

## **Programme Specification –**

### **BSc(Hons) Nursing/Registered Nurse:**

**Adult Nursing  
Children's Nursing  
Learning Disabilities Nursing  
Mental Health Nursing**



This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the programme and module handbooks. This document is reviewed by the University and may be checked by the QAA.

*QAA Subject benchmark statements:* Nursing benchmarks referred to by the QAA are based on the Nursing and Midwifery Council Standards of Proficiency (NMC 2004) and have not been amended as per the NMC Standards (2010) therefore the most relevant subject benchmarks are those provided below.

Key sources of information about this programme and its development can be found in the following

NMC Standards for Pre-Registration Nursing Education (includes advice on Essential Skills Clusters and APL)

<http://standards.nmc-uk.org/PublishedDocuments/Standards%20for%20pre-registration%20nursing%20education%2016082010.pdf>

QAA Standards for work-based and placement learning

NMC Standards to support learning and assessment in practice

<http://www.nmc-uk.org/Documents/Standards/nmcStandardsToSupportLearningAndAssessmentInPractice.pdf>

NMC Standards for Medicines Management

<http://www.nmc-uk.org/Documents/Standards/nmcStandardsForMedicinesManagementBooklet.pdf>

NMC The code: Standards of conduct, performance and ethics for nurses and midwives

<http://www.nmc-uk.org/Documents/Standards/The-code-A4-20100406.pdf>

Guidance on Professional Conduct for Nursing and Midwifery Students

<http://www.nmc-uk.org/Documents/Guidance/Guidance-on-professional-conduct-for-nursing-and-midwifery-students.pdf>

NMC Guidance on Good Health and Good Character

<https://www.nmc.org.uk/education/what-we-expect-of-educational-institutions/good-health-and-good-character-for-aeis/>

NMC Guidance for the care of older people

<http://www.nmc-uk.org/Documents/Guidance/Guidance-for-the-care-of-older-people.pdf>

NMC Record keeping : guidance for nurses and midwives  
<http://www.nmc-uk.org/Documents/Guidance/nmcGuidanceRecordKeepingGuidanceforNursesandMidwives.pdf>

NMC Advice and supporting information for implementation of the standards

NMC Fitness to Practise:

[https://www.nmc.org.uk/globalassets/sitedocuments/annual\\_reports\\_and\\_accounts/ftpannualreports/nmc-annual-fitness-to-practice-report-2010-2011.pdf? t\\_id=1B2M2Y8AsgTpgAmY7PhCfq%3d%3d& t\\_q=fitness+to+practice& t\\_tags=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bf02644b38& t\\_ip=194.81.188.4& t\\_hit.id=NMC\\_Web\\_Models\\_Media\\_DocumentFile/\\_a8b19df0-24a2-4808-ad40-c3409a397c8d& t\\_hit.pos=1](https://www.nmc.org.uk/globalassets/sitedocuments/annual_reports_and_accounts/ftpannualreports/nmc-annual-fitness-to-practice-report-2010-2011.pdf? t_id=1B2M2Y8AsgTpgAmY7PhCfq%3d%3d& t_q=fitness+to+practice& t_tags=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bf02644b38& t_ip=194.81.188.4& t_hit.id=NMC_Web_Models_Media_DocumentFile/_a8b19df0-24a2-4808-ad40-c3409a397c8d& t_hit.pos=1)

NHS Knowledge and skills framework

European Community (EC) Second Nursing Directive 77/453/EEC (updated by 89/595/EEC)  
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CONSLEG:1977L0452:20070101:EN:PDF>

<b>Brief Descriptive Summary</b>	The BSc(Hons) Nursing/RN programme is offered with field specific pathways in adult; children's; learning disabilities and mental health nursing. Successful students are eligible to apply for registration with the Nursing and Midwifery Council. Students spend 50% of the programme in clinical practice being supervised and assessed by clinical staff. The theoretical input is delivered by expert teaching staff and is based on latest evidence and research, using modern teaching methods and technology. We offer excellent student support systems to help students through their studies.
<b>Final Award and Title</b>	BSc(Hons) Nursing/Registered Nurse Adult Nursing BSc(Hons) Nursing/Registered Nurse Children's Nursing BSc(Hons) Nursing/Registered Nurse Learning Disabilities Nursing BSc(Hons) Nursing/Registered Nurse Mental Health Nursing
<b>Exit Award(s) and Title(s)</b>	BSc Health Care Studies Dip HE Health Care Studies Cert HE Health Care Studies
<b>Pathway Framework</b>	<ul style="list-style-type: none"> <li>• Adult Nursing</li> <li>• Children's Nursing</li> <li>• Learning Disabilities Nursing</li> <li>• Mental Health Nursing</li> </ul>
<b>Professional Qualifications</b>	Registered Nurse
<b>Programme Accredited by</b>	Nursing and Midwifery Council
<b>JACS code</b>	B740 – Adult Nursing B730 – Children's Nursing B761 – Learning Disabilities Nursing B760 – Mental Health Nursing
<b>Programme code (CRS)</b>	UB-NRSADU UB-NRSCHI UB-NRSLDS UB-NRSMHL

