College of Humanities and Social Sciences
Checklist for School QAE Report for Academic Year 2011-2012

1	Have all taught Undergraduate and Postgraduate courses within the School supplied a course monitoring form?	Yes
2	If No to question 1 is an explanation given in Quality Report?	n/a
3	If No to question 1 have steps been taken to remedy this?	n/a
4	Have you attached the full range of statistics required? Breakdown of marks for UG and taught PG courses, final degree classifications for all UG programmes?	Yes
5	Have the above statistics been analysed?	Yes
6	Has a statement of QA procedures in the School been included?	Yes
7	Have External Examiners reports been discussed and have the responses to any issues raised been included in the Report?	Yes / No
8	Have there been any programme reviews in the past year?	No
9	If Yes to question 8, does the report describe action to be taken in response to the review?	n/a
10	Have you included a note of actions taken in response to issues raised in last year's QAE Report?	Yes
11	Have all courses issued a student questionnaire?	Yes
12	Do procedures exist for ensuring that comments from Staff-Student Liaison Committees have been responded to?	Yes
13	Has a report on the implementation of the College Learning and Teaching Strategy been included?	Yes

1. **Introduction**
   1.1 Brief overview of the School

The School of Health in Social Science is a leading provider of postgraduate and undergraduate professional education in health, health policy and related fields. The School consists of the four subject areas:

- Clinical Psychology
- Counselling and Psychotherapy
- Interdisciplinary Social Sciences in Health
- Nursing Studies

The School is commissioned to provide professional education by a number of statutory organisations and many School programmes are subject to accreditation by external bodies.

1.2 Brief overview of the scale and scope of learning and teaching activities

The School offers postgraduate degrees in Clinical Psychology, Counselling and Psychotherapy, Dementia, Health and Social Care and Nursing Studies, together with an undergraduate Honours degree in Nursing Studies and an expanding range of Continuing Professional Development (CPD) opportunities, from one day events and seminars to full courses. In 2011-12, the School had 130 undergraduates and 182 PG taught students. These figures do not include CPD enrolments.

The School offers Professional Doctorate programmes in Clinical Psychology and Counselling and Psychotherapy. While these have significant taught and practice components, the students are research students. In 2011-12, there 144 such students.

Three School subject areas – Clinical Psychology, Counselling and Psychotherapy and Nursing Studies – offer PhD/MPhil and MSc by Research programmes. In 2011-12, the fourth subject area, Interdisciplinary Social Sciences in Health, gained approval to offer the PhD/MPhil award. In 2011-12, the School had 66 MSc R and PhD/MPhil students.

Over recent years, the School has built upon its excellent reputation in face to face professional education with an increasing range of e-learning activities, adopting both blended learning and full distance education models.

1.3 Overview of the key features of annual monitoring and review in the School, including student engagement with Quality Assurance (QA) processes.

The principal QAE processes directly involving students include individual lecture, seminar and workshop feedback forms, course and programme feedback and evaluation forms, staff student liaison meetings and representation on relevant committees. Over recent years, additional measures have been implemented, such as greater use of mid-course feedback, use of WebCT/LEARN, discussion forums and wikis for impromptu feedback, quick email surveys to students on specific course or programme matters, and proactive use of external evaluators to meet directly with students for programme evaluation. PG research students hold regular meetings with the School PG Research Student Co-ordinator who responds to quality issues related to the PGR learning experience through a variety of fora, including the School PGR Student Forum convened twice annually.

Course organisers complete the College Annual Monitoring Form for each undergraduate and postgraduate course, including research training courses. Each programme is also reviewed annually. Professional education programmes are subject to a separate system of

annual monitoring and regular revalidation as part of their accreditation process, and three such reviews are reported below.

The School enjoys active and collaborative relationships with external examiners who provide detailed and constructive ongoing feedback to programme teams and detailed summative feedback through their annual reports. The latter are reviewed by the School Learning and Teaching Director and Heads of Subject Area, with quality issues actively followed up.

Each of the four subject areas in the School has a QAE representative who is responsible for ensuring that requisite procedures are conducted within the subject area, adapted where necessary to the particularities of the courses and programmes taught. These representatives attend the School Learning and Teaching Committee, reporting relevant issues into that committee and feeding necessary information back to their subject area teams. The School Learning and Teaching Strategy Committee ensures a strategic focus on enhancement activity across the School and the dissemination of good practice across programmes and subject areas.

Each subject area has a system of regular course and programme review meetings and strategic away days at which quality issues in relation to learning and teaching are discussed and priority areas agreed.

2.   Actions taken as a result of issues raised in the previous year's report

1.1 An overview of the actions taken, in response to issues arising from the monitoring and review activity in the previous year's report, including update and reflection on the distance travelled.

School action plans from 2010-11 QAE Report	Actions taken
In 2011-12, Nursing Studies will:	
Address and develop an action plan for student feedback challenges on some Nursing Studies courses	While several adjustments were made, the response rate for student feedback forms remains disappointing.
Progress development of the online Leadership course; Target online courses, especially the Leadership course, to an international audience; Work with International Health to develop joint on-line courses to allow international health students access.	The online Leadership course was developed and delivered in conjunction with the Global Health Academy. It was well evaluated by students and will be rolled out further in 2012-13.
Address problems in relation to clinical teaching resource allocations	On-going work with colleagues in Medicine has led to the refurbishment of labs at the Royal Infirmary.
Engage undergraduate nursing students with aspects of eLearning	Pilot introduced in 2011-12 and well received. Particular focus on e-portfolios and e-Ongoing Achievement Record. Evaluated by External Review panel as 'leading edge'. Will now be rolled out across BN.
Counselling and Psychotherapy will:	
Continue to increase and evaluate eLearning dimensions of existing courses and programmes	Increase in use of course website interactive methods. Following review and discussion, decision not to work towards more e-learning in

	subject area at this time.
Trial new approaches to assessment feedback	Pilot of new assessment feedback system focused on specific response to assessment criteria. Well received by students and external examiners. Now rolled out across all courses and programmes.
Address the University regulations for failed masters dissertations, in response to external examiner feedback	See 2.1.2 below.
Organise seminars for students focused on career prospects in the field and on how students can publish in academic and practitioner journals	Successful seminar on publishing with more students, both PGR and PGT, submitting for publication in both research and practitioner journals. Some events focused on career prospects introduced, still to be standardised.
Clinical Psychology will:	
Explore potential for service user involvement in clinical training	Implemented.
Evaluate new CPD courses and eLearning initiatives, such as the virtual family	Evaluation completed and virtual family resource extended.
The School will:	
Update course and programme evaluation documents to include: questions regarding academic and pastoral support; questions on adjustments; and questions on assessment feedback	Implemented.
Ensure that all significant actions undertaken, at programme, subject area or School level, in response to student feedback are published on the School website	Actions in response to student feedback are presented at representative committee meetings and recorded in the minutes. While more QA related information continues to be published on the school website, not all this information is published in this way. The School needs to address how to use the School website more for the dissemination of information to current students.
Build on existing good practice in peer observation of teaching and other academic practice to increase activity in this area	Continues to work well across the School.
Address problems with sourcing suitable L&T spaces with University colleagues	See 2.1.2 below
Investigate and address areas of relative dissatisfaction for PGT students	School L and T committee has undertaken a sustained focus on this and PTES results for 2011-12 show a marked increase in satisfaction rates.
Investigate the creation of a School Student handbook, addressing areas of common interest for all students in the School	Achieved, as noted in 2.1.2 below.

Explore the provision of relevant health research training courses for PGR students	See 2.1.2 below.
Review and improve PGR selection, review boards and monitoring of progress to increase retention and improve completion rates	Achieved, as noted in 2.1.2 below.

1.2 Discussion of how any recommendations made by both the College and Senate Quality Assurance Committees following review of the previous year's report have been addressed.

Recommendations made by College and Senate	Action taken
Consider rationalising CPD collaborations to reduce costs and generate income	With increasing CPD activity in the School, the centralisation of CPD administration is being explored. As a result of differential funding arrangements and target audiences, interdisciplinary CPD collaboration is small but growing.
Explore the potential for failed PGT dissertations to be resubmitted	The School QA Director raised this matter with the Head of Academic Affairs as this is a University regulatory matter. No changes have resulted.
Create a School Student handbook	The School has implemented a School Student handbook for all students, complementing the existing School PGR Handbook introduced in the previous session.
Consider ways to address difficulties with learning and teaching spaces	Throughout 2011-12, the School has worked proactively with colleagues in EBIS, timetabling and central room bookings on teaching space matters. The School has also created more dedicated, technology-enabled, interactive teaching spaces enabling classes to be held both in vivo and for workplace-based students at a distance simultaneously.
Complete review of PhD review board arrangements and report on findings and progress	The School completed its PGR Administration Review, including PhD Review Board arrangements, in April 2012. There are now consistent arrangements on all PGR matters working satisfactorily across the School with good levels of consistency and transparency.
Further develop research training for PGR students	School Research Training Courses have been opened up across subject areas. The School is continuing to work on developing a shared Qualitative Methods course and in 2012-13 is bringing forward proposals for a number of further interdisciplinary research methods courses to be taught in 2013-14.
Offer ECMS 'A' grade statistical breakdown and more detailed commentary	The current report provides A1, A2 and A3 classifications for 2011-12 and more commentary on course and programme statistics.

3. **Assurance of Quality and Standards** (to reflect on key trends/issues arising from each of the following and to identify areas for follow-up and action for the School, the College or the University)

   3.1 Annual monitoring and review of all courses and programmes leading to a University of Edinburgh award, including trends in and responses to feedback and performance data. Any specific issues for UG, PGT and PGR should be noted separately. The PGR section should include issues arising from the quality assurance, monitoring and reporting of PGR provision (under the University policy in this area). An update should be included on the status of programme specifications.

PGR provision was comprehensively reviewed in 2011-12. This resulted in the standardisation of recruitment and selection processes, supervision allocation, the PhD review board arrangements and other matters relating to PGR provision across the School.

All PGR students in their second semester are invited to an informal review with the Postgraduate Research Co-ordinator to ensure that they have settled in well and that supervision is proceeding satisfactorily. Any concerns or problems are handled as quickly and sensitively as possible. All PGR students have access to the PGR Co-ordinator or (if preferred) another staff member (one designated for each subject-area) to discuss any issues of concern that arise subsequently. A PGR Forum is also held twice a year to allow discussion and any necessary action around more general issues affecting the student body. With regard to working space, the students run their own Work-space Committee, and liaise with the Postgraduate Administrative Secretary and Postgraduate Research Co-ordinator as necessary.

School PGR students participate in their own seminar series, Annual Conference and Knowledge Exchange Event, and Summer Event, as well as a monthly programme of workshops. The PGR Summer Event in 2012 was devoted in 2012 to publication, impact and web profiles. All activities are designed to be responsive to student needs and interests or to facilitate students' own initiatives, and student evaluations indicate a high level of satisfaction.

In Nursing Studies, the BN with Honours achieved top place in the Guardian and Times' league tables for UK undergraduate nursing programmes for the eighth successive year. This excellent reputation is reflected in the quality of teaching and research activities undertaken by staff members, one of whom was promoted to Professor of Student Learning in 2011-12 in recognition of her expertise and commitment to nurse education. A second Nursing colleague was appointed a Professorial Fellow in 2011-12. Several others within the subject area have been nominated for Edinburgh University Student Association (EUSA) teaching awards. UG and PGT course results remain consistent with those recorded in previous years, with only small changes both positive and negative in the number of A grades or fails achieved. The percentage of change noted is not significant and no specific issues have been raised. Courses have been amended and adapted in response to student feedback with some courses introducing more e-learning options and others moving back to greater face-to-face provision in response to student criticism. The subject area continues to meet student critical feedback with responsiveness and flexibility. In particular, this has resulted in better performance across the research courses.

In response to the Enhancement Theme of Students as Independent Learners, in 2011-12 Counselling and Psychotherapy expanded its arrangements for self and peer assessment, increasing the number of courses with such a component as well as increasing the proportion of summative marks awarded to this component. The result has been a significant

inflation in marks on those courses. In 2012-13 the subject area is reviewing this practice with particular attention to issues of equity, transparency and fairness. In response to student feedback, the core research course in the subject area, Between Counselling and Research 1, completely overhauled the teaching delivery methods. This was well received by students and resulted in a reduced number of C grade results and an increase in B grades. Several teaching staff were also EUSA teaching award nominated again this year.

In Clinical Psychology, the Doctoral Programme consolidated changes in both content and linked-assessment from the previous two academic years. This included changes to the structure of the research thesis for the doctoral programme to include: a systematic review of the literature in a chosen area and a journal-formatted paper to reflect the core empirical research undertaken.

The only significant change to a programme specification in 2011-12 was to the new BN Honours programme that was validated during the summer of 2012. The previous and the revised programme specifications are included as Appendix 9.

3.2 Annual monitoring and review of all instances of collaborative provision including accreditation agreements, joint taught degrees, joint PhDs, including trends in and responses to feedback and performance data.

All subject areas offer programmes which are significantly integrated into the professions. This involves accreditation and review by professional bodies, direct commissioning of places by employers, such as the NHS, funding for particular provision, such as the Clinical Academic Research Career scheme in Nursing, with its focus on Critical Care, CPD activity commissioning, as discussed below, and secondment appointments, both of academic staff into the professional field and vice versa. Much of the teaching in both Clinical Psychology and Interdisciplinary Social Sciences in Health is delivered directly by visiting lecturers who are leading professional experts in the field. Nursing Studies has a number of professional appointments, either seconded directly from the field or appointed as honorary or visiting fellows. Counselling and Psychotherapy has a professional requirement that all trainers and teachers must maintain an on-going clinical practice. Student evaluations often comment very favourably on their experience of being taught by professionals in the field, who are able to make clear the links between theory and practice and draw on real clinical examples to illustrate practice and policy teaching. Interdisciplinary Social Sciences in Health students particularly comment on these aspects.

