



Queen Margaret University

EDINBURGH

Programme Specification

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

| | | |
|----------|---|--|
| 1 | Awarding Institution | Queen Margaret University |
| 2 | Teaching Institution | AMC – AKMI Metropolitan College |
| 3 | Professional body accreditation | Eligibility to apply to SAEP (Ministry of Education) and the HRBN |
| 4 | Final Award | BSc (Hons) Nursing |
| | Subsidiary exit awards | Cert in H.E (SCQF 7) Diploma In H.E. (SCQF 8) BSc Health Studies (SCQF 9) BSc Nursing with Registration (SCQF 9) |
| 5 | Programme Title | BSc (Hons) Nursing |
| 6 | UCAS code (or other coding system if relevant) | N/A |
| 7 | SCQF Level | 7-10 |
| 8 | Mode of delivery and duration | F/T (4 Years) |
| 9 | Date of validation/review | 20 April 2016 |

10. Educational Aims of the programme

The programme will enable students to:

1. Adopt a questioning and critical approach to professional nursing practice and apply theory to promote change and enable creativity in evidence-based clinical care and governance, leadership and teaching.
2. Demonstrate the application of academic and nursing skills that reflect compassionate, safe, high quality care which is assessed, planned and implemented in a variety of contexts.
3. Integrate theoretical knowledge to inform a holistic and family-centred approach to problem solving and decision making in practice.
4. Analyse perspectives of health and well-being across the lifespan and apply health promotion approaches in collaboration with individuals and groups to enable optimal health.
5. Use effective communication strategies to develop and maintain respectful and therapeutic relationships with all stakeholders in a variety of health and social care contexts.
6. Collaborate as a team member, with other professionals and across agencies to deliver safe, effective interprofessionally competent care.
7. Apply knowledge of legal and ethical frameworks to critically evaluate and challenge professional practice.
8. Reflect on professional practice and evolving development needs, recognising individual responsibilities for continuing education in order to prepare for role development and advance autonomous nursing practice.
9. Respond proactively to the changing social and political contexts in which professional nursing activity is set, locally, nationally and internationally.
10. Be self-determining in their learning through developing both competence and capability, allowing them to take appropriate and effective action to formulate and solve problems in all environments, familiar and unfamiliar.
11. To ensure students achieve the competencies and outcomes required by current Greece, UK and European legislation.

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

Students will achieve the competencies/outcomes required in order to be eligible to apply to SAEP (Ministry of Education) and the HRBN.

12. Learning Outcomes of the Programme

Level 1 (SCQF Level 7)

In order to successfully complete level 1 studies and be eligible for the Higher Education Certificate (if exiting the programme), students will:

1. Apply an enquiring approach to the nature of evidence and its integration and application to theory and practice
2. Explore professional identity within the health and social care landscapes, recognising nursing's contribution to interagency working.
3. Discuss health and well-being, the impact of determinants of health and approaches to health improvement at individual, family, group and community levels across a range of contexts.
4. Reflect on and learn from their own and others' experiences to question and test their personal values and assumptions.
5. Develop self-awareness of the impact of values and behaviours on collaborative care delivery.
6. Be competent in a range of fundamental nursing skills for safe, compassionate, relationship centred care to the level of their experience
7. Work within legal, professional and ethical frameworks to safeguard and protect people, particularly vulnerable groups.
8. Use scientific knowledge to explain the principles underpinning biological processes and events manifest in health and illness

Level 2 (SCQF Level 8)

In order to successfully complete level 8 studies and be eligible for the Diploma in Higher Education (if exiting the programme), students will:

1. Develop skills of critical enquiry through analysis and application of relevant theories for practice.
2. Draw on the knowledge base of social sciences in order to explore concepts within nursing theory and practice.
3. Scrutinise sources of evidence to promote care which is safe and effective.
4. Further develop skills of self-directed learning and practise reflection in learning activities.
5. Further reflect on the application of communication skills in the facilitation of health improvement for a range of clients in inter-professional, social and therapeutic contexts.
6. Debate and apply legal, ethical and statutory frameworks that regulate nursing and healthcare
7. Describe the principles of patient assessment and care delivery in different settings within the context of collaborative care.
8. Demonstrate competence and knowledge of a wide range of nursing skills required at this level.
9. Integrate knowledge from applied sciences to gain an understanding of the physiology of health and illness.