<b>UCAS code</b>	B700 – Adult Nursing B730 – Children’s Nursing B763 – Learning Disabilities Nursing B760 – Mental Health Nursing
<b>Quality Group</b>	Nursing Quality Group
<b>Faculty</b>	Faculty of Health and Wellbeing
<b>Teaching Institution</b>	University of Cumbria
<b>Work Based Learning</b>	50% of the programme is undertaken and assessed in clinical practice (residential settings, hospitals and community) and includes simulation of clinical skills in the University setting; NMC Standards for Competence and Education (2010) must be achieved to be eligible for professional registration
<b>Date of last engagement with external bodies (eg QAA, Ofsted, etc)</b>	<ul style="list-style-type: none"> <li>• NMC annual monitoring undertaken by Mott Macdonald in January and October 2011</li> <li>• NHS NW Annual Contract Monitoring November 2011</li> <li>• QAA Institutional Audit 2011</li> </ul>
<b>Relevant Qualification Benchmarks</b>	<p><i>QAA Subject benchmark statements:</i> Nursing benchmarks referred to by the QAA are based on the Nursing and Midwifery Council Standards of Proficiency (NMC 2004) and have not been amended as per the NMC Standards (2010) therefore the most relevant subject benchmarks are those provided below.</p> <p>Standards for Pre-Registration Nursing Education (includes advice on Essential Skills Clusters and APL)  <a href="http://standards.nmc-uk.org/PublishedDocuments/Standards%20for%20pre-registration%20nursing%20education%2016082010.pdf">http://standards.nmc-uk.org/PublishedDocuments/Standards%20for%20pre-registration%20nursing%20education%2016082010.pdf</a></p> <p>NMC Standards to support learning and assessment in practice  <a href="http://www.nmc-uk.org/Documents/Standards/nmcStandardsToSupportLearningAndAssessmentInPractice.pdf">http://www.nmc-uk.org/Documents/Standards/nmcStandardsToSupportLearningAndAssessmentInPractice.pdf</a></p> <p>QAA Standards for work-based and placement learning</p> <p>NMC The code: Standards of conduct, performance and ethics for nurses and midwives  <a href="http://www.nmc-uk.org/Documents/Standards/The-code-A4-20100406.pdf">http://www.nmc-uk.org/Documents/Standards/The-code-A4-20100406.pdf</a></p> <p>NMC Standards for Medicines Management  <a href="http://www.nmc-uk.org/Documents/Standards/nmcStandardsForMedicinesManagementBooklet.pdf">http://www.nmc-uk.org/Documents/Standards/nmcStandardsForMedicinesManagementBooklet.pdf</a></p>
<b>Modes of Study</b>	Full-time; Part-time (by prior agreement with NHS North West)
<b>Delivery Sites</b>	Carlisle and Lancaster; some modules can be accessed via one of our Gateway Sites at Barrow

<b>Programme Length</b>	Full-time: Normally 3 years (max 5 years) Part-time: Normally 5 years (max 7 years)
<b>Date of (i) Programme Specification written</b>	January 2012
<b>Validated period of programme</b>	Validation period extended to August 2020

