

Programme Specification:

BSc (Hons) Nursing (Adult), BSc (Hons) Nursing (Children's), BSc (Hons) Nursing (Mental Health)

PROGRAMME DETAILS	
Academic Year	2026/2027
Framework for Higher Education Qualifications (FHEQ) Level	Final and Interim Award(s)
FHEQ Level 6	BSc (Honours) Nursing (Adult, Children's, Mental Health) Any exit point prior to successful completion of the BSc (Hons) programme will not include eligibility for professional registration and the title of any such award will not indicate professional status.
FHEQ Level 6	BSc Health Studies (Ordinary)
FHEQ Level 5	Diploma of Higher Education Health Studies
FHEQ Level 4	Certificate of Higher Education Health Studies
Variants	Full time 3- Years
Degree Awarding Body	University of Bradford
Partner, Delivery Organisation and/or Support Provider(s) <i>(if applicable)</i>	Bradford Teaching Hospitals NHS Foundation Trust Airedale NHS Foundation Trust Bradford District Care NHS Foundation Trust Mid Yorkshire Teaching NHS Foundation Trust Harrogate and District NHS Foundation Trust Private and voluntary sector healthcare providers Neoniq
Accrediting Body <i>(if applicable)</i>	Nursing and Midwifery Council
External Frameworks/ Reference Points <i>(if applicable)</i>	Nursing and Midwifery Council (NMC 2018) Standards of proficiency for registered nurses. Nursing and Midwifery Council (NMC 2023a) Standards framework for nursing and midwifery education. Nursing Midwifery Council (2023b) Standards for student supervision and assessment in practice Standards-for-student supervision-and-assessment Nursing and Midwifery Council (NMC 2023c) Standards for pre-registration nursing programmes.
Date of Original Approval	September 25
Date of Publication <i>(see Review/Modification Schedule for any version updates)</i>	September 25

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

The University of Bradford has a proud tradition of providing outstanding nurse education. We are committed to continually evaluating and improving our offer to ensure that our students are given the best possible experience whilst studying, and that they are equipped to flourish as safe and effective nurses from the point of registration. At the University of Bradford, we provide modern and innovative approaches in how we provide nursing education both within the University and with our practice partners. Our nursing curriculum offers our students a transformative university experience, that empowers them to realise their potential, embracing technology and technology-enhanced learning, which is essential in modern healthcare.

Nursing is changing. The NMC education standards (NMC 2023a) are designed to tackle the health of the UK population, following national inquiries and reports, including Prime Minister's Commission (2010), Francis (2013) and Keogh, (2013). The NHS Long Term Plan (NHS 2019) sets out priorities for how the NHS can ensure its ability to meet the needs of a changing population. These include helping people to stay well, improving people's experiences of care – particularly those with long-term conditions, poor mental health, dementia, learning disabilities, cancer, and diabetes, and supporting the NHS workforce to achieve and progress in their careers.

We aim to prepare student nurses who study at the University of Bradford to enter the workforce as well rounded, capable, and ambitious registrants who can help lead the changes that are required to provide the best possible care to the UK population. This means we need to equip student nurses with the skills to care for people with a range of complex health needs, including long term conditions, and to be able to provide that care where and when individuals need it – in hospital, in the community and at home. We will help our student nurses understand how they can empower people to stay well, as well as understand their role in public health.

Our nursing curriculum allows us to meet the revised Nursing and Midwifery Council (NMC) standards for pre-registration nursing programmes (NMC 2023a), Standards for student supervision and assessment (NMC 2023b), and Standards framework for nursing and midwifery education (NMC 2023c). It has been guided by the Bradford University's Learning and Teaching and Student Experience Strategy (2020-2026). All modules are mapped to the NMC (2018) proficiencies to support our learners to see where, when, and how they are achieving the NMC proficiencies and wider learning outcomes. This is a progressive curriculum that allows students (stage by stage) to revisit and stretch their previous learning, scaffolded from year one to completion- (becoming a nurse > developing as a nurse > being a nurse).

