



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (**BS**)

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Queen Margaret University
3	Professional body accreditation	N/A
4	Final Award	BSc Applied Nursing
	Subsidiary exit awards	N/A
5	Programme Title	BSc Applied Nursing
6	UCAS code (or other coding system if relevant)	N/A
7	SCQF Level	9
8	Mode of delivery and duration	Full Time 2 – 4 years
9	Date of validation/review	10 April 2013

10. Educational Aims of the programme

The BSc Applied Nursing is a 2 year full time degree completion programme and aims to develop confident, self reliant, responsible, autonomous and critical life long learners through the exploration of evidence relevant to their context of practice.

11. Benchmark statements/professional and statutory body requirements covered by the programme

SCQF descriptors and QMU graduate attributes.

12. Learning Outcomes of the programme

All practitioners completing the degree programme of study will be able to:

1. Evaluate the evidence base for practice, through the selection and analysis of theories, concepts and policies which inform current practice;
2. Utilise their leadership role by exploring and developing practice within a multi-disciplinary context;
3. Practice in a professional and ethical way through valuing and respecting the diversity of others to deliver person-centred care.
4. Integrate the skills of enquiry, critical analysis, synthesis and creative thinking to investigate problems and propose solutions.
5. Move practice forward through integrating high level skills of communication and information literacy, with complex sources of evidence
6. Critically reflect on their own development needs and formulate appropriate personal and professional action plans.

13. Teaching and learning methods and strategies

All students on this programme will have undertaken previous study to complete their initial nursing qualification and will all have practice based experience. The teaching and learning approaches will therefore build on the students existing knowledge and skills and develop the ability to apply theory to practice.

The overarching learning and teaching principles fit with the philosophy of andragogy. Teaching methods will include: modified lectures, group work, online discussions, seminars, work based learning projects, critiques, and directed and self learning. Constructivist and transformative approaches will be utilised to encourage students to reflect on and build on their experiences when developing their own learning and relate this to their specific work context. Given the potential disparate nature of this group of learners, it is particularly important to fully utilise the university's virtual learning environment (Hub@QMU). All modules will have a Hub site, but how that will be utilised for teaching and learning will be specific to each module. This also facilitates the use of different approaches to meet different learning styles. Students on this programme will join students on the BSc (Hons) Nursing and the BSc Professional Practice programmes to share teaching and learning experiences.

14. Assessment strategies

Assessment strategies will encourage this application to practice through the use of portfolio development, individual learning plans, and self determined contextual assignment topics. The assessment methods are designed to recognise the process of learning as well as the product of learning. Care has been taken to offer assessment methods which can be achieved by all students irrespective of work context.

Examples of types of assessment

Level 8		
Module	Credits	Assessment
Professional Roles and Interprofessional Teamwork (IPE 2)	20	1. Presentation 2. 1500 word essay
Learning to assess and care for ill adults	30	1. 2500 case study (70%) 2. Laboratory report (30%)
Learning through work (integrates observational clinical experience)	20	Portfolio of evidence
Making online resources work for you: how to become digitally literate	20	1. Group bibliography (30%) 2. 1500 assignment
Psychology module	20	
Level 9		
Module		Assessment
Anticipating and Responding to Pain and Symptoms in Palliative Care	20	1. Case study analysis (2000 words) (75%) 2. Reflective account analysing integration of module theory into practice (1000 words) (25%)
Appraising the Evidence (<i>Part of BSc Conversion (Podiatry)</i>)	10	Appraisal of a research paper 1500 words
Caring for the Patient and Family in Palliative Care	20	1. Care study (2000 words) (75%) 2. Reflective account analysing integration of module theory into practice (1000 words) (25%)
Contemporary Issues In Healthcare	20	3000 word assignment
Developing Professional Practice – Work based Learning	10,20,30	1. E-portfolio
Digital Literacies	20	1. Group bibliography (30%) 2. Reflective narrative (2000 words) (70%)
Evidence Based Healthcare Governance (<i>Part of BSc (Hons)</i>)	20	1. Critical appraisal 1500words (40%)

<i>Nursing</i>		2. PowerPoint Poster (60%)
Examining Anticipatory Care	20	2500 word assignment
Independent Study	20	3000 word evaluative report of learning
Inter-professional working and person centred care (Interprofessional Education 3)	20	1. Presentation (40%) 2. Reflective assignment (60%)
Introduction to Research Methods (<i>Part of BSc Conversion (Podiatry)</i>)	20	2500 word research protocol
Leading in Health and Social Care	20	3000 word assignment
Making Judgments and Decisions in Practice	20	3000 word assignment
Management of Long Term Conditions	20	1. Portfolio of evidence (60%) 2. Reflective account 1500 words (40%)
People with Complex Needs	20	1. Portfolio of evidence (60%) 2. Reflective account 1500 words (40%)
Practice Development	20	2500 word assignment
Recognition and management of the deteriorating patient: acute care in a variety of settings (<i>Part of BSc (Hons) Nursing</i>)	30	1. Short question case based exam (50%) 2. Assignment (50%)
Recovery Rehabilitation and Long Term Issues (<i>Part of BSc (Hons) Nursing</i>)	30	1. Portfolio of evidence (60%) 2. Short question and case based exam (40%)
Research for Practice	20	3000 word critique
Teaching and Learning in Practice	20	1. Portfolio of evidence (60%) 2. Evaluative reflective account (40%)
Using Compassionate communication Skills in Palliative Care	20	1. Audio tape/ excerpt (25%) 2. A critical commentary of the audio tape (2000 words) (75%)