At course level, the content of the Doctorate in Clinical Psychology has been reviewed to ensure compliance with the BPS goal of meeting core competencies in Cognitive Behavioural Therapy and other therapeutic modalities. Potential links within subject areas have been identified and this information has been made available to trainees and to visiting lecturers. Changes to the Programme have been reviewed and agreed upon by NHS partners and are reflected in the current Programme Handbook.

In September 2011, the Doctoral Programme in Clinical Psychology collaborated with the equivalent Programme from the University of Glasgow to offer a Service Users Seminar. This critically examined how service users might be more involved in clinical training and research and was further developed in the academic year 2011-2012. The School is intending to expand its service user/patient engagement and its public engagement activity in 2012-13.

Nursing Studies and the College of Medicine continue to collaborate in the peer assisted learning scheme (PAL). Students report they value this opportunity to learn from each other and believe it assists in their understanding of partnership working. They also attend the

simulation centre in the Forth Valley Royal Hospital, Larbert, in their fourth year alongside senior medical students.

Following completion of the first delivery of the full-time professional education programme in Counselling and Psychotherapy, the Master of Counselling (Interpersonal Dialogue), the programme was awarded full and unconditional professional validation by COSCA, Counselling and Psychotherapy Scotland.

External Review reports in Nursing Studies and Clinical Psychology are discussed below in 3.8. Accreditation agreements continue to work well with no significant revision of arrangements in 2011-12.

> **3.3** Annual monitoring and review of Continuing Professional Development (CPD), Massive Open Online Courses (MOOCs), executive education and other provision that sits outside University of Edinburgh degree programmes, including trends in and responses to feedback and performance data.

CPD courses and events are monitored in the same way as other teaching provision in the School. It is well received by CPD students and CPD provision enjoys the confidence of employers. Despite the challenging economic climate, CPD activity in the School continues to expand significantly.

In 2011-12, Nursing Studies delivered a popular and highly successful Summer School to mostly international professionals in the field. It was also awarded a major NHS funding contract to provide CPD courses to clinical staff in 2012-13. Other CPD activity included a cross-institutional Nursing Research Seminar Series, the Emotions Seminar series, in collaboration with Counselling and Psychotherapy and the Centre for Research on Families and Relationships, and two well-attended public lectures, one in collaboration with the Royal College of Nursing. The subject area was successful in attracting funding for a Leverhulme Writer in Residence who began work with staff and students in March 2012, initiating a series of innovative creative professional development activities.

Likewise Clinical Psychology continues to benefit from NHS support for CPD provision, with additional CPD courses offered for NHS research supervisors, the introduction of new Advanced Practice Seminars and day seminars for MSc graduates.

Although Counselling and Psychotherapy relies upon CPD students self-funding or being supported by their employers on an ad hoc basis, CPD activity continues to expand, with short event provision proving popular in 2011-12. Alongside its annual public lecture, Counselling and Psychotherapy hosted a successful educational visit from the Counseling Education Department of the College of William and Mary, Virginia. The programme involved the creation of a new 20 credit course for the visiting students and included postgraduate students from both institutions presenting their research at the subject area's annual student research conference.

As the University is keen to see the expansion of CPD activity, the School proposes that Schools with active, successful and growing CPD programmes such as ours be permitted to retain a higher proportion of CPD fee income than is currently enjoyed. At present, Central Services retain approximately 50% of fees for students formally enrolled on credit-bearing CPD courses. Arguably short-term visiting CPD students use less central resources than on-programme students. The School would benefit substantially if it were able to retain the higher proportion of fees allocated for non-credit-bearing CPD enrolments for all CPD activity.

3.4 Student performance and achievement including where relevant entrants through flexible SCQF credit arrangements (entrants from further education, entrants with advanced standing and part-time students); entrants through Widening Participation programmes, collaborative provision, e-learning and On-line Distance Education and Work-based and Placement Learning, and presentation and analysis of statistics for UG, PGT and PGR, home, EU and international students.

Award outcomes for UG students in 2011-12 are consistent with results for the previous 2 years with slight variations not noted as significant. In the 2008-12 cohort, Nursing Studies had two students who accessed the programme using the LEAPS project. Both graduated with a 2.1 honours degree.

Nursing courses are 50% work based learning and 50% theoretical content. For Nursing students attending the University of Edinburgh, practice placement learning is provided by NHS Lothian and Borders. Evaluation of the provision is monitored by the Central Practice Placement Committee which collates placement mentor and student feedback to give an overall picture of quality. The evaluation results suggest that the practice placements offered to students are generally of a high standard. One main comment offered by students and mentors is the negative influence staff shortage or pressure of staff workload has on the learning opportunities offered to students. Given the nature of work in healthcare settings this is unavoidable, but mitigated by the support offered to NHS mentors and students by liaison lecturers from the University. Students are also supported pre and post placement by their allocated Director of Studies (Personal Tutor from 2012-2013).

On the Clinical Psychology Doctorate, final grade profiles for all courses are collated noting any failed pieces of work and subsequent actions taken. The Clinical Psychology Doctoral Programme has a significant taught element and grade profiles are analysed to examine for anomalies with grades at both Programme level and individual trainee level. Thesis grades are examined to quantify the number of theses at each decisional level and identify trends over the previous years. Following a growing number of doctoral theses requiring resubmission in past years, the team has been focusing on ensuring the quality of theses pre-submission and the number requiring resubmission has successfully reduced.

Clinical Psychology students have a number of key relationships with staff who support them in their academic and workplace learning, including a personal tutor, a University-based clinical supervisor, an NHS supervisor, and their research thesis supervisor. The programme ensures close working relationships across these roles with regular meetings and reviews as well as clear criteria for attending to concerns or problems.

Counselling and Psychotherapy students also enjoy a number of academic and placement based support relationships. While holding regular joint meetings with the student, the subject also convenes large group meetings with all clinical supervisors, placement managers and individual tutors to address shared issues of challenge or concern, as well as to share good practice.

Programme completions in Counselling and Psychotherapy in 2011-12 are consistent with previous years, with one exception. The number of students on the part-time only Master of Counselling electing to continue into the dissertation year, post professional training, was significantly reduced from previous years. This was due to funding challenges rather than academic performance, as these students are usually self-funding.

PGR completion rates are an area of concern in the School and recent activity has been geared to facilitating improvement, particularly for full-time students. From 2005/6 to 2010/11, only 30% of full-time students completed within the maximum prescribed period of

study, while for the same period of time 80% of part-time students completed within the maximum period allowed. However, the majority of students who completed in 2011/12 were able to submit their theses within their writing-up period. This is a marked improvement. We now have established systems and working practices in place to enhance our completion rates further.

International students make up a significant proportion of certain programmes, while others, due to NHS commissioning, necessarily have mostly or entirely local students. Completion rates and degree results for international students are not significantly different than for home/EU.

Interdisciplinary Social Sciences in Health students are part-time students working in the professional field and they can experience significant challenges when returning to formal education after a significant time. As experienced practitioners and service managers, they can struggle sometimes to integrate theory and research to policy and practice. The subject area has concentrated on responding to these challenges in the last two years and has seen good results in improved course outcomes, with room for further improvement.

While the wider economic climate, both national and international, remains challenging, the School continues to enjoy the confidence of employers and commissioners and to benefit from excellent liaison and collaborative working relationships between workplace/placement settings and the academy.

3.5 Summary of comments from External Examiner Reports (with any specific issues for UG, PGT and PGR noted separately).

Doctorate in Clinical Psychology external examiner reports in 2011-12 were largely positive about the quality of the content of the Programme and felt that standards were comparable if not better than other Doctoral Programmes. Examiners were satisfied with the delivery of the Doctoral Programme, teaching methods used and feedback gained. Some comments were made about the new thesis model which was introduced two years ago. The comments were generally positive but it was felt that while previous criticisms about repetition of content had been addressed, there was still further room for improvement. This has led to further guidance about the structure of the thesis for the new cohort in 2012-13. External examiner reports relating to the MSc in Applied Psychology were positive and commended the programme on its innovations in applied psychology training. In 2011-12, Clinical Psychology ran two training sessions for all examiners, internal and external, on assessment and standards for the degree, including enhanced guidance on the examining process. This was intended to ensure greater consistency across Viva Voce examinations.

The summary of the external examiner reports for the UG programme in Nursing indicates that the examiners believe the quality and standards of the educational provision offered by the programme are excellent. They stated that the students appear to be well supported in their learning. This is reflected by the calibre of students attracted to the subject area, the opportunities offered to the students and their overall academic achievements. One examiner stated that the marking transparency and the quality and detail of assessment feedback was an example of good practice for other HEIs. One external examiner questions the use of a research proposal for the dissertation assignment, stating that the quality of submissions for this assignment are less than that of other course papers and the team will be reviewing this matter in 2012-13.

On review of the BN practice placements portfolios, the external examiner stated that the quality of placements is evident and fully meets the NMC standards of learning for pre-registration nurse education. The external examiner also quoted statements from several

mentors who report particularly valuing having the University of Edinburgh students in placement.

Counselling and Psychotherapy External Examiner reports also commend the quality of the assessment feedback, noting the rigour and attention applied to this area. One explicitly commends the quality of academic staff support as an 'exemplar for how university programmes can be tailored to enhance the student experience as well as encouraging learning and development'. The facility for students to choose their own research topic is also commended.

3.6 Student engagement: an outline of how students are engaged in School quality and other processes, including student involvement in learning developments and methods for obtaining feedback and the key annual trends arising from these, and how they are being responded to. (including internal course and programme feedback surveys and external surveys such as NSS, PRES, PTES and ISB). With regard to annual trends, Schools should include reflection on the study abroad experience, where relevant.

NSS results for Nursing Studies continue to be outstanding, placing the subject area at the pinnacle of UK national provision. The subject area places great store by this achievement and continues to work hard to maintain this position. While mostly good, School PTES results in 2010-11 were somewhat disappointing in the areas of academic staff guidance and support, as well as promptness of feedback. The Learning and Teaching Committee focused on these issues in 2011-12 and this has resulted in better scores in these areas. Examples of improvements included greater information on the School website pages for students, greater clarity in student handbooks, and more training for staff. PG taught students continue to report a lesser sense of engagement with the academic community. While this may partly be the result of the majority of PGT students being well-integrated into professional practice communities, it is nonetheless worthy of more attention and is noted as a School action point for 2012-13.

Each subject area has an active staff student liaison committee (SSLC) or equivalent for taught students, while PGR students have meetings with the school PGR Coordinator. The latter sits on the School Management Committee, feeding the views of research students directly into senior management. This resulted in the comprehensive revision of PGR arrangements in 2011-12. Key academic staff from all subject areas, in addition to the subject area QA leads, sit on the School Learning and Teaching Committee, monitoring learning developments, sharing good practice and committing to implementing strategic developments and innovations. Each subject area has particular and unique strengths from which the others benefit through the Learning and Teaching Strategy Committee and the School Away Days. For example, colleagues in Clinical Psychology have pioneered and researched a range of e-learning initiatives, such as online clinical decision-making training, while Nursing Studies staff have been at the forefront of the development of e-portfolios as well as enhancing student support arrangements.

3.7 Internal Reviews: overview of subject-specific remit items from TPRs/PPRs. Reflection on progress towards meeting recommendations from reviews, including 14 week or year-on response (whichever is the more recent); thereafter an annual update on progress using the recommendation report table to be included as an appendix to the annual School report until completion of all recommendations.

There were no TPRs or PPRs in 2011-12.

3.8 External Reviews (including accreditation reviews). Issues arising and responses.

The following external reviews were conducted in 2011-12:
1. External Review of the Bachelor of Nursing by the Nursing and Midwifery Council (NMC)
2. External Review of the Doctorate in Clinical Psychology by the Health Professions Council (HPC)
3. External Review of the Doctorate in Clinical Psychology by the British Psychological Society (BPS)

A full report of the NMC review is offered in Appendix 4. The programme was highly commended and met all the standards for pre-registration nursing education on condition that its documentation explicitly stated the recognition of prior learning arrangements.

The HPC approved the continuation of the Doctorate in Clinical Psychology subject to two conditions. These were:
- more explicit documentation to be given to students about who they should go to for support when on teaching and on placement
- to monitor attendance more closely especially when students are on teaching blocks.

In addition there were a number of minor recommendations.

The BPS confirmed on-going accreditation of the Doctorate in Clinical Psychology subject to the following two conditions:
- the appointment of person to the administrative post and a review of administrative support
- to monitor students' completion of the research contract to provide consistency across students' experience of research supervision.

Again there were a number of minor recommendations. The Programme was commended on the facilitation of the visits and programme staff were very pleased with the outcome.
Accreditation reports and correspondence are provides in Appendices 5 and 6.

3.9 Peer observation of practice. Reflections on peer observation should not be restricted to the formal recording of class-based teaching activity, but can include wider observation of learning and teaching practice, moderation, feedback to markers on their feedback to students, and peer teaching. The emphasis should be on surfacing good practice.

Joint teaching, assessment, tutoring and research supervision are standard practice across the School, providing ample opportunity for both formal and informal peer feedback on academic practice. Some members of staff continue to implement an annual peer observation of teaching arrangement, asking a colleague to assess particular aspects of their academic practice. Others engage in more informal discussion, with debriefing discussions after lectures or seminars, or reviews of how joint teaching or supervision arrangements are proceeding. In 2011-12, Clinical Psychology and Counselling and Psychotherapy each undertook specific staff training sessions on assessment and feedback.

