree.</p> <p>September 2018 saw the start of the second UHI cohort of 149 undergraduate Nursing students (137 in Inverness and 12 in Western Isles), which reflected an increase in the recruitment target set for the University by the Scottish Government. That recruitment target now sits at 150 students across both sites (Inverness and Stornoway) for academic year 19/20. Feedback from UHI students has been overwhelmingly positive, and the suggestions that they have made for enhancing the programme have been used to generate a MOD1 form proposal for amendments to year one of the programme, due to be implemented in September 2019.</p>
13b	Rationale for the programme
	<p>The rationale statement should outline the programme's strategic fit within UHI, why it has been developed and the socio-economic (or other) context within the UHI region, Scotland and the UK (and internationally, where appropriate). How does it relate to existing provision in UHI?</p> <p>(Please enter text here)</p> <p>As part of its Strategic Plan, the UHI has committed to significant investment in the delivery of health education and research across the Highlands and Islands¹. This has included the establishment of a UHI School of Health, Social Care and Wellbeing, which has pre-registration nursing and midwifery education at its core. The school has teaching expertise in a range of health and social care undergraduate programmes including nursing, midwifery, health, social care and oral health as well as postgraduate taught programmes including advanced nurse practitioner, advanced professional practice and health and wellbeing. In terms of research expertise, the UHI Institute of Health Research and Innovation, of which the Department is aligned, includes applied research into novel healthcare delivery to ensure equity of service in remote and rural communities, as well as fundamental research into the causes and new treatments for diseases, including heart disease, diabetes, cancer and dementia. The recent integration of nursing in 2017 into the new School of Health, Social Care and Wellbeing has brought cohesiveness to existing teaching and research strengths and has created a medium-sized nurse education programme that, over the next 10 to 15 years and beyond, will be of significant benefit to the region and to its continuing growth and reputation as an emerging and innovative University. Additionally in synergy with the UHI strategic plan the Department will continue to build its innovative approach to teaching, learning and research that reflects the population, health needs, culture and heritage of the region and its communities.</p> <p>UHI operates a multi-campus based model and is specifically funded to meet the needs of its local population and workforce and more specifically for nursing, NHS Highland and NHS Western Isles and the local authorities in the region. Students based in both Inverness and Stornoway have local and distance access to campus sites throughout the region. Importantly associated benefits will mean that qualified nurses will continue to be educated in the area in which they are likely to work, and be work-ready to deal with the differences of practising in a remote or rural location. An enhanced student experience through the evolving curriculum and with the new NMC standards will help to ensure that programme currency and relevancy is maintained.</p>

		¹ http://www.uhi.ac.uk/en/about-uhi/facts-and-figures/publications/UHI-STRATPLAN-ENG.pdf					
13c	Market demand						
	<i>This section should have been thoroughly covered at AD1 stage, so should need only minor updating.</i> Outline market demand (broadly defined and in general terms). Discussions should be held with UHI Marketing & Communications to define / establish this demand. Why will students be attracted to this programme as opposed to any similar / competing programmes (internal or external)? What are the potential articulation routes into the programme?						
	(Please enter text here – between 400-600 words) The is a government commissioned programme which was running for many years in the Highlands and Islands through Stirling University prior to the transfer to the University of the Highlands and Islands from 2017-18. This is a strategically important development for the University and for the locality, and is identified in the Faculty Strategic Plan. We receive funding for this from SFC through controlled funded numbers which are negotiated each year. We under-recruited slightly in the first year however recruited over target in 2018-19.						
14a	Funding stream						
	Indicate how the programme will be funded. For example, through RAM funding and student fees; through student fees only (including any international student fees); full cost recovery; commercial venture.						
	(Please enter text here) Funding for the programme is provided by the Scottish Government Health Department via Scottish Funding Council who determine the number of students each year based upon Health Board workforce planning (outside RAM).						
14b	Projected student numbers						
	Indicate in the table below the expected total student intake in the first five years. Include a commentary on the basis for projections and what assumptions have been made. Note that student numbers should be shown as Full-Time Equivalent (FTE) so, if part-time provision is planned, you will need to calculate this.						
	<ul style="list-style-type: none"> The numbers provided are based upon the published Scottish Government recruitment target figures for UHI for the current academic year, and anticipated projections for future years. Our main recruitment is into year one of the degree programme (Level 7), but we take a small number of students directly into year two (Level 8), depending on their qualifications and our year one attrition figures. We have an approximately 6% yearly attrition rate. No plans for international recruitment at present, for a variety of reasons, including the complexities associated with international PVG (or equivalent) clearance, issues associated with occupational health clearance, and potential issues with student visas. Given the relatively small numbers of international students studying at UHI, there is a significant risk to the University's licence if issues were to occur with an international Nursing student. 						
		2019-20	2020-21	2021-22	2022-23	2023-24	
SCQF Level 7	FT	150	150	150	150	150	
	PT	-	-	-	-	-	
SCQF Level 8	FT	141	141	141	141	141	
	PT	-	-	-	-	-	
SCQF Level 9	FT	133	133	133	133	133	
	PT	-	-	-	-	-	
SCQF Level 10	FT	-	-	-	-	-	
	PT	-	-	-	-	-	
SCQF Level 11	FT	-	-	-	-	-	
	PT	-	-	-	-	-	
Total FTE		424	424	424	424	424	