Level 3 (SCQF Level 9)

In order to successfully complete the first three years of study and be eligible for the academic award of BSc in Health Studies, students will:

1. Critically appraise and apply theoretical knowledge and professional skills in interprofessional

practice to contribute to a collaborative, practice- ready workforce.

2. In partnership with colleagues, patients, families and communities, analyse and apply a range of evidence to assess, plan, implement and evaluate nursing care that is competent, safe and systematic.
3. Demonstrate the potential to enable and empower individuals and groups to take a shared and active role in decision making.
4. Apply skilful nursing care in a range of contexts that is safe, compassionate, maintains dignity and promotes health and wellbeing.
5. Analyse and apply ethical, professional and legal knowledge to provide a high standard of safe, person-centred care that is without discrimination or prejudice.
6. Demonstrate the potential to work autonomously in a range of contexts through the exhibition of skills of confidence and critical reflection in order to engage with people and build caring professional relationships, individually and in teams, in hospital, community and at home.
7. Analyse biological, behavioural, cultural, environmental and socioeconomic factors that influence health and health outcomes in order to deliver care.
8. Use clinical governance processes to maintain and improve nursing care and advance professional practice.
9. Through engaging with enquiry, become autonomous learners who can formulate their own research topics and convert that evidence into deep, learner-centred knowledge.

Achievement of these objectives will provide the student with a sound basis on which to proceed to Honours level studies.

Level 4 (SCQF Level 10)

In order to be awarded the BSc (Hons) Nursing, and in order to achieve the final progression point, successful students will:

1. Critically appraise and integrate evidence to justify and propose an appropriate area of enquiry in nursing practice that contributes to the profession of nursing.
2. Synthesise evidence in order to make judgements and decisions relating to the management of safe patient care which is delivered professionally and ethically.)
3. Develop self- reliance and reflexivity in response to change, client feedback and the developing context of health care.
4. Exercise judgement in self-assessment of transferable skills and continuing professional development needs, recognising opportunities and limitations for career management, ensuring fitness for purpose and encouraging a positive contribution to society.
5. Accept responsibility for teaching patients, families, colleagues and peers across a range of contexts.
6. Work autonomously and collaboratively across professional boundaries in the pursuit of optimal patient care.
7. Critically evaluate all aspects of their care in order to improve clinical decision making, physical and mental health outcomes and quality.
8. Develop a leadership role in adult nursing in order to coordinate, delegate and supervise compassionate, culturally sensitive care, enhancing the health and well being of people and shaping future services.
9. Practise within the boundaries of personal and professional accountability in relation to their actions and continuous learning

Achievement of these objectives will provide the students with a sound basis from which to develop their professional knowledge and expertise.

13. Teaching and learning methods and strategies

The underpinning educational method adopted by the BSc (Hons) Nursing team lies in problem and enquiry-based learning approaches. The skills of self-directed learning, integration across disciplines, small-group learning and decision making strategies are developed through the four years of the programme. This is consistent with the underlying philosophy of the honours degree programme which seeks to cultivate skills of self-reliance, initiative and reflexivity.

Clinical skills are taught using a supportive simulation-based learning approach and are woven throughout the four years of the programme. The students follow the same developmental pattern in the learning of skills as they do in class based learning. This is then transferable to practice based learning settings. The complexity and range of skills is gradually increased across the years to challenge students' independence in critical thinking, decision making, and organisation and prioritisation of care.

At all levels of learning we acknowledge diversity of learning styles, and thus teaching approaches will vary over the four years from lecture, group-focused discussions, challenge and debate and case based learning, to collaborative case study analysis, reflective debriefings, skills rehearsal and simulated role play, and independent study. All modules have a technologically enhanced component mediated through the AMC Moodle platform. Interactive learning methods, based around each individual's knowledge and experience, contribute to the development of an integrated, interdisciplinary and reflective approach to solving complex problems. The inter-professional education modules are a specific example of these approaches.