3.10 Summary of key issues arising from the annual monitoring and review of quality and standards and implications for enhancement (a summary of key issues arising from sections 3.1 to 3.9)

For Counselling and Psychotherapy:

Review self and peer assessment arrangements, implement changes, where necessary, and disseminate learning from this exercise across School

Explore how to encourage more part-time professional students to continue into the Masters year

Implement a consistent approach to addressing employability and guidance on career prospects for all professional students near the end of their programmes

For Nursing Studies:

Revisit the low response rate of student course feedback for some courses

Review the BN dissertation proposal assignment and implement changes as required

Develop the electronic On-going Achievement Record (OAR) for all BN students

Evaluate the experience of the Writer in Residence, disseminate across School and consider continuation of good practice

For Clinical Psychology:

Review the issue of repetition in the doctoral thesis

Evaluate the attempt to create consistency across the doctoral viva experience and disseminate learning from this exercise across School

Evaluate the initiative to involve service users/patients in professional education and disseminate learning from this exercise across School

For Interdisciplinary Social Sciences in Health:

Explore how to assist new students to engage in critical academic writing at postgraduate level

Update course materials to reflect advances in law, policy and practice

Review the effectiveness of learning and teaching activities focused on helping students link research and theory to policy and practice

Review how students may engage in course work and dissertation research focused on a critical analysis of policy and practice within their workplaces while maintaining a reasonable level of confidentiality for their employer organisations

For the School:

Explore the centralisation of administration for CPD provision

Explore securing a more advantageous School income position for CPD activity

Establish more interdisciplinary CPD provision

Explore how to enhance PGT students' sense of engagement with the academic community

Bring forward interdisciplinary research methods courses

Develop the School website for current students

Ensure the consistent achievement of Feedback Standards 5 and 6 for all students

4.   Enhancement and Good Practice

4.1 Update on progress in relation to the School and College Learning and Teaching Strategies and related University strategies

All areas of the School have been active in improving assessment feedback. This has been highly commended by external examiners and welcomed by students, as noted above.

In 2011-12, the School continued its commitment to collaborative provision and close working relationships with the professional field, including actual and potential future employers. This is evidenced in on-going improvements in collaborative provision for on-programme students, as well as in the expansion in the range and diversity of CPD and other provision.

In 2011-12, the School clarified and communicated pastoral support arrangements more explicitly to students. The PTES results on this theme improved while the NSS results remained excellent.

The School has emphasised a consistent and proactive approach to promoting good scholarship to all new students, including organising sessions for students on critical writing, accurate referencing etc. This has proven successful, with the number of cases of suspected poor scholarship and plagiarism decreasing.

The development of e-learning, as alternative or additional learning and teaching methods for some courses, or the sole L and T methods for others, continues to grow. In some areas it has proven very successful, for example, the e-OAR for Nursing students and the Virtual Family in Clinical Psychology. In others, it has been less well-received and students have requested a return to more face-to-face teaching: for example, the Health Promotion course. The School's approach is to experiment, innovate, evaluate and research, to identify where and how e-learning works well and less so, and, at all times, to respond flexibly to student feedback.

Similarly, the implementation of more self and peer assessment, encouraging the student to become a more active participant in assessing their academic performance, has met with mixed results. In 2011-12, Counselling and Psychotherapy found this worked well for formative assessment, and for a limited proportion of summative assessment marks, but could prove complicated and counterproductive where a significant proportion of course marks are student-assigned.

Research-teaching linkages are now well-embedded in teaching practice in the School, with teaching staff taking opportunities to teach on their research areas, including their research on required reading lists, and encouraging students to engage critically with staff research. Subject areas and the School also hold regular research seminars, highlighting the research work of colleagues in the school and from other institutions. Clinical Psychology hosts an annual research fair which highlights staff research to both students and colleagues in the professional field, and assists students to formulate their own research interests and identify potential supervisors. In 2011-12, the School was able to create a bursary scheme to enable Counselling students to present at and attend the national British Association of Counselling

and Psychotherapy Research Conference, which the subject area co-hosted in Edinburgh. Partly as a result of an increased focus on research-teaching linkages, in 2011-12, the number of student submissions and publications in research journals increased.

4.2 Update on activities in support of QAA Enhancement Themes (relating to current and previous Enhancement Themes)

Developing and supporting the curriculum of the UG degree has less relevance for the School's undergraduate programme than earlier themes, largely because the BN curriculum is highly prescribed by the professional requirements laid down by the Nursing and Midwifery Council, including the 50% workplace delivery structure. Consequently, the curriculum has less flexibility and opportunity to be adapted to suit individual student needs than other UG provision. Nonetheless, the BN team has been considering how to create flexibility and responsiveness within the structures laid down by professional accreditation. One such approach is to allow students significantly different assessment options for certain courses, allowing the student to choose the assessment approach which most meets their learning needs.

Other enhancement themes have been commented above or below or in previous annual reports.

4.3 If not already addressed in the School Learning and Teaching Strategy, the report should also include reflections on the effectiveness of the School's approach to:

4.3.1 Graduate attributes and employability. NEW Schools are asked to give examples of good practice relevant to students' graduate attributes and employability.

As a professional discipline, many of the activities required to promote graduate attributes have been both implicitly and explicitly built into the Nursing programmes. This was evident during the redesign of the BN with Honours programme over the academic year and in the NMC revalidation report. In 2011-12, the subject area ensured that BN students engaged with the Careers Service in their final year of study. This engagement allows the student to explore all avenues of potential employment available to them, ensuring that all aspects of employability and the professional employability are enhanced. Despite wider economic constraints, students who graduated in 2012 managed to secure their first posts with relative ease. As noted above, the e-OAR is being rolled out to all BN students, after a successful pilot.

4.3.2 Pastoral and Academic Support. Schools are asked to reflect on progress towards implementing strands of the Enhancing Student Support Project and to include comment on the status of the 'Pastoral and Academic Support Standards and Guiding Principles'.

During 2011-12 Nursing Studies took a leading role in University-wide revision of the standards and guiding principles for the provision of academic and pastoral support. In the light of this, Nursing Studies reviewed its support of students under the existing Director of Studies system and the equivalent at postgraduate level. Several University-wide suggested improvements were already in place, for example, frequency of student contact and maintenance of records. In 2011-2012 staff have prepared for the formal implementation of the personal tutor system, drafted the required *School Personal Tutoring Statement* and communicated with existing undergraduate students as to the introduction of an enhanced system of student support to commence in 2012/13. Work is currently underway across the

School in preparation for the enhanced system of support being introduced for postgraduate students in 2013/14.

> **4.3.3** Assessment and Feedback: how key trends arising from feedback are being addressed, and completion of the survey on feedback practice in relation to the 'Feedback Standards and Guiding Principles'. See Appendix.

The quality and quantity of assessment feedback is highly commended by external examiners across all subject areas. It is mostly well evaluated by students also, though there continues to be student dissatisfaction with promptness of return in certain areas. Feedback times within the School vary. In Nursing Studies, it is 3 weeks. In Counselling and Psychotherapy, 4 to 6 weeks depending on the course and programme. For all courses and programmes, the feedback time is published with the return date when students should expect to have their work returned.

Key trends are addressed with students in several ways. Individually students receive feedback for both formative and summative assignments through returned feedback forms and annotated scripts. Feedback is also discussed in academic support meetings. Many course organisers also provide generic feedback to the whole student group, as well as using past course generic feedback to guide students in advance of taking the assessment.

The assessment feedback survey is included below. While significant progress has been made over the last three years, the School recognises the need to work further on achieving cross-School consistency in Standards 5 and 6: advising students how to optimise their learning through feedback and explicitly addressing the need for students to take note of feedback and work on it through their studies. These are examples of where matters which may appear self-evident to staff may not always have been directly communicated to students.

> **4.3.4** Equality and Diversity, including engagement with and actions in support of the University Equality and Diversity Strategy and Action Plan. University Equality and Diversity and actions in support of meeting the objectives; and Accessible Learning, including a reflection on mainstreaming adjustments and implementation of best practice and the framework for monitoring, evaluating and revising processes and future progress, meeting needs of e-learning students and studio-based practice where relevant.

The School has a track record of providing for students with disabilities. These range from learning difficulties, such as dyslexia, through to mobility problems, visual and hearing impairments, and chronic illnesses. The School takes a proactive approach in attempting to mainstream provision wherever possible. The School Adjustments Officer meets individually with students to ensure adequate adjustments are made and to liaise with teaching and support staff to ensure a student-centred approach to learning.

The main challenges faced by the School in this area relate to problems with the teaching environment, as noted below.

> **4.3.5** The physical and digital learning and teaching environments. To include a reflection on their impact on the student learning experience and provision of teaching.

The physical teaching environment provided by School teaching rooms is good. Provision across the University Estate is mixed with some excellent modern spaces and some very poor. In particular, much of the School's teaching continues to be accommodated in the un-refurbished and now somewhat dilapidated Forrest Hill complex, which is also inaccessible. Poor accommodation is one of the most commonly cited sources of dissatisfaction in student course feedback.

Central Room Booking systems struggle to meet the needs of School teaching which can involve full day or full week bookings. Such teaching requires a medium sized lecture room together with multiple smaller group tutorial spaces. Despite the new timetabling software, such requirements prove very challenging for a system centred around one or two hour single room bookings.

As recorded in 2010-2011 QA report, Nursing students identified the limitations of the clinical skills lab shared with Medical students which resulted in the refurbishment of this space. Nursing students report that their clinical learning needs are being met well in the NHS environment. Digitally, the School is progressing work to enhance existing provision. Learning flexibility is a key driver for this in PG programmes and the development of graduate skills in the UG programme.

> **4.3.6** NEW: Internationalisation: a reflection on any international practice or discipline reference points which have informed the School's approach to the School learning & teaching strategy and enhancements including to the student experience.

In 2011-12, the School consolidated a number of formal Memoranda of Understanding with several institutions around the world, including Hangzhou Normal University (China), Tzu Chi University (Taiwan), Kiang Wu (Macau) and Griffiths University (Australia). These agreements involve visits from academic staff and research collaboration. School staff have been active in building international links with, among others, Turku University (Finland) under an Erasmus teaching exchange, the College of William and Mary, Virginia, Our Lady of the Lake University, Texas and the University of Waikato, New Zealand.

The School continued to recruit international students strongly from South East Asia and increased the number of students from Canada and the USA. Disseminating good practice developed in the School, the School Quality Director delivered a University-wide staff development session on responding to the needs of international students, and students with English as a second language, in teaching and research supervision. This also links to responding to feedback from the International Student Barometer.

> **4.4** Summary of enhancement and good practice for sharing across Schools and Colleges. Please include links to relevant material on School or other website, where available.

Specific aspects of School provision which may be regarded as enhancement activity and representing good practice include:

The introduction of the electronic On-going Achievement Record for undergraduate students

Specific focus on the needs of international students and students with English as a second language

Proactive promotion of good scholarship

Flexible adaptation to student feedback on blended courses

Active introduction of the Careers Service to final year undergraduates and other work on employability

Supporting PGT (as well as PGR) students to attend research conferences

Supporting student research publication

Development of international relations

5.   Forward Look

5.1 Summary of recommendations for action by the School or by the College or other University departments arising from the Annual Report

In 2012-13, the School intends to:

Work further with Estates and Buildings and Timetabling on the provision of suitable learning and teaching spaces, both formal and informal

Explore with College financial incentivising of the expansion of CPD activity

Expand and diversify CPD provision

Work towards the creation of a new UG degree in Health and Social Science

Develop the School website for current students

Review the implementation of consistent PGR processes

Develop new interdisciplinary research methods courses

Continue to build links with the professional field, including strengthening arrangements for secondments and honorary and visiting fellowships

5.2 Identification of themes to be taken forward by the School (progress on these to be reported in section 2 of the report in the following year)

The main themes the School intends to work on in 2012-13 are:

Employability and graduate attributes: enhancing activities within the curriculum aimed at developing student attributes in relation to employment as accountable, ethical and effective professionals in health and social care, as well as providing discipline-specific guidance on career prospects

Achieving greater consistency across the School in the student experience of learning, teaching and research, while acknowledging the needs of disciplinary diversity

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Remit and membership of the School QAE Committee

School of Health in Social Science
Quality Assurance Committee 2011-12

Chair	Seamus Prior
Secretary	Sue Larsen

Subject Area Representatives

Clinical Psychology	Ethel Quayle
Counselling and Psychotherapy	Seamus Prior
Interdisciplinary Social Sciences in Health	John Harries
Nursing Studies	Jilly Taylor

Other Members

School Learning and Teaching Director	Karen McKenzie

APPENDIX 2
Programme and Course statistics

Postgraduate Outcomes in School of Health in Social Science for QAE 2011-2012

Master of Counselling		Distinction	Pass	Diploma	Certificate	Fail	W/D	Total
2007 - 08	N	3	6	13	23		3	48
	%	6.25%	12.5%	27.1%	47.9%	0.0%	6.3%	100%
2008 - 09	N	3	4	7	37		2	53
	%	5.7%	7.5%	13.2%	69.8%	0.0%	3.8%	100%
2009 - 10	N	4		8	31		1	44
	%	9.1%	0.0%	18.2%	70.5%	0.0%	2.3%	100%
2010 - 11	N	4	6	17	38		1	66
	%	6.1%	9.1%	25.8%	57.6%	0.0%	1.5%	100%
2011 - 12	N		3	11	19			33
	%	0.0%	9.1%	33.3%	57.6%	0.0%	0.0%	100%

MSc in Counselling Studies		Distinction	Pass	Diploma	Certificate	Fail	W/D	Total
2007 - 08	N	8	18					26
	%	30.8%	69.2%	0.0%	0.0%	0.0%	0.0%	100%
2008 - 09	N	7	27	3				37
	%	18.9%	73.0%	8.1%	0.0%	0.0%	0.0%	100%
2009 - 10	N	5	15	1				21
	%	23.8%	71.4%	4.8%	0.0%	0.0%	0.0%	100%
2010 - 11	N	6	16	5				27
	%	22.2%	59.3%	18.5%	0.0%	0.0%	0.0%	100%
2011 - 12	N	6	15	3				24
	%	25.0%	62.5%	12.5%	0.0%	0.0%	0.0%	100%