15	MAC calculation
	MAC calculation (click here for guidance and example)
	(Please enter text here) N/A
16	Marketing and promotion
	Describe the target markets for the programme, as defined against UHI market segmentation. Give summary of marketing activity (historic and current). For further information, click here . Outline marketing plan and costings. This may be provided as a separate Marketing Plan – template available by clicking here .
	(Please enter text here) The Nursing team produce a Recruitment, Selection, and Retention Strategy liaising with the university admissions and marketing teams. Regular recruitment meetings are held over the cycle where marketing activities are agreed and amendments made as a result of application and conversion monitoring. Open Day/Evening events take place throughout the year at both sites, and these are promoted via the University and Department social media accounts. A variety of marketing materials are produced and made available at these events. The Department staff work with secondary schools within the region to promote the Department and the programmes offered. In addition, a range of public engagement events are run by Department staff, aimed at raising the profile of the Department and what it offers, and providing information about Nursing as a career option.
18	Learning resources
	This may include details of: the physical resources at each HAP, including any specialist resources; VC resources and accessibility; overview of library provision including e-resources.
	(Please enter text here) Students are accommodated in the existing space in the Centre for Health Science (Inverness) and Western Isles Hospital (Stornoway). Both facilities have library services. These facilities can accommodate the current Scottish Government recruitment target of 150 students, but if the target increases above this figure in future years, there will be potential capacity issues, especially at the Centre for Health Science, where the largest lecture theatre can only accommodate 150 students. The UHI EO library staff help to ensure that both of the site libraries are equipped with the resources required by the Department of Nursing and Midwifery and its students. The undergraduate Nursing programme team are currently reviewing our text requirements to support the nursing programme under development, and will provide the full details of our requirements to the library team as soon as that work is completed. The UHI VLE (blackboard) is currently used to support teaching and learning, and staff will move to the use of Brightspace as the UHI Learning Management System in August 2019. This will require staff training and support. UHI LIS have recently reviewed the IT infrastructure available across our two Campuses, and identified upgrades that are required to ensure a seamless provision of service to our students. It is hoped that these upgrades will take place in a timely manner. Computer and printing facilities are available for students at both Campuses.
19	Staffing (academic and support)
	Summary details of academic staff, management, administrative, technical and support staff. Staff CVs to be appended as separate document. For the UHI Staff CV template, click here .
	(Please enter text here) The Department has a total of 40 members of staff, with 32.8 FTEs, working across the two Campuses. The table below provides more detail about staff breakdown.