The BSc (Hons) Nursing offers flexibility in teaching and learning delivery through face-to-face, online, and structured self-directed activities. Online learning resources provide additional learning resources and material to prepare students for flipped classroom experiences and practical sessions. Our new curriculum is inclusive and has been designed with authentic assessments, to broaden and develop our students' perspectives – these include debates, digital Vlogs, live case studies. We are providing a range of assessments that test a wider range of knowledge, skills, and proficiency, which are more critically aligned to the values and expectations of nursing as a profession.

Integral to the programme is practice learning, and together with clinical partners, the programme will offer a wide range of supported practice learning experiences. Practice supervisors, Practice Assessors and Academic Assessors support students in their learning journey. Immersive technologies and the University of Bradford Technology House introduce students to simulated experiences which set us apart as an institution that is progressive in our digital health offer.

Programme Aims

Our programme aims are based on findings from a series of stakeholder engagement and consultation events, where we identified that a Bradford nurse should be:

- a positive disruptor and advocate seeking to keep people safe, prevent harm and raising concerns confidently and appropriately
- kind, caring, *compassionate* and committed to the nursing profession, its code and purpose
- engages in learning, recognising when difficulties offer opportunity for organisational / service
- engages in improvement and personal insight, growth and development
- curious and actively seeks and critically engages with knowledge and knowledge creation, ensuring care for people is safe, evidence based, and research informed
- culturally competent, recognising and valuing diversity in themselves and others, *tackling inequalities* and promoting *equity* of care across the community.
- ethical, politically and *systems* aware decision makers, with tactful expertise in communication.
- an embodiment of nursing and University of Bradford values, in all behaviours, conduct and being.

PROGRAMME LEARNING OUTCOMES

Upon successful completion of this programme, students will be able to demonstrate achievement of the following learning outcomes:

To be eligible for the award of Certificate of Higher Education at FHEQ level 4, students will be able to:

1. Demonstrate the skills, values, and behaviours to become an accountable professional in accordance with The Code (NMC 2018).
2. Demonstrate knowledge of anatomy, physiology and common pathology, including applied pharmacology within the context of nursing.
3. Understand and explore fundamental concepts and principles underpinning professional, safe, effective, caring, responsive and well-led, person/family/relationship-centred nursing care.

4. Engage with reflective practice and contribute to supervision and team reflections to promote improvement in practice.
5. Demonstrate an understanding of health legislation, health and social care policies, and the impact of policy change on care delivery and people.
6. Develop research and academic skills.
7. Understand the wider determinants of health when assessing person-centred care.
8. Demonstrate understanding and awareness of digital technology in nursing

Additionally, to be eligible for the award of Diploma of Higher Education at FHEQ level 5, students will be able to:

9. Succeed in placement learning and demonstrate proficiencies (skills, values, and behaviours) to become an accountable professional in accordance with The Code (NMC 2018).
10. Evaluate and critically understand the physical and psychosocial principles of health and illness, including pharmacology within the context of nursing.
11. Demonstrate knowledge of normal and altered anatomy and pathophysiology to provide care and prevent ill health through promotion of the health and wellbeing of service users, carers, and groups.
12. Critically appraise and apply health education and promotion strategies, across populations, including digital health.
13. Evaluate the role of the nurse- professionalism, ethical and legal frameworks, and the processes to maintain and improve standards.
14. Appraise research to inform clinical decision making.
15. Undertake reflective practice and propose solutions to promote improvement in practice.

Additionally, to be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

16. Critically evaluate national to global perspectives in leading nursing care considering the implications on nursing practice.
17. Think independently, and defend opinions, recognising the need to challenge thinking and the thinking of others, developing curiosity and critical social awareness to support ongoing continuous professional development.
18. Develop leadership skills through reflecting on clinical decision-making skills to engage creative change management.
19. Critically appraise research evidence to plan, manage, and evaluate high-quality, person-centred, safe, and compassionate care and planning.
20. Critically apply the principles and knowledge of safety legislation to contribute to risk management and quality of care improvement.

Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

21. Succeed in placement learning, meeting the pass criteria for level 6, practicing independently with minimal supervision and leading and coordinating care with confidence.
22. Meet the NMC standards of proficiency for nursing.

ADMISSIONS REQUIREMENTS

University of Bradford welcomes applications from all prospective students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The current tariff and accepted qualifications for entry onto the programme is

The **minimum** entry requirements for the programmes are as follows:

A typical offer to someone seeking entry through the UCAS scheme would be a minimum of:

120 UCAS tariff points for children's nursing

112 UCAS tariff points for adult and mental health nursing

GCSE Mathematics and English at grade C or grade 4 or equivalent.

International applicants would be subject to the achievement of an IELTS Score (or equivalent) of 7. This is to meet the Nursing and Midwifery Council's suitability for registration requirements <https://www.nmc.org.uk/registration/joining-the-register/english-language-requirements/accepted-tests/>.

On completion of a UCAS form and successful shortlisting, students will be invited to interview. We strongly encourage potential applicants to attend university open days, where you will have the opportunity to meet staff, view our facilities and discuss the 'University of Bradford experience' with current students. All places offered on the programmes are also subject to the candidate's ability to meet non-academic requirements. These include:

1. Health assessment by our occupational health department,
2. Enhanced Disclosure and Barring Service (DBS) check.

Where issues are identified with a DBS or occupational health assessment, the results will be notified to the applicant, as well as the actions proposed by a multi-professional panel. An ongoing health issue or a criminal conviction or caution is not necessarily a bar to entering the programme, each case is reviewed individually in line with professional body guidelines. To protect the public, it is a mandatory requirement that students make a self-declaration of good health and good character annually, and at the end of the programme prior to NMC registration.

Students are recruited to the programme following a successful interview which is centered on values-based recruitment in accordance with NHS England guidelines. If a place is offered on a nursing programme, prospective students will be invited to an Applicant Experience Day. At this event they will have an opportunity to find out more about the programme, including modules and placements, and meet current students and members of the academic team.

Recognition of prior learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning to provide applicants with exemptions from specified modules or parts of the programme. Consideration of prior learning will be made in line with NMC Standards for education and training. Prospective students are asked to contact the central admissions department on admissions-health@bradford.ac.uk before making an application. All applicants require an interview and adhere to admissions process.

PROGRAMME STRUCTURE

Stage 1/level 4

Becoming a holistic practitioner: The first semester provides foundational programme-specific requirements for nursing at University of Bradford, including study skills, digital awareness, research skills, professional attitudes and values, critical self-reflection, and communication skills. The Understanding People and Health module introduces key biological, pharmacological, and behavioural principles for appreciating the development and response of the human body across the lifespan. This forms a basis for the application of pathophysiological programme-specific learning in subsequent years. Students study the historical and political context of nursing in Health and Wellbeing in Communities module for insight into nursing past and present in the four fields of nursing. This is to encourage the curiosity and critical mindset required to be an advocate for care and gain a stronger sense of field identity.

Understanding the social determinants of health in the locality and the importance of connecting with others is key in this module and built upon support the development of a critical innovative mindset. Students explore the fundamental needs of people like hydration and nutrition, personal care, and communicative challenges in the Assessing and Planning Person-centred Care module. This is related to the diverse needs of people, supporting inclusive and creative approaches to nursing. The assessed locality study encourages students to examine the diverse needs of people living in the local community and apply their theoretical and practice-based learning.