MCouns (Interpersonal Dialogue)		Distinction	Pass	Diploma	Certificate	Fail	W/D	Total
2007 - 08	N							
	%							
2008 - 09	N							
	%							
2009 - 10	N							
	%							
2010 - 11	N							
	%							
2011 - 12	N		2					2
	%		100.0%					

MCouns (Continuing Professional Practice)		Distinction	Pass	Diploma	Certificate	Fail	W/D	Total
2007 - 08	N							
	%							
2008 - 09	N							
	%							
2009 - 10	N							
	%							
2010 - 11	N							
	%							
2011 - 12	N		1					1
	%		100.0%					

MSc by Research (Counselling)		Distinction	Pass	Diploma	Certificate	Fail	W/D	Total
2007 - 08	N							
	%							
2008 - 09	N							
	%							
2009 - 10	N	1						1
	%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
2010 - 11	N		1					1
	%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100%
2011 - 12	N							
	%							

MSc/Dip/Cert in Advancing Nursing Practice		Distinction	Pass	Diploma	Certificate	Fail	W/D	Total
2007 - 08	N							
	%							
2008 - 09	N		**4**	**1**	1			6
	%	0.0%	**66.7%**	**16.7%**	16.7%	0.0%	0.0%	100%
2009 - 10	N		10	1				11
	%	0.0%	90.9%	9.1%	0.0%	0.0%	0.0%	100%
2010 - 11	N		10		1			11
	%	0.0%	90.9%	0.0%	9.1%	0.0%	0.0%	100%
2011 - 12	N	1	12					13
	%	7.7%	92.3%	0.0%	0.0%	0.0%	0.0%	100%

MSc by Research (Nursing)		Distinction	Pass	Diploma	Certificate	Fail	W/D	Total
2007 - 08	N		5					5
	%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100%
2008 - 09	N	1						1
	%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
2009 - 10	N		2					2
	%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100%
2010 - 11	N							
	%							
2011 - 12	N		2					2
	%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100%

MSc/Dip in Applied Psychology for Children and Young People		Distinction	Pass	Diploma	Certificate	Fail	W/D	Total
2007 - 08	N	1	17	1		1		20
	%	5.0%	85.0%	5.0%	0.0%	5.0%	0.0%	100%
2008 - 09	N	2	14	1				17
	%	11.8%	82.4%	5.9%	0.0%	0.0%	0.0%	100%
2009 - 10	N	1	10					11
	%	9.1%	90.9%	0.0%	0.0%	0.0%	0.0%	100%
2010 - 11	N	1	15					16
	%	6.3%	93.8%	0.0%	0.0%	0.0%	0.0%	100%
2011 - 12	N	1	15					16
	%	6.3%	93.8%	0.0%	0.0%	0.0%	0.0%	100%

MSc Children & Young People's Mental Health and Psychological Practice		Distinction	Pass	Diploma	Certificate	Fail	W/D	Total
2007 - 08	N							
	%							
2008 - 09	N							
	%							
2009 - 10	N							
	%							
2010 - 11	N							
	%							
2011 - 12	N	4	18					22
	%	18.2%	81.8%	0.0%	0.0%	0.0%	0.0%	100%

Doctorate Clinical Psychology		Distinction	Pass	Diploma	Certificate	Fail	W/D	Total
2007 - 08	N		45					45
	%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100%
2008 - 09	N		28				2	30
	%	0.0%	93.3%	0.0%	0.0%	0.0%	6.7%	100%
2009 - 10	N		24	1			1	26
	%	0.0%	92.3%	3.8%	0.0%	0.0%	3.8%	100%
2010 - 11	N		31					31
	%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100%
2011 - 12	N		21					21
	%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100%

PgCert Cognitive Behavioural Therapy for Children and Young People		Distinction	Pass	Diploma	Certificate	Fail	W/D	Total
2007 - 08	N							
	%							
2008 - 09	N							
	%							
2009 - 10	N							
	%							
2010 - 11	N							
	%							
2011 - 12	N	3	7				4	14
	%	21.4%	50.0%	0.0%	0.0%	0.0%	28.6%	100%

24

MSc Integrated Service Improvement Health and Social Care		Distinction	Pass	Diploma	Certificate	Fail	W/D	Total
2007 - 08	N							
	%							
2008 - 09	N							
	%							
2009 - 10	N							
	%							
2010 - 11	N	2	11	1				14
	%	14.3%	78.6%	7.1%	0.0%	0.0%	0.0%	100%
2011 - 12	N		3					3
	%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100%

Undergraduate Outcomes in School of Health in Social Science for QAE 2011-2012

Undergraduate Programme Outcomes

Bachelor of Nursing with Honours		1st	2.1	2.2	W/D	Total
2008-09	#	4	19	3	1	27
	%	14.81	70.37	11.11	1	100%
2009-10	#	8	14	3	0	25
	%	32	56	12	0	100
2010-11	#	3	14	0	0	17
	%	17.65	82.35	0	0	100
2011-12	#	5	26	0	0	31
	%	16.13	83.87	0	0	100%

Undergraduate Course Outcomes

Health and Society 2B
NUST08005

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A	1	3%	4	20%	7	17%				
Pass	A3							1	3%	1	4%
Pass	B	14	45%	10	50%	16	38%	12	31%	15	54%
Pass	C	11	35%	3	15%	15	36%	21	54%	11	39%
Pass	D	3	10%					1	3%	1	4%
Fail	AN	1	3%			3	7%				
Fail	F	1	3%								
N/A	WD			3	15%	1	2%	3	8%		
Result to follow	M							1	3%		
			100		100		100		100		100

Health and Society 1B
NUST08003

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A	5	13%	6	11%	6	7%				
Pass	A2							1	2%		
Pass	A3							6	12%	5	8%
Pass	B	16	40%	18	33%	19	21%	20	41%	29	47%
Pass	C	14	35%	18	33%	34	38%	13	27%	18	29%
Pass	D	1	3%	5	9%	18	20%	4	8%	3	5%
Fail	AN	2	5%	5	9%	6	7%			2	3%
Fail	E			1	2%	3	3%	2	4%		
Fail	F									1	2%
Fail	G					1	1%				
N/A	WD	2	5%	2	4%	1	1%	1	2%	3	5%
Result to follow	M					1	1%				
						1	1%	2	4%	1	2%
			100		100		100		100		100

Health and Society 2A
NUST08004

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A	5	17%	4	19%	1	3%				
Pass	A3							5	14%	2	7%
Pass	B	13	43%	4	19%	9	24%	11	31%	20	71%
Pass	C	9	30%	8	38%	16	43%	16	46%	6	21%
Pass	D	1	3%	1	5%	9	24%	3	9%		
Fail	AN			2	10%	1	3%				
Fail	E	1	3%								
Fail	F	1	3%								
N/A	WD			2	10%	1	3%				
			100		100		100		100		100

Nursing 2
NUST08006

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A	2	7%	4	20%	2	6%				
Pass	A3							1	3%	1	3%
Pass	B	13	46%	7	35%	19	53%	17	53%	11	38%
Pass	C	11	39%	6	30%	13	36%	12	38%	16	55%
Pass	D	1	4%							1	3%
Fail	AN					1	3%				
Fail	E	1	4%								
N/A	WD			3	15%	1	3%	2	6%		
			100		100		100		100		100

Nursing 1
NUST08001

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A	7	28%	5	13%	7	20%				
Pass	A2									1	3%
Pass	A3							3	10%	7	18%
Pass	B	13	52%	28	74%	23	66%	19	63%	21	55%
Pass	C	4	16%	3	8%	4	11%	6	20%	5	13%
Pass	D			1	3%					1	3%
Fail	G			1	3%						
N/A	WD	1	4%					1	3%	3	8%
Result to follow	M					1	3%				
								1	3%		
			100		100		100		100		100

Health and Society 1A
NUST08002

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A	1	3%			5	6%				
Pass	A2									1	1%
Pass	A3							8	14%	2	3%
Pass	B	8	22%	16	29%	18	22%	11	19%	24	34%
Pass	C	9	25%	18	33%	25	30%	22	38%	23	33%
Pass	D	16	44%	12	22%	20	24%	10	17%	8	11%
Fail	AN			3	5%	2	2%				
Fail	E			4	7%	6	7%	1	2%	3	4%
Fail	F									1	1%
Fail	G									2	3%
Fail	R			1	2%						
N/A	NO					4	5%				
N/A	WD	2	6%	1	2%	2	2%	1	2%		
Result to follow	M					1	1%				
								5	9%	6	9%
			100		100		100		100		100

SCQF Level 10
Issues and Developments in the Management of Pain
NUST10008

		2007/2008	%	2009/2010	%	2011/2012	%
Pass	A	3	13%	6	20%		
Pass	A3					12	43%
Pass	B	13	57%	19	63%	12	43%
Pass	C	7	30%	5	17%	3	11%
Pass	D					1	4%
%					100		100		100

Applied Clinical Biology
NUST10026

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A	6	21%	4	15%	4	24%				
Pass	A2							1	3%		
Pass	A3							4	12%		
Pass	B	17	61%	14	54%	11	65%	15	45%	19	61%
Pass	C	5	18%	8	31%	2	12%	12	36%	11	35%
Pass	D							1	3%	1	3%
%			100		100		100		100		100

Pathology and Patient Care
NUT10013

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A	8	29%	6	23%	5	29%				
Pass	A3							4	12%	3	10%
Pass	B	11	39%	17	65%	7	41%	23	70%	22	71%
Pass	C	7	25%	3	12%	5	29%	6	18%	6	19%
Pass	D	1	4%								
Fail	AN	1	4%								
			100		100		100		100		100

The Nature of Nursing
NUST10012

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A	6	21%	9	35%	3	18%				
Pass	A3							4	12%	9	29%
Pass	B	18	64%	5	19%	5	29%	11	33%	10	32%
Pass	C	4	14%	7	27%	7	41%	13	39%	9	29%
Pass	CA							2	6%		
Pass	D			5	19%	2	12%	3	9%	3	10%
			100		100		100		100		100

Dissertation (Bachelor of Nursing with Honours)
NUST10028

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A	6	25%	10	38%	6	23%				
Pass	A2									3	9%
Pass	A3							3	18%	6	19%
Pass	B	7	29%	8	31%	9	35%	11	65%	14	44%
Pass	C	8	33%	6	23%	9	35%	2	12%	7	22%
Pass	D	3	13%	2	8%	1	4%	1	6%	1	3%
Fail	H									1	3%
Result to follow	M					1	4%				
			100		100		100		100		100

Organisation, Management and Practice of Nursing
NUST10029

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A	9	38%	6	23%	16	62%				
Pass	A2							2	12%		
Pass	A3							5	29%	11	34%
Pass	B	13	54%	15	58%	9	35%	10	59%	21	66%
Pass	C	2	8%	4	15%						
Pass	D			1	4%						
Result to follow	M					1	4%				
			100		100		100		100		100

Management of Transitions – Care of the Older Person
NUST10018

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A	4	17%	6	23%	9	35%				
Pass	A2							1	6%		
Pass	A3							6	35%	10	31%
Pass	B	8	33%	7	27%	13	50%	9	53%	18	56%
Pass	C	9	38%	7	27%	3	12%	1	6%	4	13%
Pass	D	2	8%	5	19%						
Fail	E	1	4%	1	4%						
Result to follow	M					1	4%				
			100		100		100		100		100

Professional Adult Nursing
NUST10032

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A			3	12%	2	8%				
Pass	A3							3	18%	1	3%
Pass	B	13	54%	17	65%	16	64%	7	41%	16	50%
Pass	C	10	42%	6	23%	4	16%	6	35%	12	38%
Pass	D	1	4%			2	8%	1	6%	2	6%
Result to follow	M					1	4%				
										1	3%
			100		100		100		100		100

Research and Inquiry in Nursing
NUST10007

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A	2	7%	6	23%	3	18%				
Pass	A3							4	12%	9	29%
Pass	B	9	32%	15	58%	11	65%	25	76%	17	55%
Pass	C	14	50%	5	19%	3	18%	4	12%	5	16%
Pass	D	2	7%								
Fail	F	1	4%								
			100		100		100		100		100

Critical Care Nursing
NUST10036

		2011/2012	%
Pass	A3	21	58%
Pass	B	14	39%
Pass	C	1	3%
			100.0%

Loss and Death in Childbearing
NUST10011

		2007/2008	%	2009/2010	%	2011/2012	%
Pass	A	2	25%	4	27%		
Pass	A2					1	7%
Pass	A3					5	36%
Pass	B	5	63%	6	40%	2	14%
Pass	C	1	13%	1	7%	2	14%
N/A	NO			4	27%		
						4	29%
			100		100		100

Living with Chronic Illness
NUST10037

		2011/2012	%
Pass	A3	5	19%
Pass	B	11	41%
Pass	C	11	41%
			100.0%

Ethical, Legal and Social issues in Child Health
NUST10010

		2007/2008	%	2009/2010	%	2011/2012	%
Pass	A	2	29%	1	17%		
Pass	B	1	14%	3	50%	6	43%
Pass	C	4	57%			2	14%
Pass	D			1	17%	2	14%
N/A	WD			1	17%		
						4	29%
			100		100		100

SCQF 11
Professional and Personal Development
NUST11059

		2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A2			1	5%				
Pass	A3	2	17%	3	14%	1	13%		
Pass	B	5	42%	12	55%	3	38%	9	60%
Pass	C	5	42%	5	23%	2	25%	4	27%
Fail	AN			1	5%				
Fail	E					1	13%		
Fail	F							1	7%
N/A	WD					1	13%		
								1	7%
			100		100		100		100%

Dissertation (MSc Advancing Nursing Practice)
NUST11058

		2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A2					1	13%		
Pass	A3			3	21%	2	25%	3	25%
Pass	B	2	50%	5	36%	1	13%	5	42%
Pass	C	1	25%	3	21%	4	50%	3	25%
Pass	D			2	14%				
N/A	WD	1	25%						
				1	7%			1	8%
			100		100		100		100%