	Category	Headcount	FTE
	Teaching & scholarship	17	14
	Teaching & research	11	10.6
	Research only	1	0.4
	Support/professional	11	7.8
	TOTAL	40	32.8
20	Staff development activity and plans		
	Current staff development activity and future plans (linked to UHI and Faculty plans).		
	<p>(Please enter text here)</p> <p>Whilst the Department has been operational at UHI now since August 2017, some staff who deal mainly with year three of the undergraduate programme have still been mainly immersed in use of the University of Stirling VLE (Canvas). As all staff will move to use of Brightspace in August 2019, considerable staff training and support will be required to ensure staff feel able to use the system effectively, and to support our students who will be transitioning to this system. We have a Brightspace champion identified at each site, but may require additional support on an ad hoc basis.</p> <p>Continued support from the Educational Development Unit and Learning and Information Services (LIS) will be required to ensure a robust and pedagogically sound approach to delivery of our programmes. In particular, some further training around copyright issues would be beneficial, and staff will need to learn how to use the online marking tool within Brightspace.</p>		

Appendix 1

Entry requirements for undergraduate programmes

Academic year (please insert the year in which the information below applies)	2019/20		
Course code:	UB700	Course title:	BSc Nursing

General statement for all programmes

'Prospective students who hold other equivalent qualifications and / or relevant experience are encouraged to apply and will be considered on an individual basis.'

1. Standard entry requirements for Year 1 (SCQF Level 7)

* Full details attached as Appendix 2

General	Specific subjects and grades (if any). <i>List all relevant – replacing text in brackets.</i>	Essential or preferred
Minimum of (3) SQA Highers at (BCC) *	Higher (<i>subject</i>) at Grade (...) Higher (<i>subject</i>) at Grade (...) Higher (<i>subject</i>) at Grade (...) Higher (<i>subject</i>) at Grade (...)	
Minimum of (2) A Levels at (CC) *	A Level (<i>subject</i>) at Grade (...) A Level (<i>subject</i>) at Grade (...) A Level (<i>subject</i>) at Grade (...) A Level (<i>subject</i>) at Grade (...)	
FE courses (SCQF Level 5 or 6) (For example, NC / NQ)	Details (NC/NQ Health & Social Care) at Grade (pass plus 1 Higher at grade C or above) Details (SVQ Level 3 in a care-related subject) at Grade (pass plus 2 Highers at grade C or above) Details (<i>subject</i>) at Grade (...) Details (<i>subject</i>) at Grade (...)	
Recognised Access to HE courses – for example, SWAP	SWAP Access - Pass (non-nursing SWAP courses acceptable) (16 units with at least 8 modules at SCQF level 6 Higher, including Communication level 6, Maths/Numeracy level 5/Science Level 5 - external exams not required) Highland Agreement Access to Nursing – Pass - 16 taught units. Non - SWAP Access – Pass Access Department Access – Pass with overall 50%. Other Scottish University Access courses considered on an individual basis: Glasgow University ABBB. English Access to Higher Education 60 credit course with 45 credits at level 3 (AC-60C+45)	

	Access/Foundation Diploma (South Eastern Regional College, NI) – 65% (AC-65%) University Access Diploma (North West Regional College, NI) – 55% (AC-55%) Access Diploma (Southern Regional College, NI) – 65% (AC-65%) Access Diploma (Belfast Met College) – 65% (AC-65%)	
International Baccalaureate etc	Higher Level (<i>subject</i>) at Grade (...) Higher Level (<i>subject</i>) at Grade (...) Higher Level (<i>subject</i>) at Grade (...) Award of Diploma with 24 points or above including 1 subject at HL Grade 5 or above and 2 subjects at HL Grade 4 or above. Standard Level (<i>subject</i>) at Grade (...) Standard Level (<i>subject</i>) at Grade (...) Standard Level (<i>subject</i>) at Grade (...)	

*required

Additional entry requirements (if applicable)

General	Specific subjects and grades (if any). <i>List all relevant – replacing text in brackets.</i>	Essential or preferred
SQA National 5	National 5 (English) at Grade (C) National 5 (Mathematics) at Grade (C) National 5 (Biology/science) at Grade (C)	Essential Essential Preferred
GCSE	GCSE (English) at Grade (C) GCSE (Mathematics) at Grade (C) GCSE (Biology/science) at Grade (C)	Essential Essential Preferred
Other information (For example, portfolio, audition)	<i>Please provide details</i>	

Additional information

Please include additional information if applicable.