FHEQ Level	Module Title	Core/ Option	Credit	Study Period	Module Code
4	Nursing Foundations	Core	20	1	NUR4507-B
4	Understanding People and Health	Core	20	1	NUR4508-B
4	Health and Well Being in Communities	Core	20	2	NUR4509-B
4	Person Centred Needs and Care Planning	Core	20	2	NUR4510-B
4	Practice Learning – Part 1	Core	40	ACYR	NUR4511-D
Z	Practice Hours – stage 1	Core	0	ACYR	NUR4512-Z

In this academic year students will undertake the following hours of study, please see:

	Theory	Practice
Year 1	770	720

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education in Health Studies if they have successfully completed at least 120 credits and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE NURSING MIDWIFERY COUNCIL (NMC)

Stage 2/level 5

Developing as a holistic practitioner: Students continue to develop as holistic practitioners, as their reflective capacity is supported in theory modules focusing on programme-specific applications in care delivery, and clinical practice with a promoting health focus. In the Contemporary Perspectives in Nursing module students examine programme specific examples of urgent care and gain the knowledge and skills required to respond effectively to health deterioration. This includes reflecting on personal resilience, trauma informed care, and the effects of personal communication style on people and their families. The assessment for this learning is a BRADX type talk based on an evidence-based analysis of a case study which like all the applied assessments at the University of Bradford will reflect the diverse needs of the local population. Co-produced with the Experts by Experience (EBE) team at the University of Bradford, this assessment is also designed to promote confidence in connecting and engaging with others and develop the ability to work with a variety of digital platforms. The Evaluation of Person-Centred Care module builds from Assessing and Planning Person-centred Care in stage one and Implementing Person-Centred Care earlier in stage two as students reflect on the effectiveness of the co-production of care using examples from practice experience in the locality. Students will grow in their capacity to critically examine discriminatory practice and be a positive disruptor by applying learning to real world examples of care.

FHEQ Level	Module Title	Core/Option	Credit	Study Period	Module Code
5	Contemporary Perspectives in Nursing	Core	20	1	NUR5508-B
5	Leading and Managing Nursing Care	Core	20	1	NUR5509-B
5	Health Numeracy Assessment	Core	0	ACYR	NUR5510-Z
5	Implementing Person-centred Care	Core	20	2	NUR5511-B
5	Evaluating Person-centred Care	Core	20	2	NUR5512-B
5	Practice Learning – Part 2	Core	40	ACYR	NUR5513-D
Z	Practice Hours – stage 2	Core	0	ACYR	NUR5514-Z

In this academic year students will undertake the following hours of study

	Theory	Practice
Year 2	770	800

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education in Health Studies if they have successfully completed at least 240 credits and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR; REGISTRATION WITH THE NURSING MIDWIFERY COUNCIL (NMC)

Stage 3/level 6

Being a holistic practitioner: In stage three students become holistic practitioners and begin to lead care, critically examine the evidence base regarding the quality of care and increase in confidence as holistic practitioners in their specific fields and programmes. As students approach the point of registration, they address the leadership proficiencies in clinical practice. Students refine their clinical decision-making skills through self-reflection and engage in creative change management in the business of caring module. This is assessed using programme specific case studies co-produced with Experts by Experience team for authentic diverse perspectives. The Critical Perspectives in Nursing module builds on the previous person-centred care modules as students critically analyse a long-term condition with reference to local, national and global health policy, interprofessional care and teamwork. This supports reflection on the capacity of nurses to have an impact on care, and act as a positive disruptor in the face of potential health inequality and/or organisational resistance. The assessment for this module is a presentation which enables students to show case the development of their communication skills from stage one, and their digital literacy as they prepare for the future, leading care as confident registrants.

FHEQ Level	Module Title	Core/Option	Credit	Study Period	Module Code
6	Critical perspectives in Nursing	Core	20	Sem1	NUR6514-B
6	The Business of Caring	Core	20	Sem2	NUR6515-B
6	Co-ordinating and Leading Care	Core	20	Sem2	NUR6516-B
6	Improving Safety and Quality of care	Core	20	Sem1	NUR6517-B
6	Practice Learning – Part 3	Core	40	ACYR	NUR6518-D
Z	Practice Hours – stage 3	Core	0	ACYR	NUR6519-Z

In this academic year students will undertake the following hours of study:

	Theory	Practice
Year 3	770	800

At the end of stage 3, Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed 120 credits at Stage 1, 120 credits at level 5 and 60 credits at Stage 3.