Clinical Decision making and professional Judgement
NUST11048

		2009/2010	%	2011/2012	%
Pass	A2	2	12%	1	6%
Pass	A3	6	35%	2	13%
Pass	B	4	24%	6	38%
Pass	C	1	6%	7	44%
Pass	D	3	18%		
Fail	AN	1	6%		
			100		100%

Health Promotion: Philosophy, Principles and Theory
NUST11054

		2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A2					1	17%		
Pass	A3	2	20%	2	14%			1	11%
Pass	B	4	40%	3	21%			1	11%
Pass	C	3	30%	7	50%	3	50%	6	67%
Pass	D			1	7%	2	33%		
Fail	E	1	10%						
N/A	WD			1	7%				
								1	11%
			100		100		100		100%

Research Methods in Nursing and Health Care A (20 credits)
NUST11078

		2011/2012	%
Pass	A2	1	6%
Pass	A3	2	13%
Pass	B	6	38%
Pass	C	6	38%
		1	6%
			100%

Leadership across different health care contexts: achieving your potential
NUST11045

		2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A2	1	13%						
Pass	A3	2	25%	2	18%	2	25%	1	11%
Pass	B	2	25%	3	27%	3	38%	5	56%
Pass	C	2	25%	5	45%	2	25%	3	33%
Pass	D	1	13%	1	9%				
Fail	E					1	13%		
			100.0%		100.0%		100.0%		100.0%

Portfolio (MSc in Advancing Nursing Practice)
NUST11063

		2008/2009	%	2010/2011	%	2011/2012	%
Pass	A2			1	100%		
Pass	A3					1	100%
Pass	B	1	100%				
			100%		100%		100%

Supervised Reading (20 credits)
NUST11075

		2010/2011	%	2011/2012	%
Pass	B	3	38%	5	83%
Pass	C	3	38%	1	17%
Pass	D	1	13%		
N/A	WD	1	13%		
			100%		100%

Dissertation (MSc Res Nursing Studies)
NUST11033

		2007/2008	%	2008/2009	%	2009/2010	%	2010/2011	%	2011/2012	%
Pass	A3	1	33%	1	100%						
Pass	B	1	33%			2	100%				
Pass	C							1	100%	1	100%
Fail	NF	1	33%								
			100%		100%		100%		100%		100%

Research Methods in Nursing and healthcare: Work based / related application
NUST11052

		2011/2012	%
Pass	A3	1	100%
			100.0%

Research Methods in Nursing and Healthcare B (20 credits)
NUST10077

		2011/2012	%
Pass	B	2	67%
Pass	C	1	33%
			100%

APPENDIX 3
TPR/PPR Responses

No TPRs or PPRs were conducted in the School in 2011-12.

APPENDIX 7

List of External Examiners: Taught and PGR

**SCHOOL OF HEALTH IN SOCIAL SCIENCE
EXTERNAL EXAMINERS – 2011-12**

Clinical Psychology – Postgraduate Taught and Research	
Victoria Byram	Applied Psychology for Children & Young People
Samantha Cartwright-Hatton	Applied Psychology for Children & Young People
David Daley	Doctorate in Clinical Psychology (all routes)
Kevin Dyer	Children and Young People's Mental Health and Psychological Practice
Matthew Garner	Doctorate in Clinical Psychology (all routes)
Dougal Hare	Doctorate in Clinical Psychology (all routes)
David Hemsley	Doctorate in Clinical Psychology (all routes)
Judy Hutchison	Applied Psychology for Children & Young People
Jackie Knibbs	Applied Psychology for Children & Young People
Derek Milne	Doctorate in Clinical Psychology (all routes)
Zenobia Nadirshaw	Doctorate in Clinical Psychology (all routes)
Jane Simpson	Doctorate in Clinical Psychology (all routes)
Arlene Vetere	Doctorate in Clinical Psychology (all routes)
Andrew Vigen	Doctorate in Clinical Psychology (all routes)

Counselling and Psychotherapy – Postgraduate Taught and Research	
Liz Ballinger	MSc/Pg Dip/ Pg Cert in Counselling Studies Master of Counselling Pg Diploma in Counselling Professional Doctorate in Psychotherapy and Counselling
Nigel Williams	MSc in Counselling (Continuing Professional Practice) Master of Counselling (Interpersonal Dialogue) Professional Doctorate in Psychotherapy and Counselling (Interpersonal Dialogue)

Interdisciplinary Social Sciences in Health – Postgraduate	
Ailsa Stewart	MSc/PG Dip/PG Cert in Integrated Service Improvement

Nursing Studies – Undergraduate	
Joan McDowell	Bachelor of Nursing (Honours)
Bernie Stoddart	Bachelor of Nursing (Honours)
Roger Watson	Bachelor of Nursing (Honours)

Nursing Studies - Postgraduate	
Kate Galvin	MSc / Pg Dip / Pg Cert Advancing Nursing Practice
Sue Greener	MSc / PG Dip / Pg Cert Advancing Nursing Practice

Other Postgraduate Research Degree External Examiners – PhD/MPhil	
Name	*Institution*
Professor Dawn Dowding	University of Leeds
Dr Jill Maben	King's College London
Professor Kathleen T Galvin	University of Bournemouth
Professor Roy McConkey	University of Ulster
Professor John McLeod	University of Abertay Dundee

APPENDIX 8
PSRB accreditations

School Programmes carrying professional accreditation are:

The Doctorate in Clinical Psychology. Accredited by:
1. the Health Professions Council (HPC). Accreditation visit June 2012 approved subject to condition being met – response to condition sent September 2012.
2. the British Psychological Society (BPS). Approved November 2012 following accreditation visit June 2012.

The Bachelor of Nursing with Honours. Accredited by the Nursing and Midwifery Council (NMC). Re-approved from 27 June 2012 for a period of five years.

The PG Certificate in Counselling Studies, the PG Diploma in Counselling and the Master of Counselling (Interpersonal Dialogue). Accredited by Counselling and Psychotherapy Scotland, COSCA. The former two re-validated in 2009 for five years. The last receiving full validation in July 2012.

APPENDIX 9

Programme Specification Changes

Previous BN Programme Specification

THE UNIVERSITY OF EDINBURGH

PROGRAMME SPECIFICATION FOR
Bachelor of Nursing with Honours

1) **Awarding Institution:** The University of Edinburgh

2) **Teaching Institution:** The University of Edinburgh

3) **Programme accredited by:** NHS Education for Scotland

4) **Final Award:** B Nursing with Honours

5) **Programme Title:** Nursing

6) **UCAS Code:** B700

   Relevant QAA Subject Benchmarking Group(s): Nursing

7) **Undergraduate Programme Director:** Dr Jennifer Tocher

   Postholder with overall responsibility for QA: Tonks Fawcett

8) **Date of production/revision:** Session 2010-2011

9) **Educational aims of programme:**

   The main aim of the programme is to produce a graduate nurse who reflects the philosophy and values underpinning the Nursing and Midwifery Council's (NMC) requirements for registration and:-

   - who demonstrates overt professional competence - fitness to practise.

- who recognises the dynamic nature of the health services and the needs of the communities they serve and demonstrates a commitment to meeting these changing needs - fitness for purpose .

- who demonstrates, from the quality and excellence of the Bachelor of Nursing (Honours) programme undertaken, a commitment to lifelong learning and the provision of nursing of the highest standard - fitness for award and professional standing.

10) Programme Outcomes:

(a) Knowledge and understanding

The aim of the programme is to provide a learning environment in which students, as individuals, are able to develop their professional competencies and intellectual skills in equal measure and, by so doing, produce graduate nurses who:-

- can identify implications of research for nursing practice;

- can use a scholarly approach to study particular areas of nursing in depth;

- can use research knowledge and skills in nursing practice and in the advancement of nursing knowledge

- possess an appropriate level of knowledge about concepts of health and related research so that they can participate in health promotion and health education activities in both community and institutional settings;

- can participate in the examination and discussion of issues related to health care in the socio-political arena

- can collaborate constructively with other professionals involved in the delivery of health care;

- can provide excellence and leadership in clinical practice, and give support and guidance to others

- are able to identify factors influencing the physical, mental and social well being of patients and clients and can initiate appropriate action;

- can use their professional knowledge and skills to identify needs and to plan, implement and co-ordinate the delivery of appropriate nursing care to individuals and groups in both community and institutional settings;

- can monitor and evaluate the effectiveness and efficiency with which nursing care is being delivered;

- utilises a sound evidence base in the practice of nursing

- have an ethical basis to practice founded upon the Professional Code of Conduct and legislative changes;

- are sensitive to the attitudes, cultural values, beliefs and needs of others;

- are aware of and participate in their own development;

- are aware of their own competencies and limitations, and are able to use appropriate channels of referrals

- possess a spirit of enquiry and openness to change;

  - develop the ethos of life long learning.

(b) Intellectual skills

Within Nursing Studies research is embedded within all educational activities. Research is the foundation from whence evidence based practice develops and thus ensures excellent quality of practice. The spirit of inquiry is fostered within the subject area and the nature of evidence, the validity and reliability of current clinical evidence is analysed. The ethos of the subject area is that it is not sufficient to have a sound research basis to practice but it is necessary for practitioners to develop critical inquiry. The students will be developing new skills and knowledge through competency-based education programmes, and will have opportunities to extend their research expertise. Accordingly the aim is to produce graduate nurses who demonstrate the ability to:-

- Critically identify, define, conceptualise and analyse complex professional problems and issues;

- Demonstrate the ability to interpret and provide solutions to problems and issues

- Demonstrate the ability to critically review the knowledge skills and practice within nursing

- Demonstrates the ability to synthesise information and make judgements where information comes from a range of sources

- Utilises a range of reflective practice strategies

- Ability to plan, assess and identify own learning needs

(a) Professional/subject-specific/clinical skills

This curriculum seeks to:

- Demonstrate overtly that the patient/client is the focus of nursing and that the intrinsic value and uniqueness of the person is central to professional nursing practice.

- Promote and produce a safe, reflective, competent, caring and accountable practitioner who can assume responsibilities necessary for public protection. As a professional working in health care, the graduate will have the required knowledge, understanding and skills and the ability to apply the principles and concepts expected on professional working in health care working both autonomously and collaboratively within the NMC Code of Professional Conduct.

- Promote and produce a practitioner who demonstrates equity and fairness, a non-judgmental attitude and a respect and value for diversity.

- Promote and produce a practitioner who works in partnership with the community and multi disciplinary team.

- Allow for a high level of intellectual development, professional development and the acquisition of skills necessary for the dynamic world of nursing and health care. The aim is to produce a graduate nurse with a sound research basis for practice, who can utilise a wide range of academic methods of enquiry enhancing her/his development as a competent practitioner eligible for entry to the professional register and to develop into a life long learner.

- Reflect the University's aim to provide a high quality education in a broad range of academic and professional subjects and to emphasise the development of appropriate critical, analytical, communication and practical skills in a setting where staff are making a substantial contribution to the advancement of knowledge.

(b) Transferable skills

The curriculum seeks to produce students who should be able to:

- Have acquired the skills of critical thinking, problem solving, diagnostic reasoning and scholarship in nursing

- Have developed reflective practice skills

- Have acquired learning and study skills

- Study independently and work in groups

- Have acquired the skills of personal and professional development planning

- Practise according to the NMC Code of Professional Conduct

- Have acquired the essential skills of teamwork and leadership

- Communicate effectively both orally and in writing

- Ability to make formal presentations

- Know how to seek and respond to guidance

- Plan and manage their time effectively

- Access relevant literature and research using bibliographic sources, data bases and the internet effectively

- Have experience of and competence in word processing, virtual learning environments and information technology

- Developed the ability to interpret and evaluate a wide range of numerical data

11) Programme Structure and Features:

Bachelor of Nursing with Honours

The Bachelor of Nursing with Honours programme fully realises the integration of theory and practice and, following a foundation period, offers the branch programme in adult nursing.

There are prescribed core courses and a choice of courses in all the 4 years of the programme. There is a choice of outside courses in year 1 and 2 and a choice of Honours options in years 3 and 4.

The foundation programme for nursing comprises year 1 of the programme and the first two semesters of year 2 and is examined in the foundation examination. The branch programme commences at the end of semester 2 in year 2 (the first 8 weeks of the summer vacation). The courses in the branch programme are designed to further develop nursing knowledge and proficiencies and fully recognise branch specific theory and practice. The Honours options and Honours dissertation allow the students to pursue in-depth critical analyses of areas of nursing care that are of particular and personal interest and concern to the student. Self-directed learning skills are further refined in order to prepare students as life long learners.

All courses are reviewed on an ongoing basis and at the end of the academic year, by students, staff teaching on the course, and external examiners whilst feedback is sought from student mentors in each placement. A Course Monitoring Form is completed by the Course Organisers in line with the College of Humanities in Social Science Quality Assurance procedure and used as the basis for course development. The programme is also

subject to review by the external professional body (NHS Education Scotland). The full evaluation is brought to the Annual Nursing Studies Meeting where evaluation and audit outcomes of all the courses and the programme are scrutinised and appropriate aspects of curriculum development planned for future development.

The Programme

Entry to the programme: BBBB Highers or BBB 'A'levels; Biology at GCSE level Other qualifications and experience are considered on an individual basis.