For example, interview required / bridging programme may be available / required, depending on qualification / outcome of interview / test.

(Please enter text here)

Interview required, and PVG and Occupational Health clearance also required.

2. Standard entry requirements for advanced entry to degree Year 2 (SQCF Level 8)

Consideration should be given to whether direct entry to Year 2 can be determined for this programme. If there are standard qualifications that clearly meet this requirement, they should be entered here.

General	Specific subjects and grades (if any). <i>List all relevant – replacing text in brackets.</i>	Essential or preferred
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Minimum of (<i>number</i>) SQA Advanced Highers at (<i>grades</i>)	Advanced Higher (<i>subject</i>) at Grade (...) Advanced Higher (<i>subject</i>) at Grade (...) Advanced Higher (<i>subject</i>) at Grade (...) Advanced Higher (<i>subject</i>) at Grade (...)	
Minimum of (<i>number</i>) A Levels at (<i>grades</i>)	A Level (<i>subject</i>) at Grade (...) A Level (<i>subject</i>) at Grade (...) A Level (<i>subject</i>) at Grade (...) A Level (<i>subject</i>) at Grade (...)	
SQA HNC (if applicable – acceptable HNCs, including details)	Details (<i>subject</i>) at Grade (...) Details (<i>subject</i>) at Grade (...) Details (<i>subject</i>) at Grade (...) Details (<i>subject</i>) at Grade (...)	

Additional information

<p>Please include additional information if applicable. For example, interview required / bridging programme may be available / required, depending on qualification / outcome of interview / test.</p> <p>(Please enter text here)</p>
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3. Standard entry requirements for advanced entry to degree Year 3 (SQCF Level 9)

Consideration should be given to whether direct entry to Year 3 can be determined for this programme. If there are standard qualifications that clearly meet this requirement, they should be entered here.

General	Specific subjects and grades (if any). <i>List all relevant – replacing text in brackets.</i>	Essential or preferred
SQA HND (if applicable – acceptable HNDs, including details), or equivalent	Details (<i>subject</i>) at Grade (...) Details (<i>subject</i>) at Grade (...) Details (<i>subject</i>) at Grade (...) Details (<i>subject</i>) at Grade (...)	

Additional information

<p>Please include additional information if applicable. For example, interview required / bridging programme may be available / required, depending on qualification / outcome of interview / test.</p> <p>(Please enter text here)</p>
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Appendix 2

BSc NURSING – ENTRY CRITERIA 2019

SQA Higher	BCC (Including Higher ESOL) or above.
Essential Subjects	<p>English: National 5 or Intermediate 2 at Grade C or above; or Standard Grade (Grade 3 or above); or SQA Communications 3; or GCSE English Literature or Language (C or above); or equivalent Mathematics: National 5 or Intermediate 2 at Grade C or above in Mathematics or Applications of Mathematics; or Standard Grade (Grade 3 or above); or GCSE (C or above); or equivalent.</p> <p>Additional Desired Requirements: Human Biology, Biology, or a Science subject: National 5 or Intermediate 2 at Grade C or above; or Standard Grade (Grade 3 or above); or GCSE (C or above); or equivalent</p>
NC /SVQ	<p>SVQ Level 3 in a care-related subject (or equivalent) plus 2 Highers at Grade C or above.</p> <p>NC/NQ Health & Social Care SCQF Level 6/Applied Science – plus 1 Higher</p>
SQA HNC/HND	Pass.
Access	<p>SWAP Access - Pass (non-nursing SWAP courses acceptable) (16 units with at least 8 modules at SCQF level 6 Higher, including Communication level 6, Maths/Numeracy level 5/Science Level 5 - external exams not required)</p> <p>Highland Agreement Access to Nursing – Pass - 16 taught units.</p> <p>Non - SWAP Access – Pass Access Department Access – Pass with overall 50%.</p> <p>Other Scottish University Access courses considered on an individual basis:</p> <p>Glasgow University ABBB.</p> <p>English Access to Higher Education 60 credit course with 45 credits at level 3 (AC-60C+45)</p> <p>Access/Foundation Diploma (South Eastern Regional College, NI) – 65% (AC-65%)</p> <p>University Access Diploma (North West Regional College, NI) – 55% (AC-55%)</p> <p>Access Diploma (Southern Regional College, NI) – 65% (AC-65%)</p> <p>Access Diploma (Belfast Met College) – 65% (AC-65%)</p>
GCE A-Level	CC or above.
Irish Leaving Certificate	<p>H3H3H3 (New system). B2B3B3 (Old system)</p> <p>Additional essential - Maths / English at O5 or above</p> <p>Desired - Biology at O5 or above</p>
IB Diploma	Award of Diploma with 24 points or above including 1 subject at HL Grade 5 or above and 2 subjects at HL Grade 4 or above.
Open University	60 credits at SCQF level 7.
EDEXCEL	A relevant HNC with at least 4 merits.
BTEC	L3 Extended Diploma with MMM.
Scottish Baccalaureate	Considered Individually.