THE ORDINARY DEGREE OF BACHELOR IN HEALTH STUDIES DOES NOT CONFER ELIGIBILITY TO APPLY FOR; REGISTRATION WITH THE NURSING MIDWIFERY COUNCIL (NMC)

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the required 4600 hours. This award does confer eligibility to register with the Nursing and Midwifery Council. Students have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in the NMC standard R5.2.

TEACHING AND ASSESSMENT STRATEGY

The programme is a progressive curriculum that allows students (stage by stage) to revisit and stretch their previous learning. Scaffolded learning (becoming a nurse > developing as a nurse > being a nurse) allows students to build on their skills and knowledge over time, revisiting concepts, and themes. The curriculum has also been framed around the NMC standards of proficiency for registered nurses (NMC 2023a) standards for pre-registration nursing programmes (NMC 2023a), and standards for student supervision and assessment (NMC 2023b), and standards framework for nursing and midwifery education (NMC 2023c). All modules are mapped to the NMC (2023a) proficiencies and module learning outcomes. This allows our learners to see where, when, and how they are achieving the NMC proficiencies and wider learning outcomes.

Programme centric learning provides coherence of the programme to the learner and is inclusive (guided by liberated learning principles). To broaden student perspectives authentic assessments have been developed. These include debates, digital vlogs, live case studies. Authentic assessment is an approach to evaluating learning where students can demonstrate knowledge, skills, and attitudes in the context of real-world or realistic nursing practice activities. A greater range of assessments test a wider range of knowledge, skills, and proficiency, which are more critically aligned to the values and expectations of nursing as a profession.

The curriculum introduces all students to the fundamental knowledge and skills centred around the core and field subjects required to safely meet the needs of people who require nursing. Students will have the opportunity to work with and alongside other professionals in health and social care, as well as experts by experience, both in the university and practice setting. The delivery and modality of teaching and learning across all theory modules provides a stronger field identity. Students will be taught alongside peers from all three fields of nursing (adult, mental health, and children). From stage one, students will also receive field specific seminars, with workshops that offer cross field interactions.

Learning and teaching methods include face-to-face seminars and workshops, synchronous, and asynchronous lectures, and self-directed activities. Virtual learning environments (VLE) support face to face learning from tutors. Canvas hosts quizzes, vlogs, blogs and video resources and additional

learning resources and material to prepare students for flipped classroom experiences and practical sessions. Further material is provided on this VLE platform to consolidate learning for students.

During the programme, students receive feedback both formatively and summatively to enable students to improve their work, and achieve module learning outcomes, in both theory and practice. Formative assessments are embedded into module teaching to provide assessment for learning, supporting students to progress. A staged approach provides tutor-led formative assessments at stage one (Level 4), progressively moving to peer and group-based assessments as the students become more independent and confident learners. Methods of assessment used include a video vlog, digital infographic, reports, poster presentations, critical reflections and the examination of nursing skills and proficiencies.

Assessing practice learning

Practice experience is continuously recorded and assessed using Electronic Practice Assessment Document, this has been developed to support nursing students to achieve the criteria set out in the Standards of proficiency for registered nurses (NMC 2018).

PLACEMENT/STUDY ABROAD OPPORTUNITIES

The Programme has a diverse range of practice learning opportunities for students. These include real world placements, enrichment practice learning opportunities and simulated practice learning (SPL) which all contribute to the overall programme hours. Practice modules in stages one and two focus on supporting students to develop their nursing practice within contemporary healthcare settings in clinical areas that are specific to their chosen field.

Real world placements

Students will have the opportunity to gain experience in a variety of placement areas. These include experiences that are:

- **'At home'**, with people in their own homes, nursing and residential care homes,
- **'Near home'**, including primary care, schools, clinics and outpatient departments,
- **'Away from home'**, such as hospitals, inpatient units and hospices, and
- **'Alternatives to home'**, including prisons, hostels, respite centres.