Year of Study	Level	Credit Points	Progression through the Programme
Year 1			
Nursing 1 P	8	40	A pass in academic and practice performance assessment.
Health and Society 1A P	8	20	A pass in academic assessment.
Health and Society 1B P	8	20	A pass in academic assessment.
Outside course	7/8	40	A pass in academic assessment. May be carried into year 2 if needed.
Year 2			
Nursing 2 P	8	40	A pass in academic and practice performance assessment. **#**
Health and Society 2A P	8	20	A pass in academic assessment. **#**
Health and Society 2B P	8	20	A pass in academic assessment. **#**
Outside course	7/8	40	A pass in academic assessment.
Year 3			
Research and Inquiry in Nursing P	10	20	For year 3:
Nature of Nursing P	10	20	pass in practice performance assessment
Pathology and Patient Care P	10	20	pass in all professional courses denoted by P
Applied Clinical Biology P	10	20	See 'Award of Degree' below.
Honours Options x 2	10	40	
Year 4			For Year 4:
Management of Transitions	10	20	pass in practice performance assessment
Organisation Management and Practice of Nursing P	10	20	pass in all professional courses denoted by P
Honours Options x 2	10	40	See 'Award of Degree' below.
Dissertation	10	40	

P = Required professional course

Entry to Honours

To be eligible to enter honours in year 3, students must successfully complete the first two years of the programme and:

a) ensure entry by achieving grade 50% in either Nursing 2 or Health and Society 2A and 2B at the first attempt in the second year course

b) gain entry in terms of the particular conditions notified to students by the school concerned at the beginning of the second year

c) exceptionally be granted exemption from these qualifications by the Head of School.

Award of Degree

Students must pass at least eight of the twelve courses in honours years (years 3 and 4) and the zero credit rated professional examination in order to graduate. The eight or more honours courses passed must include the six required professional courses shown by P. A student may take a maximum of 2 honours courses relating to health in other subject areas with the agreement of their Director of Studies if this is congruent with the aims of the BN Programme. A student who fails an Honours course, for which a pass is required for professional registration, will be required to re-sit the examination and/or resubmit the course work. However, the first (fail) mark will be recorded in the profile for the degree classification. Should the work still fail to achieve a pass at resubmission, an oral examination will be scheduled before the end of the academic session. If the student, orally assessed against the specific criteria, still fails to satisfy the examiners, professional registration will not be possible. The student will be ineligible for the degree of Bachelor of Nursing with Honours but may be eligible for the award of the degree of Bachelor of Arts (Health Studies) with Honours or Bachelor of Arts (Health Studies).

Mode of study: **Full time**

Exit award: **Bachelor of Nursing with Honours, RN Adult branch**

Summative Assessment over the 4 years
The University has final year examinations at the end of each year of study. Course work and assessments which students undertake to contribute towards their degree examination are weighted such that early assessments contribute relatively little towards the final mark. This is in order to give students the opportunity of being assessed under examination hall conditions developing the necessary skills for subsequent years towards the degree.

The assessment at the end of the first two years is as follows:

Year 1

Nursing 1

Multimedia presentation from a project within scenario-based learning module	10%
Class exam	10%
Practice based assignments:	
Reflective diary (childbearing woman / family)	15%
Community profile	15%
Degree examination	50%
Practice performance assessment	60% at level 3

Health and Society 1A

Course paper	50%
Degree examination	50%

Health and Society 1B

Course paper   50%
Degree examination   50%

Outside Course (assessment depends on course taken)

Year 2
Nursing 2
Biological science degree examination 20%   20%
Clinical course paper 20%   20%
Reflective Professional Development Plan 20%   20%
Foundation Examination 40%   40%
Practice performance assessment   100% at level 3

Health and Society 2A
Course assessment poster   25%
Degree examination   75%

Health and Society 2B
Course paper   50%
Degree examination   50%
Outside Course (assessment depends on course taken)

Proceeding to Honours is based on the assessments of Year 2 as detailed earlier.
Classification of the degree is based on the assessment in the years 3 and 4.

Year 3 Adult Branch
Research and Inquiry in Nursing
Course paper   100%
Nature of Nursing
Course paper   100%
Pathology and Patient care
Course paper   100%
Applied Clinical Biology
Course paper   50%
Degree Examination   50%
Honours Option 1
Course paper / Examination   100%
Honours Option 2
Course paper / Examination   100%
Practice performance assessment   60% at Level 3

Year 4 Adult Branch
Management of Transitions
Course Paper   100%
Practice of Nursing
Examination   100%
(1 Zero credit rated professional examination of year 3 & 4)
Organisation Management and Practice in Nursing

Course paper	100%
Honours Option 3	
Course paper / Examination	100%
Honours Option 4	
Course paper / Examination	100%
Dissertation	100%
Practice performance assessment	100% at Level 3

Examples of Honours Options

Issues and Developments in the Management of Pain

Cancer Care

Gastrointestinal nursing

Loss and death in childbirth

Spirituality in Nursing

Caring and Emotional Work in Nursing

12) Other items:

The Clinical Elective placement

The clinical elective experience is seen as an integral and important part of the course that instils a high degree of personal responsibility on the part of the student. Students have a five-week period allocated at the end of the third year of the programme for a clinical elective placement. This gives them the opportunity to obtain experience in an area of particular interest and to further develop their capacity for self-direction. Students obtain placements nationally or internationally. In close consultation with staff, students identify a suitable area for the placement and the learning outcomes to be achieved. The students are allocated a facilitator with whom they discuss their ideas, preparatory work, plans and learning outcomes. The value of these individual, elective experiences cannot be overstated in terms of the development of self-management skills and personal development.

Aims

- to enable students to further develop a self directed approach to personal and professional development and lifelong learning skills

- to promote development of greater autonomy and responsibility in directing and controlling their own study and in the organisation of a placement as part of their professional education

- to enable students to focus on an area of care in which they have a particular interest

- to enable students to contrast care delivery in different cultures or localities dependent on the chosen setting to foster the development of core skills and professional attributes essential for nursing practice, including adaptability, flexibility, self-evaluation and an understanding of different health beliefs and care contexts.

New BN Programme Specification

	THE UNIVERSITY OF EDINBURGH
	PROGRAMME SPECIFICATION FOR BACHELOR OF NURSING WITH HONOURS

1) **Awarding Institution: The University of Edinburgh**

2) **Teaching Institution: The University of Edinburgh**

3) **Programme accredited by: Nursing and Midwifery Council (NMC)**

4) **Final Award: Bachelor of Nursing with Honours**

5) **Programme Title: Bachelor of Nursing with Honours**

6) **UCAS Code:B700**
   Relevant QAA Subject Benchmarking Group(s): School QAA Committee

7) **Undergraduate Programme Director: Jennifer Tocher**

   Postholder with overall responsibility for QA: Jillian Taylor

8) **Date of production / revision: Produced for May 2012 to be revised May 2013**

9) **External Summary**

The four year Undergraduate Programme leads to the award of the degree Bachelor of Nursing with Honours and eligibility to register as an adult nurse with the Nursing and Midwifery Council (NMC) in the United Kingdom. The aim of the programme is to produce a graduate nurse who reflects the philosophy, values and competency skills required by the Nursing and Midwifery Council's (NMC) Standards (2010) and graduate attributes which reflect the University's aim to develop a high quality academic and professional nurse with critical, analytical skills for making a substantial contribution to the advancement of knowledge and practice.

Through the programme, which admits 35 students per year and has a very student centred approach to student learning, nursing students are enabled to demonstrate overt professional competence in providing quality care and fitness to practise which ensures the safety of patients and the public.

Graduates of the University of Edinburgh's Nursing Studies Bachelor of Nursing with Honours programme recognise the dynamic nature of the health services and the differing needs of the communities they serve and demonstrate a commitment to meeting these changing needs equating with fitness for purpose.

Furthermore, from the quality and excellence of the Bachelor of Nursing with Honours programme undertaken, the graduates will demonstrate a commitment to lifelong learning and the provision of nursing of the highest standard equating with fitness for award and professional standing.

The educational preparation of the University of Edinburgh's Bachelor of Nursing with Honours programme consistently produces graduates of a very high calibre in professional, clinical, academic, analytical and leadership skills.

10)   Educational aims of programme:

The aim of the programme is to provide learning environments in the University, hospital and community settings, in which students, as individuals, are able to develop their professional competencies and intellectual skills in equal measure and, by so doing, produce graduate nurses who:-

- Are competent, critically aware, effective and safe practitioners

- Can identify implications of research for nursing practice

- Can use a scholarly approach to study particular areas of nursing in depth

- Can use research knowledge and skills in nursing practice and in the advancement of nursing knowledge

- Possess an appropriate level of knowledge about concepts of health and related research so that they can participate in health promotion and health education activities in both community and institutional settings

- Can participate in the examination and discussion of issues related to health care in the socio-political arena

- Can collaborate constructively with other professionals involved in the delivery of health care

- Are sensitive to the attitudes, cultural values, beliefs and needs of others

- Are aware of and participate in their own development

- Are aware of their own competencies and limitations, and are able to use appropriate channels of referrals

- Possess a spirit of enquiry and openness to change

- Develop the ethos of lifelong learning

- Practise according to the NMC Code (2008)

- Have acquired the essential skills of teamwork and leadership

- Communicate effectively both orally and in writing

- Have the ability to make formal presentations

- Know how to seek and respond to guidance

- Plan and manage their time effectively

- Access relevant literature and research using bibliographic sources, data bases and the internet effectively

- Have experience of and competence in word processing, virtual learning environments and information technology

- Have developed the ability to interpret and evaluate a wide range of numerical data.

11) Programme outcomes:

The Bachelor of Nursing with Honours programme fully realises the integration of theory and clinical practice in preparing students to meet the competence requirements of adult nursing through a 50%:50% ratio of taught theory and clinical experience.

The prescribed, core courses and optional honours courses in the four years of the programme have specific learning outcomes which contribute to achieving the NMC required competence outcomes by the end of the programme for the award of the degree and registration as a nurse. Outlined here are the core competencies required.

11a) Knowledge and understanding

Graduates must act first and foremost to care for and safeguard the public. They must practise autonomously and be responsible and accountable for safe, compassionate, person centred, evidence-based nursing that respects and maintains dignity and human rights.

Graduates must show professionalism and integrity and work within recognised professional, ethical and legal frameworks. They must work in partnership with other health and social care professionals and agencies, service users, their carers and families in all settings, including the community, ensuring that decisions about care are shared.

 Graduate nurses must also be able at all times to promote the rights, choices and wishes of all adults and, where appropriate, children and young people, paying particular attention to equality, diversity and the needs of an ageing population. They must be able to work in partnership to address people's needs in all healthcare settings.

Graduates:

- Are able to practise with confidence according to *The code: Standards of conduct, performance and ethics for nurses and midwives* (NMC 2008), and within other recognised ethical and legal frameworks

- Are able to recognise and address ethical challenges relating to people's choices and decision-making about their care, and act within the law to help them and their families and carers to find acceptable solutions

- Understand and apply current legislation to all service users, paying special attention to the protection of vulnerable people, including those with complex needs arising from ageing, cognitive impairment, long-term conditions and those approaching the end of life

- Can practise in a holistic, non-judgmental, caring and sensitive manner that avoids assumptions, supports social inclusion, recognises and respects individual choice, and acknowledges diversity. Where necessary, they challenge inequality, discrimination and exclusion from access to care

- Are able to support and promote the health, wellbeing, rights and dignity of people, groups, communities and populations. These include people whose lives are affected by ill health, disability, ageing, death and dying. Nurses must understand how to influence public health

- Work in partnership with service users, carers, families, groups, communities and organisations. They manage risk, and promote health and wellbeing while aiming to empower choices that promote self-care and safety

- Fully understand the nurse's various roles, responsibilities and functions, and have the capacity to adapt their practice to meet the changing needs of people, groups, communities and populations

- Understand the roles and responsibilities of other health and social care professionals and seek to work with them collaboratively for the benefit of all who need care

- Are responsible and accountable for keeping their knowledge and skills up to date through continuing professional development. They aim to improve their performance and enhance the safety and quality of care through evaluation, supervision and appraisal

- Practise independently, recognising the limits of their competence and knowledge. They reflect on these limits and seek advice from, or refer to, other professionals where necessary

- Can use their professional knowledge and skills to identify needs and to plan, implement and co-ordinate the delivery of appropriate nursing care to individuals and groups in both community and institutional settings

11b)   Graduate attributes: Skills and Abilities in Research and Enquiry

Within Nursing Studies, research is embedded within all educational and practice based activities. Research is the foundation from which evidence based practice develops and thus ensures the ideals of best practice. The spirit of inquiry is fostered within the subject area and the nature of evidence, and the validity and reliability of current clinical evidence, are analysed. The ethos of the subject area is that it is not sufficient to have a sound research basis to practice but it is necessary for graduate practitioners of the programme to develop critical inquiry. The students develop new skills and knowledge through a competency-based education programme and, at Honours level, have opportunities to expand their research expertise. The aim is to produce a graduate nurse with a sound research basis for practice, who can utilise a wide range of academic methods of enquiry enhancing her / his development as a competent practitioner eligible for entry to the professional register and to develop into a lifelong learner

Accordingly the aim is to produce graduate nurses who demonstrate the ability to:

- Critically identify, define, conceptualise and analyse complex professional problems and issues

- Interpret and provide solutions to problems and issues, exercising diagnostic reasoning and scholarship

- Appreciate the value of evidence in practice

- Understand and appraise research

- Synthesise information and make judgements where information comes from a range of sources

- Identify the implications of research for nursing practice

- Apply relevant theory and research findings to nursing work, and identify areas for further investigation

- Use a scholarly approach to study particular areas of nursing in depth

- Use research knowledge and skills in nursing practice and in the advancement of nursing knowledge

- Access relevant literature and research using bibliographic sources, data bases and the internet effectively

- Interpret and evaluate a wide range of numerical data such as some statistics

- Reflect the University's aim to provide a high quality education in a broad range of academic and professional subjects and to emphasise the development of appropriate critical, analytical, communication and practical skills in a setting where staff are making a substantial contribution to the advancement of knowledge

11c) Graduate Attributes: Skills and Abilities in Personal and Intellectual Autonomy

The programme seeks to produce students who are able to:

- Demonstrate awareness of and participate in their own personal and professional development, learning from experience, through supervision, feedback, reflection and evaluation

- Plan, assess and identify their own learning needs

- Exercise awareness of their own competencies and limitations, and are able to use appropriate channels of referrals

- Demonstrate effective study skills, individually and in groups, and awareness of their own personal learning style

- Demonstrate the ability to critically review knowledge, skills and practice within nursing

- Monitor and evaluate the effectiveness and efficiency with which nursing care is being delivered

- Facilitate others to develop their competence, using a range of professional and personal development skills

11d) Graduate Attributes: Skills and Abilities in Communication

Graduates of the Bachelor of Nursing with Honours programme will have attained excellent communication and interpersonal skills. Their communications must always be safe, effective, compassionate and respectful. They must communicate effectively using a wide range of strategies and interventions including the effective use of communication technologies. Where people have a disability, nurses must be able to work with service users and others to obtain the information needed to make reasonable adjustments that promote optimum health and enable equal access to services.