The language of instruction and assessment of the BSc (Hons) Nursing will be Greek. However, AMC recognizes the need to strengthen graduates' employability and enhance their expert knowledge and consequently their mobility throughout the European Union. To this end, the teaching team has strategically placed throughout the programme several opportunities of teaching, learning and assessment in the English language in order to encourage students not only to perfect their fluency in the English Language but also to broaden the pool of scientific information to which they have access.

14. Assessment strategies

Assessment strategies are designed to encourage the integration and synthesis of theory with practice, to enable the development of transferable skills, to ensure the rigour of academic thinking and also to promote the achievement of the learner's personal and professional goals. In line with the programme philosophy of promoting a questioning approach and use of transformational learning activities, a wide range of strategies are used to ensure a vitality of assessment in support of personal growth and professional development. Assessment strategies per module are shown in Table 1.

Table 1: Assessment strategies per module

| Year | Module | Credits | Fall Semester Assessment | Spring Semester Assessment |
|------|---|---------|---|--|
| 1 | Caring in Professional Contexts (CPC) | 40 | Individual write up of initiative (30% 1500 words) | Written report on a specific case study (3000 words, 70%) |
| | Introduction to Academic Enquiry (IAE) | 20 | Group presentation of a clinical issue in the form of a debate (Formative) | Production of a summary of a journal article 1,000 words (Summative) |
| | Skills and Practice 1: Essential Skills for Nursing (SP1) | 30 | (Simulation) Objective Structured Clinical Assessment (OSCA) (Clinical) Maintenance of a professional practice portfolio | |
| | Applied Science 1 (AS1) | 20 | Short answer paper (2 hours) covering first semester topics (30%). | Written exam (3 hours) covering second semester topics (70%). |
| | Communication and Study skills for ESL students in Nursing 1 (CSSE 1) – Module taught and assessed in English | 10 | | Structure and comprehension exercise (100% 500 words max) |
| 2 | Learning to Assess and Care for Ill Adults: Enquiry Based Learning: 1 (EBL 1) | 30 | Laboratory Report (20% of total mark) Exam: 3hr case/scenario based exam (80% of total mark) | – |
| | Caring for the Adult with Complex Healthcare Needs: Enquiry based learning: 2 (EBL2) | 40 | – | 3000 word assignment: (50% of total mark) plus reflective element (20%) Physiology examination 30% |
| | Skills and Practice 2: Learning To Care in Diverse Settings (SP2) | 30 | (OSCA): Summative practical station. (Clinical) Maintenance of a professional practice portfolio | |
| | Professional Roles and Interprofessional teamwork (PRIT) | 10 | Formative assessment – reflective log | A 1500 word essay to compare and contrast the role and attributes of two health related professionals – 100% |
| | Communication and Study skills for ESL students in Nursing 2 (CSSE 2) Module taught and assessed in English | 10 | | Abstract & Summary (600 words) |
| 3 | Evidence-based Healthcare Governance (EBHG) | 20 | Assignment -1,500 words (40%) | Presentation of poster at mini conference 60% |
| | Recognition and Management of the Deteriorating Patient: (RMDP) | 30 | Integrated exam: short answer and case based - 50% Written Assignment: (3000 words, 50%) | – |
| | Recovery Rehabilitation and Long Term Issues (RRLTI) | 30 | – | Group portfolio -60% Integrated examination: short answer and case based - 40% |
| | Skills and Practice 3: Complex Care (SP3) | 20 | (Simulation) Objective Structured Clinical Assessment (OSCA) (Clinical) Maintenance of a professional practice portfolio | |

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|---|--|----|--|--|
| | IPE: Delivering Integrated Care (DIC) Module taught and assessed in English | 20 | A 10 minute individual presentation– 20% | A 1500 word individual coursework – 80% |
| 4 | Leadership for Developing Professional Practice (LDPP) | 30 | Group Presentation and defense – 30 min to members of a Clinical Board | - |
| | Dissertation: Research Proposal or Work-based Learning Proposal | 40 | A theoretically robust and logically derived work-based learning proposal or research proposal of 10,000 words. (100%) | |
| | Skills and Practice 4: Transition to professional registration. (SP 4) | 30 | (Clinical) Maintenance of a professional practice portfolio | |
| | Political and Social Contexts (PSC) | 10 | - | A 2000 word critical evaluation essay – 100% |
| | Communication and Study skills for ESL students in Nursing 3 (CSSE 3) Module taught and assessed in English | 10 | Short journal article review (1000 words) | |

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

The BSc (Hons) Nursing degree extends over four years. This is a full time programme. Each year is of 30 weeks duration comprising two semesters. Each year contains 575 hours theory and 575 hours clinical practice (this equates to 15 weeks of theory and 15 weeks of practice, see tables 2 and 3 below).