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

Students will complete 240 credits over two years

Year 1 110 credits

Module	Credits	Semester
Psychology module	20	2
Professional Roles and Interprofessional Teamwork (IPE 2)	20	Year Long
Learning to assess and care for ill adults	30	1
Learning through work (integrates observational clinical experience)	20	Year long
Making online resources work for you: how to become digitally literate	20	1

Year 2 130 credits selected from the modules

Module Title	Credit Rating
Anticipating and Responding to Pain and Symptoms in Palliative Care	20
Caring for the Patient and Family in Palliative Care	20
Contemporary Issues In Healthcare	20
Developing Professional Practice – Work based Learning	10,20 30
Evidence Based Healthcare Governance (<i>Part of BSc (Hons) Nursing</i>)	20
Examining Anticipatory Care	20
Independent Study	20
Inter-professional working and person centred care (Interprofessional Education 3)	20
Leading in Health and Social Care	20
Making Judgments and Decisions in Practice	20
Management of Long Term Conditions	20
People with Complex Needs	20
Practice Development	20
Recognition and management of the deteriorating patient: acute care in a variety of settings Governance (<i>Part of BSc (Hons) Nursing</i>)	30
Recovery Rehabilitation and Long Term Issues Governance (<i>Part of BSc (Hons) Nursing</i>)	30
Research for Practice	20
Teaching and Learning in Practice	20
Using Compassionate communication Skills in Palliative Care	20

16. Criteria for admission

All candidates will be required to meet the Universities general academic regulations for admission. Please see <http://www.qmu.ac.uk/quality/qm/AZindex.htm#r> for general programme information.

Entry Requirements

Standard Entry

All applicants must be a registered nurse with the appropriate authority and have an IELTS score of at least 6.0.

The minimum English language qualifications accepted for QMU undergraduate study are,

TOEFL Overall score of 79 in internet-based test (iBT), with a minimum of 17 in listening, 18 in reading, 20 in speaking and 17 in writing.

IELT 6.0 with a minimum of 5.5 in each language skill

17. Support for students and their learning

The programme recognises that students may be at different cognitive stages of autonomous learning, and there may be a range of timescales since previous study. Each cohort of students will be allocated a dedicated member of academic staff as their Cohort manager to facilitate their programme of studies and assist in the transition to a different learning environment.

Each student will also have a personal academic tutor (PAT) assigned to them normally, for the duration of the programme. Students are encouraged to meet with their PAT at least once every academic semester. The role of the PAT is detailed in the document being Personal Tutor @ QMU.

<http://www.qmu.ac.uk/quality/documents/PAT%20Staff%20Booklet.pdf>

All students are encouraged to attend the four week pre-session programme offered by the Effective Learning Service.

Student Association

All students are members of the Student Association and all student service facilities in the University are made known to students at the start of the programme.

Student Services

Student Services is a professional support department working to ensure that students have the information, advice, guidance and opportunities necessary for a successful experience and achievement whilst studying at QMU. The department works with students to address issues and overcome obstacles that might stand in the way of student progress. Staff in Student Services acknowledge the diversity of students' backgrounds and experiences and have established a range of support services designed to meet students' needs and requirements. Student Services comprises a team of specialists in the areas of careers and student employment, disability advice, counselling, student funding advice, transition and pre-entry guidance and links with the Riverside Medical Practice in Musselburgh. The

Student Services web page can be found at

http://www.qmu.ac.uk/prospective_students/student_services

The Student Counselling Service is available to help students with any personal or emotional difficulties that are affecting their life as a student. There is one full time counsellor and volunteer counsellors. Counselling services are confidential and available throughout the year. The student counsellor can be contacted on email at counselling@qmu.ac.uk

The Effective Learning Service offers support for students to facilitate the development of their skills and confidence and build effective learning strategies that will help them get the most out of their studies. As well as individual appointments, the Effective Learning Service offers a drop in facility for quick advice, language support for international students, online guides and resources and study guides. For more information see: <http://www.qmu.ac.uk/ELS/default.htm>

The Financial Adviser provides help, support and guidance on a wide range of student funding and financial matters from loans, awards and fees, to money management and debt problems.

The Recruitment and International Liaison Office (RILO) are available for the QMU students who come from over 50 countries throughout the world. RILO offers a variety of support to International students. For more information see:

<http://www.qmu.ac.uk/services/recruitment.htm>

The Students' Union is run independently by students for students, providing a focal point for the representative, welfare, sporting, cultural and recreational needs of QMU students. It is the main base for QMU's elected student representative, two of whom (the President and Vice President) are

full-time officers taking time out of their studies to ensure students are represented at all levels throughout QMU. The Students' Union contains bar and catering facilities as well as The Advice Centre, which offers confidential, impartial advice on all matters affecting students, from housing to health and all points in between. This website can be found at <http://www.qmusu.org.uk>

Class representatives

All students are offered the opportunity to become a student representative and this is discussed at Induction. Information is available on the programme Hub site.

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>