Our main practice partners include Bradford Teaching Hospitals NHS Foundation Trust, Bradford District Care Trust, Airedale NHS Foundation Trust, Mid Yorkshire Teaching NHS Trust and Harrogate and District NHS Foundation Trust, as well as a range of smaller charity and private sector organisations. There may be placement opportunities in other organisations across Yorkshire, including Leeds Teaching Hospitals Trust and Calderdale and Huddersfield NHS Foundation Trust. Students can undertake specialist placements, such as leadership experience placements with Integrated Care Boards or NHS England, and other national organisations.

Simulated practice learning

The Simulated Practice Learning (SPL) experience will adhere to the Standards (NMC, 2023) to deliver safe and effective care to a diverse range of people across the lifespan and the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing and can contribute up to 600 hours of the total programme hours.

Students will have hands-on experience to learn the practical skills required to deliver effective nursing care, known as nursing procedures, which includes skills such as monitoring respiratory rate and blood pressure, preparing, and administering injections, and wound care. Further simulated

practice learning experiences are woven throughout stage two of the programme so that students can derive maximum benefit from the fantastic simulation resources we have at the University of Bradford, whilst developing these skills in a safe environment. Alongside the scheduled learning that takes place on campus, students are supported to develop self-directed learning and digital literacy skills with high quality, interactive and varied online learning materials, commonly known as self-directed learning.

Enrichment and international placements

A flexible approach towards practice learning will empower students to be accountable for their own practice learning experiences. Students will have the opportunity to negotiate and plan a formative learning opportunity that can include an international placement or a practice learning opportunity across the UK. Two enrichment practice learning opportunities will be embedded across part one and two of the programme which aim to support students' awareness and appreciation of the scope and potential of nursing and contribute to students' learning across health and social care in local, national and global contexts. Enrichment experiences have been designed to encourage students to consider diversity, equality of opportunity and inclusivity, be that within the diverse ethnic communities in West Yorkshire and districts (locality placement), through self-selected opportunities across the UK (negotiated practice experience), or via an international placement at the end of stage two for example students in previous years have visited Jordan, Ghana, Finland, and China. Students can organise their own placements through agencies such as Work the World or Global Medical. Enrichment practice learning opportunities will be negotiated between students and the programme team, to ensure they can meet the required learning outcomes and programme requirements and will contribute towards the overall programme practice hours.

REGULATIONS

Assessment, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations published on the University's website (f <https://www.bradford.ac.uk/about/legal-and-governance/governance/regulations/> or undergraduate courses (Regulation 2) with variance from the regulations as outlined below and documented in the Variance Register:

- Variance from 4.2 - Students must achieve at least the pass mark stated in the module descriptor for all individual components within each module, to pass all modules on the programme.
- Variance from 6.2 and 6.3 - Students are not permitted a 3rd attempt or an opportunity to restudy practice learning modules. This applies to modules NUR4511-D, NUR5513-D and NUR6518-D.
- Variance from 6.2 - Students will not be permitted to continue into the next stage of study with any aspect of the 40 credit practice learning modules (NUR4511-D, NUR5513-D and NUR6518-D) incomplete or failed.
- Variance from 7.1.2 - 0:20:80 The Award Classification for the Honours Degree of Bachelor, will be calculated using marks from the average of 80 credits with a numerical grade at Stage 2 for 20% and from the average of 80 credits with a numerical grade at Stage 3 for 80%.

Programme Operational Plan

- Students will have 4 summative opportunities at assessment of the Health Numeracy Assessment module (NUR5510-Z) in stage 2 which equates to 1 attempt, if this is not passed a further single summative opportunity will be permitted in the re-submission period which equates to 2nd attempt. If the assessment is not passed at the end of the re-

submission period a single summative opportunity will be available as a 3rd attempt. The attempt status is assuming that no ECs accepted for any attempts.

- At the end of stage 2, if a student has not achieved a pass in the zero-credit Health Numeracy Assessment (NUR5510-Z) module they will be permitted to refer this into the stage 3 of the programme.