Table 2: Hours per year of programme

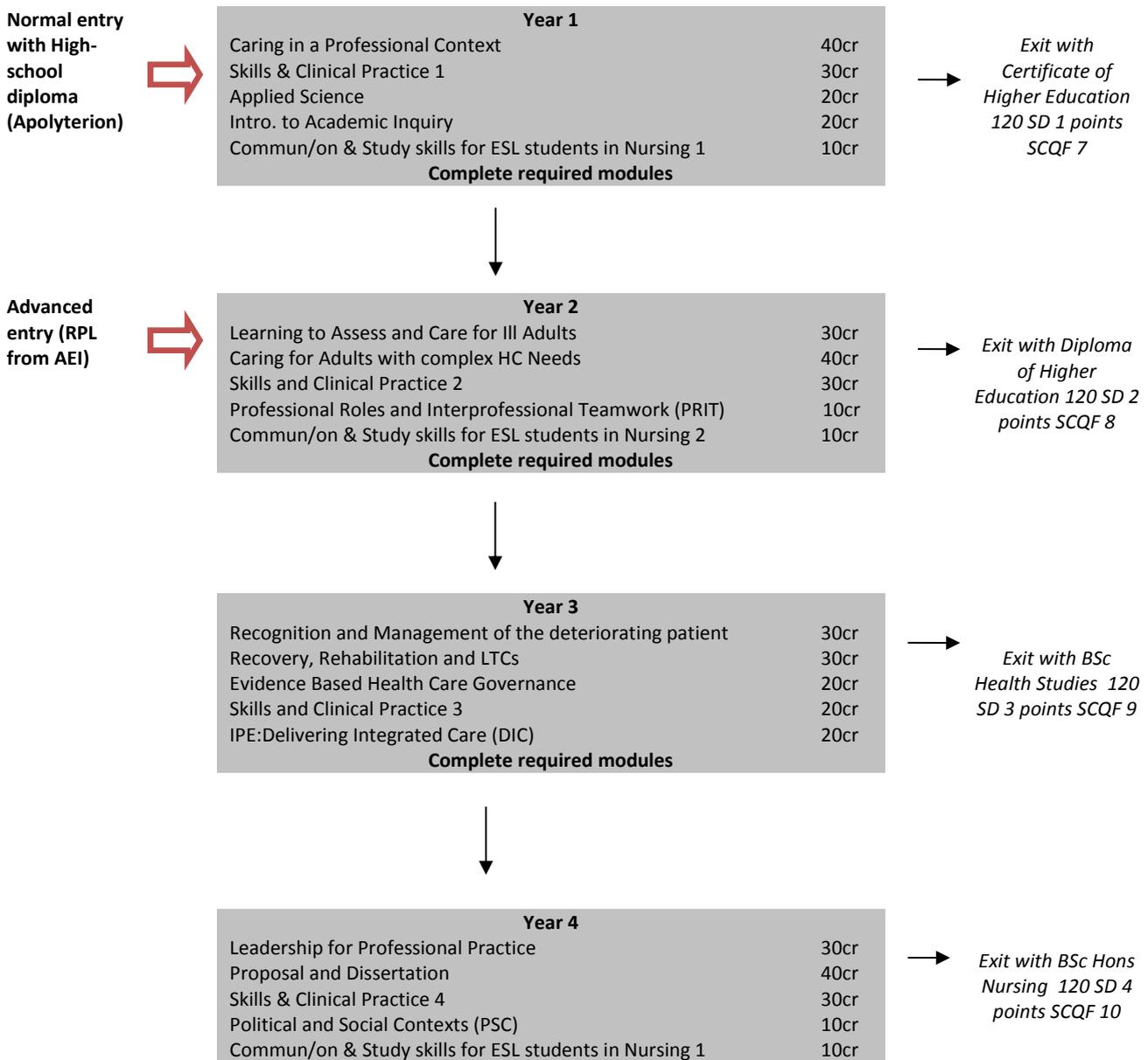
| Theoretical study | Theoretical study | Self study hours | Clinical practice Hours | Total hours | |
|-------------------|-------------------|------------------|-------------------------|-------------|--|
| Year 1 | 288 | 287 | 575 | 1150 | |
| Year 2 | 288 | 287 | 575 | 1150 | |
| Year 3 | 216 | 359 | 575 | 1150 | |
| Year 4 | 216 | 359 | 575 | 1150 | |
| | 1008 | 1292 | 2300 | 4600 | |