Graduates must demonstrate the ability to listen with empathy. They must be able to respond warmly and positively to people of all ages who may be anxious, distressed, or facing problems with their health and wellbeing.

Graduates will have honed their skills in the following ways to:

- Build partnerships and therapeutic relationships through safe, effective and non-discriminatory communication, taking account of individual differences, capabilities and needs

- Use a range of communication skills and technologies to support person centred care and enhance quality and safety

- Ensure that people receive all the information that they need in a language and manner that allows them to make informed choices and share decision making, and to recognise when language interpretation or other communication support is needed and know how to obtain it

- Use the full range of communication methods, including verbal, non-verbal and written, to acquire, interpret and record their knowledge and understanding of people's needs

- Be aware of their own values and beliefs and the impact this may have on their communication with others

- Take account of the many different ways in which people communicate and how these may be influenced by ill health, disability and other factors, and be able to recognise and respond effectively when a person finds it hard to communicate

- Promote the concept, knowledge and practice of self-care with people with acute and long-term conditions, using a range of communication skills and strategies

- Recognise when people are anxious or in distress and respond effectively, using therapeutic principles, to promote their wellbeing, manage personal safety and resolve conflict

- Use effective communication strategies and negotiation techniques to achieve best outcomes, respecting the dignity and human rights of all concerned, and to know when to consult a third party and make referrals for advocacy, mediation or arbitration

- Use therapeutic principles to engage, maintain and, where appropriate, disengage from professional caring relationships, and must always respect professional boundaries

- Take every opportunity to encourage health-promoting behaviour through education, role modelling and effective communication

- Maintain accurate, clear and complete records, including the use of electronic formats, using appropriate and plain language

- Respect individual rights to confidentiality and keep information secure and confidential in accordance with the law and relevant ethical and regulatory frameworks, taking account of local protocols, and to actively share personal information with others when the interests of safety and protection override the need for confidentiality

11e)   Graduate Attributes: Skills and Abilities in Personal Effectiveness

The Bachelor of Nursing with Honours programme recruits students of high academic and personal calibre. Graduates are professionally accountable and use clinical governance processes to maintain and improve nursing practice and standards of healthcare.
Graduates must be able to provide leadership in managing adult nursing care, understand and coordinate inter-professional care when needed, and liaise with specialist teams. They must be adaptable and flexible, and able to take the lead in responding to the needs of people of all ages in a variety of circumstances, including situations where immediate or urgent care is needed. Graduates must recognise their leadership role in disaster management, major incidents and public health emergencies, and respond appropriately according to their levels of competence.
Graduates must be able to respond autonomously and confidently to planned and uncertain situations, managing themselves and others effectively. They must create and maximise opportunities to improve services. Graduates must also demonstrate the potential to develop further management and leadership skills.
By the end of the programme individuals have personal skills of:
- Acting as change agents and providing leadership through quality improvement and service development to enhance people's wellbeing and experiences of healthcare

- Systematically evaluating care and ensuring that they and others use the findings to help to improve people's experience, improve the care outcomes and shape future services

- Identifying priorities and managing time and resources effectively to ensure that the quality of care is maintained or enhanced

- Self-awareness to recognise how their own values, principles and assumptions may affect their practice

- Working independently as well as in teams

- Taking the lead in coordinating, delegating and supervising care safely, managing risk and remaining accountable for the care given

- Working effectively across professional and agency boundaries, actively involving and respecting others' contributions to integrated person centred care

- Knowing when and how to communicate with and refer to other professionals and agencies in order to respect the choices of service users and others, to promote shared decision making, to deliver positive outcomes and to coordinate smooth, effective transition within and between services and agencies

11f)   Technical / practical skills

Graduates are expected to practise autonomously, compassionately, skilfully and safely, and must maintain dignity and promote health and wellbeing. They must assess and meet the full range of essential physical and mental health needs of people of all ages who come into their care. Where necessary they must be able to provide safe and effective immediate care to all people prior to accessing or referring to specialist services irrespective of their field of practice.

All graduates must also meet more complex and coexisting needs for people in the adult nursing field of practice, in any setting including hospital, community and at home. All practice is informed by the best available evidence and must comply with local and national guidelines. Decision-making must be shared with service users, carers and families and informed by critical analysis of a full range of possible interventions, including the use of contemporary technology.

All graduates must understand how behaviour, culture, socioeconomic and other factors, in the care environment and its location, can affect health, illness, health outcomes and public health priorities and take this into account in planning and delivering care.

Graduate nurses must be able to carry out accurate assessment of people of all ages using appropriate history taking, diagnostic and decision-making skills. They must be able to provide effective care for service users and others in all settings. They must have in-depth understanding of and competence in medical and surgical nursing to respond to adults' full range of health and dependency needs. They must be able to deliver care to meet essential and complex physical and mental health needs.

On completion of the programme all graduates:

- Use up-to-date knowledge and evidence to assess, plan, deliver and evaluate care, communicate findings, influence change and promote health and best practice. They make person centred, evidence-based judgments and decisions, in partnership with others involved in the care process, to ensure high quality care;

- Are able to recognise when the complexity of clinical decisions requires specialist knowledge and expertise, and consult or refer accordingly

- Are able to recognise and respond to the needs of all people who come into their care including babies, children and young people, pregnant and postnatal women, people with mental health problems, people with physical disabilities, people with learning disabilities, older people, and people with long term problems such as cognitive impairment

- Possess a broad knowledge of the structure and functions of the human body, and other relevant knowledge from the life, behavioural and social sciences as applied to health, ill health, disability, ageing and death

- Have an in-depth knowledge of common physical and mental health problems and treatments in their own field of practice, including co-morbidity and physiological and psychological vulnerability

- Carry out comprehensive, systematic nursing assessments that take account of relevant physical, social, cultural, psychological, spiritual, genetic and environmental factors, in partnership with service users and others through interaction, observation and measurement

- Safely use a range of diagnostic skills, employing appropriate technology, to assess the needs of service users

- Ascertain and respond to the physical, social and psychological needs of people, groups and communities

- Assess, plan, deliver and evaluate safe, competent, person centred care in partnership with people, groups and communities, paying special attention to changing health needs during different life stages, including progressive illness and death, loss and bereavement

- Safely use invasive and non-invasive procedures, medical devices, and current technological and pharmacological interventions, where relevant, in medical and surgical nursing practice, providing information and taking account of individual needs and preferences

- Recognise and respond to the changing needs of adults, families and carers during end of life care. They must be aware of how treatment goals and service users' choices may change at different stages of progressive illness, loss and bereavement

- Understand public health principles, priorities and practice in order to recognise and respond to the major causes and social determinants of health, illness and health inequalities

- Use a range of information and data to assess the needs of people, groups, communities and populations, and work to improve health, wellbeing and experiences of healthcare; secure equal access to health screening, health promotion and healthcare; and promote social inclusion

- Practise safely by being aware of the correct use, limitations and hazards of common interventions, including nursing activities, treatments, and the use of medical devices and equipment

- Be able to evaluate their use, report any concerns promptly through appropriate channels and modify care where necessary to maintain safety. They must contribute to the collection of local and national data and formulation of policy on risks, hazards and adverse outcomes

- Recognise the early signs of illness in people of all ages

- Be able to recognise and interpret signs of normal and deteriorating mental and physical health and respond promptly to maintain or improve the health and comfort of the service user, acting to keep them and others safe

- Make accurate assessments and start appropriate and timely management of those who are acutely ill, at risk of clinical deterioration, or require emergency care

- Understand the normal physiological and psychological processes of pregnancy and childbirth. They must work with the midwife and other professionals and agencies to provide basic nursing care to pregnant women and families during pregnancy and after childbirth. They must be able to respond safely and effectively in an emergency to safeguard the health of mother and baby

- Provide educational support, facilitation skills and therapeutic nursing interventions to optimise health and wellbeing. They must promote self-care and management whenever possible, helping people to make choices about their healthcare needs, involving families and carers where appropriate, to maximise their ability to care for themselves

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- Work in partnership with people who have long-term conditions that require medical or surgical nursing, and their families and carers, to provide therapeutic nursing interventions, optimise health and wellbeing, facilitate choice and maximise self-care and self-management

- Be able to recognise when a person is at risk and in need of extra support and protection and take reasonable steps to protect them from abuse

- Evaluate their care to improve clinical decision-making, quality and outcomes, using a range of methods, amending the plan of care, where necessary, and communicating changes to others

- Demonstrate overtly that the patient/client is the focus of nursing and that the intrinsic value and uniqueness of the person is central to professional nursing practice

- Have become safe, reflective, competent, caring and accountable practitioners who can assume responsibilities necessary for public protection. As professionals working in health care, graduates will have the required knowledge, understanding and skills and the ability to apply the principles and concepts expected of professionals working in health care working both autonomously and collaboratively within the NMC Code (2008)

- Have a high level of intellectual development, professional development and the acquisition of skills necessary for the dynamic world of nursing and health care.

12) Programme structure and features

This section presents the structure of the programme in relation to the University's Curriculum Framework.

Bachelor of Nursing with Honours
The Bachelor of Nursing with Honours programme leading to eligibility to register as an adult nurse with the NMC fully realises the integration of theory and practice through a 50:50 ratio of taught theory and clinical experience. Students can expect a very student centred experience as only 35 students are recruited to the programme annually. When working in the clinical environments students can expect to work with a registered nurse prepared to mentor students in that specific clinical environment.
There are prescribed core courses and a choice of courses in years 1, 3 and 4 of the programme. There is a choice of outside courses in year 1 and a choice of Honours options in years 3 and 4. Students should expect to undertake 6117.5 hours of study for the award of the degree.

Year 1 of the programme introduces concepts relevant to adult nursing and the students work towards achieving competence relevant to both the generic and field specific competencies to meet progression point one of the NMC Standards (2010). Students undertake taught classes in the University of Edinburgh and clinical experience in NHS Lothian or Borders. In year 2 the students further develop their knowledge and skills to develop generic and field specific competencies through the spiral curriculum. By the end of year 2 the students work increasingly more autonomously in the clinical and academic environment to meet progression point two. In years three and four the courses are designed to further develop adult nursing knowledge and competencies and fully integrate theory and practice. The Honours options and Honours dissertation allow the students to pursue in-depth critical

analyses of areas relevant to adult nursing care that are of particular and personal interest and concern to the student. Self-directed learning skills are further refined in order to prepare students as lifelong learners.

All courses and clinical experience are reviewed on an ongoing basis and at the end of the academic year, by students, staff teaching on the course, and external examiners. Feedback is sought from students and mentors in each clinical placement. A Course Monitoring Form is completed by the Course Organisers in line with the College of Humanities in Social Science Quality Assurance procedure and used as the basis for course development. The programme is subject to annual review by the external professional body Nursing and Midwifery Council (NMC). A periodic teaching programme review (TPR) is undertaken every five years by the University of Edinburgh for quality assurance and programme enhancement. The full evaluation is brought to the Annual Nursing Studies Meeting where evaluation and audit outcomes of all the courses and the programme are scrutinised and appropriate aspects of curriculum development planned for future development.

The Programme

Entry to the programme: BBBB Highers or BBB 'A' levels; Biology at GCSE level, other qualifications and experience are considered on an individual basis.

Table 13: Degree Programme Table for the Bachelor of Nursing with Honours and Ordinary degree with progression though the programme

Year of Study	Level	Credit Points	Progression through the Programme
Year 1			
Healthy Communities 1 P	8	20	A pass in academic assessment and practice performance assessment.
Nursing Life Sciences P	8	40	A pass in academic and practice performance assessment.
Evidence and Research: Avenues of Inquiry P	8	10	A pass in academic assessment and practice performance assessment.
Professionalism 1 (Introduction to Professionalism) P	8	10	A pass in academic assessment and practice performance assessment
Two Outside course(s)	7/8	40	A pass in academic assessment. May be carried into year 2 if needed.
			Achievement of Progression Point 1
Year 2			
Healthy Communities 2 P	8	20	A pass in academic and practice performance assessment. #
Nursing Care and Decision Making P	8	40	A pass in academic and practice performance assessment. #
Evidence and Research: Approaches to Design and Methods P	8	20	A pass in academic and practice performance assessment.
Mental Health and Wellbeing P	8	20	A pass in academic and practice performance assessment.