<p><b>1. Educational Aims of the Programme</b></p>	<p>The overall aims of the programme are to:</p> <ol style="list-style-type: none"> <li>1. ensure that by the end of the programme, our qualifying nurses are fit for the profession and safe practitioners of nursing, wherever that may be in the UK.</li> <li>2. produce autonomous practitioners, nurses who will provide essential care to a very high standard and provide complex care using the best available evidence and technology where appropriate (NMC 2010).</li> </ol> <p>Specifically our aim is to prepare students for eligibility to be admitted to the NMC register through:</p> <ul style="list-style-type: none"> <li>• Achievement of all theoretical and practice learning outcomes</li> <li>• Achievement of the NMC standards and competences for pre-registration education,</li> <li>• Demonstration of good health and good character</li> </ul> <p>For each Field of Practice (i.e. Adult/Children’s/Learning Disabilities/Mental Health nursing), the programme aims to develop the student’s general professional and specialist interest in, knowledge and understanding of, and competence of the NMC domains in:</p> <ul style="list-style-type: none"> <li>• professional values</li> <li>• communication and interpersonal skills</li> <li>• nursing practice and decision-making</li> <li>• leadership, management and team working.</li> </ul> <p>At the point of qualification, graduate nurses are able to:</p> <ol style="list-style-type: none"> <li>1. Practise competently according to NMC Standards</li> <li>2. Critically evaluate the quality of the evidence-base and articulate difficulties related to its implementation in complex clinical situations</li> <li>3. Demonstrate clear leadership and management abilities through appropriate decision-making, resource allocation and delegation of staff</li> <li>4. Develop appropriate management of change strategies for clinical practice settings, demonstrating a thorough critical evaluation of the underpinning literature</li> <li>5. Plan and be prepared to undertake research in practice</li> </ol>
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<p><b>2. Programme Outcomes</b></p>
<p><b>This programme provides opportunities for students to develop and demonstrate:</b></p> <ul style="list-style-type: none"> <li>• <b>2(i) Knowledge and understanding</b></li> </ul> <p>The programme is aligned to the requirements of the NMC (2010) Standards for Pre-Registration Nursing Education which requires that there is one single approach to programme development, and that this demonstrates overall</p>

consistency, flexibility and opportunities for shared learning. The requirement is for the development of a single programme with field specific nursing pathways (adult/children's/learning disabilities/mental health)

The programme is underpinned by generic and field specific competences, which is blended throughout the programme. There will be more breadth of knowledge, understanding and skills across the different fields of nursing in years one and two with an increasing development of more field specific depth of knowledge and understanding of more complex needs at the point of registration on completion of year three.

Standards for Pre-Registration Nursing Education (NMC 2010) competences are mapped below to the programme outcomes

The referred competences are organised under the four NMC domains:

- ❖ Professional values (P)
- ❖ Communication and interpersonal skills (C)
- ❖ Nursing practice and decision making (N)
- ❖ Leadership, management and team working (L).

The programme aims to develop the student's general competence, professional and specialist knowledge and understanding of:

1. The delivery and evaluation of high quality, essential person-centred nursing care in diverse care settings within the professional practice of nursing in the context of, society, modern healthcare and inter-professional working (P3; P6; P8; C4; C7; N1; N3; N4; N7; N8; N9; N10; L2; L7)
2. The scientific underpinnings of nursing practice for service users in terms of anatomy, physiology, pathophysiology and pharmacology, epidemiology, immunology and natural life sciences informing delivery of essential care to all and complex care to service users in their field of practice (P8; C6; N1; N2; N4; N5; N6; N7; N10)
3. The social, cultural, psychological and political basis to anti-discriminatory nursing practice impacting on behaviour of service users, acting to safeguard service users, the public, and be responsible and accountable for culturally sensitive, safe, person centred, practice (P1; P2; P3 C2; C4; C8; N2; N3; N5; N9; L2)
4. The application of professional, and legal principles and frameworks to practice, including the concepts of accountability, advocacy and patient/client autonomy; record keeping and confidentiality to practise in a compassionate, respectful way, maintaining dignity and wellbeing and communicating effectively (P1; P2; P3; P4; P8; C1; C2; C3; C4; C5; C7; C8; N9; L1; L6; L7)
5. The concepts relating to how people's lifestyles, environments, public health matters and the location of care delivery influence their health and wellbeing across the lifespan and how to optimise every opportunity to promote health and prevent illness (P3; P4; P5; C3; C4; C6; N1; N2; N3; N4; N5; N8; L1)
6. The centrality of inter-personal skills (and underpinning knowledge) and reflective self-awareness as the basis for forming professional relationships with patients/clients, their families working in partnership with other health and social care professionals and agencies, service users, carers and families ensuring that decisions about care are shared (P3; P4; P6; C1; C2; C3; C4; C8; N3; N8; N10; L2; L4; L7)