FETAC/QQI	FETAC/QQI Level 5 Major Award including a Merit Grade in at least 3 modules (Nursing = 5M4349, Healthcare Support = 5M4339).
Welsh Baccalaureate	Pass with A Level at C
Foundation Apprenticeship	Foundation Apprenticeship: Foundation Apprenticeship in Social Services and Healthcare – Pass and an additional Higher at Grade C or above
English Language Requirements (All Non-UK students)	<p>IELTS at 7.0, with writing element at 6.5 or above and all other elements at 7.0 or above</p> <p>OET – overall Grade B if sat test up to August 2018; from September 2018 onwards, must have an overall score between 350-440 (equivalent to 7.0-7.5 in IELTS)</p> <p>English language tests require to have been taken no more than two years prior to the start date of the course.</p> <p>Home student with no UK qualification: IELTS 6.0 overall (with 5.5 in each subskill) or equivalent.</p>
Widening Participation : Year 2 Entry	HNC Care & Administrative Practice – Pass with a minimum of 600 clinical hours.
Recognised European or International equivalent qualifications are considered. Qualifications over 5 years old are considered on an individual basis.	

Appendix 3

Exert from the Department of Nursing and Midwifery Recruitment, Selection and Retention Strategy 2019

Recognition of Prior Learning (RPL) / Accreditation of Prior Learning (APL) (NMC 2018: Part 3 1.5)

The Department operates a Recognition of Prior Learning (RPL) policy, compliant with University regulations that apply to individual students at the point of application. Any process must operate based on the individual applicants' evidence provided and make judgements against the University academic standards and the requirements of the Nursing and Midwifery Council (NMC 2018).

Recognition of Prior Learning refers to the process whereby students awarded credit towards an award based on previous learning, gained through *prior formal (certificated) learning* or *prior experiential learning*.

Formal Learning is learning with a Higher or Further Education Institution for which credit is awarded known as *Certificated Learning* (NMC 2018: Part 3 1.11).

Experiential Learning is learning from experience (QAA 2004). In the present context, it means the learning associated with professional practice (NMC 2018: Part 3 1.5).

The University may grant credit to students who have successfully completed modules of study /parts of programmes, which are similar in content, rigour and SCQF level to identified components of the new programme of learning. Students given credit for such previous work are exempt from the individual module/part of the programme.

The University in terms of RPL will assess all applications:

- *Reliability* – as evidence of the applicant's own achievements
- *Relevance* – to the intended programme(s) of study
- *Sufficiency* – to demonstrate the learning outcomes claimed
- *Currency* – the learning is current

In terms of *reliability*, the applicant must demonstrate that the work-undertaken results in a claim that is authentic and results from work undertaken by the applicant.

In determining the *relevance* of prior learning for particular programmes of study, reference made to programme specifications, module documentation, professional requirements and other relevant

documentation. Exact equivalence between the prior learning and the outcomes of the relevant programme or module is not required.