Professionalism 2 (Professionals in health care – team working) P	8	20	A pass in academic and practice performance assessment. # **Achievement of Progression Point 2**

Year 3 (Bachelor of Nursing with Honours)

Management of Transitions – The Care of the Older Person P	10	20	A pass in academic and practice performance assessment.
Professionalism 3 (Professional judgement and clinical decision making) P	10	20	A pass in academic and practice performance assessment.
Research Methods for Nursing	10	20	A pass in academic and practice performance assessment.
Honours Options x 3*	10	60	A pass in academic (and practice performance assessment as relevant to the option taken). **Achievement of Progression Point 3**

Year 3 (Bachelor of Nursing Ordinary)

Management of Transitions – The Care of the Older Person P	10	20	A pass in academic and practice performance assessment.
Professionalism 3 (Professional judgement and clinical decision making) P	10	20	A pass in academic and practice performance assessment.
Professionalism 4 (Professionals Working in Organisations – Clinical Governance) P	10	40	A pass in academic and practice performance assessment.
Specialist Options x 2	10	40	A pass in academic (and practice performance assessment as relevant to the option taken) **Achievement of Entry to the Register**

Year 4 (Bachelor of Nursing with Honours)

Professionalism 4 (Professionals Working in Organisations – Clinical Governance) P	10	40	A pass in academic and practice performance assessment.
Honours Options x 2*	10	40	A pass in academic (and practice performance assessment as relevant to the option taken)
Honours Dissertation	10	40	A pass in academic and practice performance assessment. **Achievement of Entry to the Register**

P – Required Professional Courses

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 # Entry to Honours

* One outside honours course is permitted in the programme if relevant to the programme outcomes

To be eligible to enter honours in year 3, students must successfully complete the first two years of the programme and fulfil a or b below (or in very exceptional circumstances only c or d below):
Ensure entry by achieving grade 50 percent at the first attempt and in the second year of the programme in either:

a) Nursing Care and Decision Making **AND** Ensure a pass in the Ongoing Achievement Record for the required clinical practice components of the programme

   OR

b) Healthy Communities 2 **AND** Professionalism 2 (Professionals in health care – team working) **AND** Ensure a pass in the Ongoing Achievement Record for the required clinical practice components of the programme

   OR

c) Gain entry in terms of the particular conditions notified to students by the school concerned at the beginning of the second year

   OR

d) Exceptionally be granted exemption from these qualifications by the Head of School

Students must have demonstrated satisfactory clinical progress achieving the progression point 2 criteria in accordance with the NMC requirements pre-registration standards 2010.

Award of Degree

To be awarded the Bachelor of Nursing with Honours degree students must pass at least 160 credits of the 240 credits (eight 20 credit units of assessment of the twelve 20 credit units) of assessment in honours years 3 and 4 in order to graduate. The honours courses / units passed must include the required professional courses shown by P.

A student may take a maximum of one 20 credit honours course relating to health in other subject areas with the agreement of their Personal Tutor if this is congruent with the aims of the Bachelor of Nursing with Honours programme.

A student who fails an Honours course, for which a pass is required for professional registration, will be required to re-sit the examination and / or resubmit the course work. However, the first (fail) mark will be recorded in the profile for the degree classification. Should the work still fail to achieve a pass at resubmission, an oral examination will be scheduled before the end of the academic session. If the student, orally assessed against the specific criteria, still fails to satisfy the examiners, professional registration will not be

possible. The student will be ineligible for the degree of Bachelor of Nursing with Honours but may be eligible for the award of the degree of Bachelor of Arts (Health Studies) with Honours or Bachelor of Arts (Health Studies). If the requirements are met for the award of the Bachelor of Nursing Ordinary degree the student will be eligible for this award.

To be awarded the Bachelor of Nursing Ordinary degree students must pass at least 80 credits of the 120 credits (four 20 credit units of assessment of the six 20 credit units) of assessment in year 3 in order to graduate. The courses/units passed must include the required professional courses shown by P.

A student may take a maximum of one 20 credit level 10 course relating to health in other subject areas with the agreement of their Personal Tutor if this is congruent with the aims of the Bachelor of Nursing programme.

A student who fails a year 3 course, for which a pass is required for professional registration, will be required to re-sit the examination and/or resubmit the course work. However, the first (fail) mark will be recorded in the profile for the degree. Should the work still fail to achieve a pass at resubmission, an oral examination will be scheduled before the end of the academic session. If the student, orally assessed against the specific criteria, still fails to satisfy the examiners, professional registration will not be possible. The student will be ineligible for the degree of Bachelor of Nursing Ordinary degree but may be eligible for the award of the degree of Bachelor of Arts (Health Studies).

Honours Classification

The final classification of the Honours years 3 & 4 follow very specific rules laid down by the College of Humanities and Social Science. In Nursing Studies the classification is based on 12 units of assessment, 6 in year 3 and 6 in year 4. Students may obtain further information from the following website:

http://www.drps.ed.ac.uk/11-12/regulations/chss_undergrad.php

Summative Assessment over the 4 years
University examinations contributing to the final classification/award are held at the end of each year of study. Course work and assessments which students undertake to contribute towards their degree are weighted such that early assessments contribute relatively little towards the final classification of the degree. This is in order to give students the opportunity of being assessed under examination hall conditions developing the necessary skills for subsequent years towards the degree.

Mode of study: **Full time**
Exit award: **Bachelor of Nursing with Honours, RN Adult branch or**
                Bachelor of Nursing Ordinary degree, RN Adult branch

The assessment in the programme is as follows:

Table 6: Programme Assessment Strategy

Year 1	
Nursing Life Sciences p	
Multimedia presentation	20%
Class exam	10%
Course paper	20%
Degree examination	50%
Practice performance assessment	Pass
Healthy Communities 1 p	
Course paper	100%
Practice performance assessment	Pass
Evidence and Research: Avenues of Inquiry p	
Course paper	100%
Practice performance assessment	Pass
Professionalism 1 (Introduction to Professionalism) p	
Degree examination	100%
Practice performance assessment	Pass
Outside Course(s) (assessment depends on course taken)	
Assessment performance must meet requirements for progression point 1	
Year 2	
Nursing Care and Decision Making p	
Multimedia presentation	20%
Class exam	10%
Course paper	20%
Degree examination	50%
Practice performance assessment	Pass
Healthy Communities 2 p	
Course paper assessment –community profile	100%
Practice performance assessment	Pass
Mental Health and Wellbeing p	
Course paper	100%
Practice performance assessment	Pass
Professionalism 2 (Professionals in health care – team working) p	
Course paper	100%
OR	
Degree examination	100%
Practice performance assessment	Pass

Evidence and Research: Approaches to Design and Methods p	
Course paper	80%
Oral / Visual Presentation	20%
Practice performance assessment	Pass
Assessment performance must meet requirements for progression point 2	
Progression to Honours is based on the assessments of Year 2 as detailed earlier. Classification of the degree is based on the assessment in the years 3 and 4.	
Year 3 (Bachelor of Nursing with Honours)	
Professionalism 3 (Professional judgement and clinical decision making) p	
Course paper	100%
Practice performance assessment	Pass
Management of Transitions – The Care of the Older Person p	
Course Paper	100%
Practice performance assessment	Pass
Research Methods for Nursing	
Course paper	100%
Practice performance assessment	Pass
Honours Option 1	
Course paper / Examination	100%
Practice performance assessment as relevant to the option	
Honours Option 2	
Course paper / Examination	100%
Honours Option 3	
Course paper / Examination	100%
	Pass
Assessment performance must meet requirements for progression point 3	
Year 3 (Bachelor of Nursing Ordinary)	
Professionalism 3 (Professional judgement and clinical decision making) p	
Course paper	100%
Practice performance assessment	Pass
Professionalism 4 (Professionals Working in Organisations – Clinical Governance) p	

Course paper	50%
Degree Examination	50%
Management of Transitions – The Care of the Older Person p	
Course Paper	100%
Practice performance assessment	Pass
Specialist Option 1	
Course paper / Examination	100%
Practice performance assessment as relevant to the option	
Honours Option 2	
Course paper / Examination	100%
Practice performance assessment as relevant to the option	
Assessment performance must meet requirements for entry to the register	
Year 4 (Bachelor of Nursing with Honours)	
Professionalism 4 (Professionals Working in Organisations – Clinical Governance) p	
Course paper	50%
Degree Examination	50%
Honours Option 4	
Course paper / Examination	100%
Honours Option 5	
Course paper / Examination	100%
Honours Dissertation	100%
Assessment performance must meet requirements for entry to the register	

Examples of Specialist / Honours Options

Adult Endocrine Nursing
Cancer Care
Care and Control
Caring and Emotional Work in Nursing
Care of the Older Person
Complementary Therapies in Nursing
Critical Care Nursing
Ethical legal and social issues in child health [or Rights of the Child in Health Care]
Ethics in Health Care
Gastrointestinal Nursing
Health Promotion Practice
Issues and Developments in the Management of Pain

Living with Long Term Conditions
Loss and Death
Transplantation Nursing

Specialist / Honours options in development for 2013

Community Nursing
Person Centred Care

12)   Other items:

The Clinical Elective placement

The clinical elective experience is seen as an integral and important part of the course that instils a high degree of personal responsibility on the part of the student. Students working towards the Bachelor of Nursing with Honours programme have a four week period allocated at the end of the third year of the programme for a clinical elective placement. This gives them the opportunity to obtain experience in an area of particular interest and to further develop their capacity for self-direction. Students obtain placements nationally or internationally. In close consultation with staff, students identify a suitable area for the placement and the learning outcomes to be achieved. The students are allocated a facilitator with whom they discuss their ideas, preparatory work, plans and learning outcomes. The value of these individual, elective experiences cannot be overstated in terms of the development of self-management skills and personal development.

Aims
Theoretical:
- To enable students to further develop a self-directed approach to personal and professional development and lifelong learning skills

- To promote development of greater autonomy and responsibility in directing and controlling the student's own learning

- To enable students to focus on an area of care in which they have a particular interest, such as a specialised aspect of care

Practice
- To enable students to contrast care delivery in different cultures or localities dependent on the chosen setting

- To foster the development of core skills and professional attributes essential for nursing practice, including adaptability, flexibility, self-evaluation and an understanding of and respect for different health beliefs and care contexts

APPENDIX 10
Survey of Feedback Practice

Completed by: Seamus Prior, School Quality Director
For: School of Health in Social Science, CHSS

The Survey

Standard 1: *Feedback is integral to course design. Every course and programme will provide opportunities for students to get feedback on their ongoing performance and achievements.*		
	Yes	**No**
1. Do all courses and programmes in the School[1] (UG and PGT) provide opportunities for feedback to students?	x☐	☐
2. If 'No', explain why not and what action is being taken to address this.		

Standard 2: *Effective feedback is prompt, informative, helpful and acted upon.*		
	Yes	**No**
3. Has the School set a standard for feedback turnaround times?	x☐	☐
	Yes	**No**
4. Are feedback turnaround times monitored? a) If 'Yes', what proportion of courses/programmes does not meet the agreed turnaround times? ………………………………………%	x☐	☐
	Yes	**No**
5. Has the School taken steps to ensure that feedback provided to students is informative and helpful? a) If 'Yes', what steps have been taken? Training sessions with staff. Monitoring of student feedback on quality of assessment feedback received.	x☐	☐
6. If you answered 'No' to any of the questions above, explain why not and what action is being taken to address this.		
Standard 3: *Course and programme documentation (e.g. the course handbook or website) must inform students when, where and how feedback is offered in the course concerned.*		
7. Does all course and programme documentation contain information on:		

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[1] School/subject area/department or programme as identified on the first page of the survey.

	Yes	No
a) **When** feedback will be provided (e.g. either a specific session in the course or a specific date)	☐x	☐
b) **Where** feedback will be provided (e.g. in class, WebCT or in person)	☐x	☐
c) **How** feedback will be proved (e.g. in what format, written, verbal etc)	☐x	☐

8. If you answered 'No' to any of the questions above, explain why not and what action is being taken to address this.

Standard 4: *Assessment expectations, standards and marking criteria will be clearly communicated to students, with opportunities for discussion, to enable them to understand and interpret feedback.*

	Yes	No
9. Are assessment expectations, standards and marking criteria communicated to all students?	☐x	☐

    a) If 'Yes', how are they communicated? In course, programme and school handbooks. In set aside assessment-related sessions on courses. In one to one and small group tutorials.

	Yes	No
10. Are students provided with an opportunity for discussion of assessment expectations, standards and marking criteria to aid their understanding?	☐x	☐

11. If you answered 'No' to any of the questions above, explain why not and what action is being taken to address this.

Standard 5: *Students will also be advised on how, when and where they can best make use of the feedback provided to optimise their learning.*

	Yes	No
12. Are students advised on how, when and where they can best make use of feedback?	☐	x☐

    a) If 'Yes', how are students advised of this

13. If you answered 'No' to the question above, explain why not and what action is being taken to address this.

While some subject areas and programmes do this, our School has not addressed this matter consistently across all programmes.

—

Standard 6: *All students are expected to take careful note of feedback and to make good use of it in their studies.*

	Yes	No
14. Are students informed of the expectation to take careful note of feedback and to make use of it in their studies?	☐	X ☐

	Yes	No
15. Does the School support students in their efforts to make use of feedback?	☐	X ☐

    a)   If 'Yes', how are students supported?

16. If you answered 'No' to any of the questions above, explain why not and what action is being taken to address this.

While some subject areas and programmes do this, our School has not addressed this matter consistently across all programmes.

Standard 7: *All teachers and assessors are expected to give feedback in ways that can enhance the quality of students' learning, and to reflect on, review and update their expertise in feedback.*

	Yes	No
17. Does the School provide support to teachers, assessors and postgraduate tutors to develop good feedback practice?	x☐	☐
18. Are all new teaching staff, assessors and postgraduate tutors informed of the University's expectations regarding feedback?	x☐	☐
19. Are all new teaching staff, assessors and postgraduate tutors provided with appropriate induction into good feedback practice?	x	☐

20. If you answered 'No' to any of the questions above, explain why not and what action is being taken to address this.

Standard 8: *The provision of feedback must be regularly monitored in quality assurance procedures (e.g. in course questionnaires and/or focus groups, in staff-student liaison committees, and in programme/ subject reviews) and appropriate action taken to address concerns raised.*

	Yes	No
21. Do course/programme questionnaires provide students with the opportunity to comment on the feedback they have received?	x☐	☐
22. Are opportunities provided at Staff-Student Liaison Committees (or equivalent) for students to discuss feedback concerns?	x☐	☐

23. Are sufficient opportunities provided in internal reviews (TPRs/PPRs) to address feedback concerns?	x☐	☐
24. Is feedback moderated internally?	x☐	☐
25. If you answered 'No' to any of the questions above, explain why not and what action is being taken to address this.		

THANK YOU

Please include your completed survey in the appendix of your School's QA Report to the College and email a copy to Nichola.Kett@ed.ac.uk