Table 3: Types of clinical practice per Year.

| Year | Semester 1 | Semester 2 |
|------|--|---|
| 1 | Community placement- 6 weeks | Residential care placement – 9 weeks |
| 2 | Medical Placement or Surgical Placement or Community Placement -7 weeks starting in week 9 | Medical Placement or Surgical Placement or Community Placement - 8 weeks starting in week 30 |
| 3 | High dependency placement and one of the following: general/ specialist surgery, general/ specialist medicine, or community/ community interface care – 7 weeks - | High dependency placement and one of the following: general/ specialist surgery, general/ specialist medicine, or community/ community interface care -8 weeks - |
| 4 | No placement | 15 week placement including 12 weeks Placement aligned with content of clinical practice 4 module. |

Modules names and credits may be found in the table of Section 14 of this document. Progression through the programme and possible exit awards is shown in the Figure 1:

Figure 1: Programme Progression and exit awards



16. Criteria for admission

The current programme is validated for 35 full time places each year. During practice placement, students are allocated to a variety of health care settings across Attika and Thessaloniki.

Minimum Entry Requirements

Admissions criteria are consistent with criteria for other programmes at AKMI such as Dietetics, Physiotherapy and Occupational Therapy. The minimum educational qualifications for admission to Year 1 of the BSc (Hons) Nursing programme are:

a) Academic Requirements

Applicants, in order to be considered for admission should have a High School leaving certificate/Lyceum certificate ("Apolysterion"), or equivalent (e.g., International Baccalaureate,

European Baccalaureate, etc.) with a grade 10 or above. This requirement is in line with the Greek government's minimum standard for access to higher education. High school leaving certificates issued by vocational Lyceums, such as TEE or EPAL and foreign certificates which are equivalent to the Greek Lyceum certificate (e.g. International Baccalaureate, European Baccalaureate, etc.) are also accepted. For non-native Greek speakers, a certificate of attainment in Greek Level D is required (<http://www.greeklanguage.gr/greekLang/certification/index.html>)

b) Other requirements

All applicants must meet criteria for good health and good character in line with the QMU selection process.

All students will be required to sign a health declaration form signed by their GP in order to complete their registration with the programme.

An interview with the Occupational Health Nurse is also mandatory before commencing on the programme. The Occupational Health Nurse will discuss any health issues students have disclosed, both past and present and review their vaccination history. If necessary he/she will suggest a vaccination plan according to the recommendations of the Ministry of Health and the Hellenic Centre for Disease Control & Prevention.

To attest to good character, each applicant must supply character references from reliable referees. All candidates are required to produce a clear police record in order to be accepted onto the programme.

Additionally applicants must:

- Demonstrate through their application and interview that they are motivated to care for others
- Demonstrate ability to communicate effectively with others
- Undertake an assessment of numeracy and literacy at interview

All applicants are encouraged to get Hepatitis B immunisation.

c) Recognition of Prior Learning

The following candidates may also be eligible for entry to the programme. Applications will be considered on an individual basis:

- University graduates
- Polytechnic (or Technological Educational Institutes) graduates
- Transfers

AMC and Queen Margaret University will consider recognition of prior learning (RPL) for applicants who are commencing the programme, transferring from one AEI to another, or are returning to a programme after a lengthy break. The process in QMU is Recognition of Prior Learning www.qmu.ac.uk/quality/documents/2012/Final%20RPL%20Guidance%20Sept%202012.pdf

17. Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

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/>

Where the QA arrangements differ from standard QMU procedures, include that information here.