With regard, *sufficiency* the amount of credit claimed must be commensurate with level of credit pursued within a programme/module.

Currency, is certificated learning will fall within 5 years of the proposed start date of new learning. Thereby ensuring the prior learning has a continued academic currency/validity. Experiential learning drawn from a more protracted time span; but the application for RPL is demonstrate that learning has kept up to date with current developments within the intended field of study (SCQF 2010).

Application procedure:

Ordinarily, an application making a claim for accreditation of prior formal learning for either entry to a programme, or for exemption from a module of study within a programme, must supply:

- A written statement justifying the claim;
- The original of any certificate of award;
- A transcript of the results achieved;
- A programme specification, or equivalent description of the modules or programme, showing its SCQF level and rating, its forms of assessment and its learning outcomes.

A form is available on which this information can be submitted (Recognition of Prior Learning Application Form). Decisions on applications are taken by the Department RPL panel, chaired by a RPL Coordinator (NMC 2018: Part 3 1.11).

The panel must also ensure that where RPL requests made by the applicant destined for the adult field of practice then, the relevant EC Directive 2005/36/EC are met in full (NMC 2018: Part 3 1.11; 1.12).

Where mapping highlights significant variation in module level and content it may not be possible for students to directly articulate. The role of the panel is to compare the outcomes achieved previously with those of the elements of the programme against which the student wishes to make claim and to make a recommendation thereafter (NMC 2018: Part 3 1.11).

Where a candidate has undertaken studies relevant to healthcare such as a degree in health, biological or social sciences, the RPL process may facilitate a student to undertake a shortened programme, modified to their requirements but not reduced by more than 50% as per NMC requirements (NMC 2010a; NMC 2010b; NMC 2018: Part 3 1.11).

Appendix 4

BSc Nursing Assessment Plan

	Semester 1	Semester 2
Year 1	<p>Foundations in science, skills and practice 1 (shared module) – MCQ exam (1 hour) and OSCE (each 50% weighting)</p> <p>Intro to Professional Practice 1 (shared module) – Essay (1500 words) (70% weighting) and group poster (30% weighting)</p> <p>Clinical Practice 1 (20 credits) – Practice Assessment Document (PAD)</p>	<p>Foundations in science, skills and practice 2 (shared module) – MCQ exam (1.5 hours)</p> <p>Intro to Professional Practice 2 (shared module) – Essay (2000 words)</p> <p>Clinical Practice 2 (20 credits) - PAD</p>
Year 2	<p>Enhancing knowledge & skills for nursing practice 1 (shared module) – scenario-based MCQ exam (NCLEX style) (2 hour)</p> <p>Developing Professional Practice 1 (shared module) – create digital resource (group work) and 2000 word essay (each 50% weighting)</p> <p>Clinical Practice 3 (20 credits) - PAD</p>	<p>Enhancing knowledge and skills for adult nursing practice 2 (adult nursing students) OR Enhancing knowledge and skills for mental health nursing practice 2 (mental health nursing students) – 3000 word essay (case study/care plan approach)</p> <p>Developing Professional Practice 2 (shared module) – MCQ exam (2 hour)</p> <p>Clinical Practice 4A (10 credits) and Clinical Practice 4B (10 credits) - PAD</p>
Year 3	<p>Assessment and management of complex care needs in adult nursing 1 (adult nursing students) OR Assessment and management of complex care needs in mental health nursing 1 (mental health nursing students) – create poster (group work – 20% weighting – peer assessed) and 2500 word essay (80% weighting)</p> <p>Transition to Professional Practice 1 (shared module) – individual presentation (20 minutes)</p> <p>Clinical Practice 5A (10 credits) and Clinical Practice 5B (10 credits) - PAD</p>	<p>Assessment and management of complex care needs in adult nursing 2 (adult nursing students) OR Assessment and management of complex care needs in mental health nursing 2 (mental health nursing students) – OSCE</p> <p>Transition to Professional Practice 2 (shared module) – 3500 word essay</p> <p>Clinical Practice 6 (20 credits) - PAD</p>