7. The importance of using an evidence base for safe, current and future practice with evaluation of technologies and analysis of the quality of the evidence-base and the difficulties related to its interpretation, generation and implementation in complex clinical situations (P5; P7; P8; P9; N1; N5; N6; L1; L2)
8. Appropriate resource and change management service improvement, leadership and management strategies and techniques, based on thorough critical evaluation to be able to work alongside, supervise and manage others (P6; P7; P8; C7; N1; N6; L1; L2; L3; L4; L6; L7)
9. see section 2(ii) below

### **Learning/Teaching Methods and Strategies**

A variety of teaching and learning methods are used throughout the programme. These are designed to match the learning outcomes and to provide each student with some experience of methods best suited to their own learning style, supporting the move to an independent and mature learner. Service user and carer perspectives are explicitly incorporated into teaching and learning materials.

Teaching and learning methods will include: discourse, discussion, debate, small group work, seminar presentations, reflection-on and in-practice, context-based learning (also referred to as problem-based learning), and flexible, distributed learning (FDL) using Blackboard. Each module will facilitate the further development of literacy and I.T. skills, as well as the development of other key lifelong learning skills, and both tutors and students will monitor and evaluate this development via a Personal and Professional Development Profile (PPDP) encouraging the use of Pebblepad.

### **Types/Methods of Assessment**

A full range of assessment methods has been selected in order to enhance student learning and to help students to demonstrate the extent to which they have achieved all of the module learning outcomes, and, overall, the programme aims. Each module's learning outcomes relate to the module assessment item(s).

Group seminars and presentations; essays; interpersonal skills analysis; portfolio of evidence (achievement of clinical competences and written evidence); examination (context-based scenarios); map of patient/client experience; reflective essay; community health profile; learning statement; reflective incident recording; resource package; poster presentation; dissertation

### **2(ii) Qualities, Skills and other attributes**

The programme aims to develop the student's general competence, professional and specialist knowledge and understanding in order to:

9. Meet the requirements of the NMC (2010) progression points at the end of years one and two and the criteria for entry to the appropriate part of the Register through the acquisition of a range of generic and field competences and essential skills, and the demonstration of personal and professional qualities/attitudes related to professional values, communication and interpersonal skills, nursing practice and decision-making, leadership, management and team working. (NMC Domains P1-9; C1-8; N1-10; L1-7)

### **Learning/Teaching Methods and Strategies**

Teaching and learning methods will include: discourse, discussion, debate, small group work, seminar presentations, reflection-on and in-practice, context-based learning (also referred to as problem-based learning), and directed study using Blackboard. Service user narratives and experiences will be used throughout each module will facilitate the further development of literacy and I.T. skills, as well as the development of other key lifelong learning skills, and both tutors and students will monitor and evaluate this development via the Personal and Professional Development Profile (PPDP) as an electronic portfolio.

### **Types/Methods of Assessment**

In addition to the methods in 2(i), practice competence will be assessed using simulation of skills; direct observation and supervision; clinical practice placement with formative and summative assessment of knowledge, skills and attitudes, presentations; portfolio of evidence / patchwork text.

## **3. Learning Teaching and Assessment Strategy**

A variety of teaching and learning methods are used throughout the programme. These are designed to match the learning outcomes and to provide every student with some experience of methods best suited to their own learning style, supporting the move to an independent and mature learner. They are designed to:

- be student-centred, flexible and modern whilst being challenging and stimulating;
- support different learners' needs at different stages of development;
- be fully supported by, and integrated with, technological approaches such as the Blackboard virtual learning environment (VLE) and electronic portfolio;
- actively ensure the linkage of theory with practice;
- explicitly consider, value and incorporate service user and carer perspectives, involving service users and carers directly, as per the Faculty strategy;
- impart academic rigour to the teaching and learning processes;
- develop the student as independent and self-directed, inculcating the ethos of lifelong and reflective learning;
- develop the student's abilities to learn effectively and progress academically, performing academically at level 6 in terms of achieving the programme aims and outcomes through a variety of assessments, including an in-depth evidence based literature review (dissertation) as well as leadership and change management.

Modules use formative and summative assessment so that students progress through a module in a structured and constructive way and build knowledge for practice in a coherent and logical way. Formative assessments are designed so that feedback on the individual student's performance is provided prior to the submission of the final, summative assessment – though this does not contribute to the final module mark or the credit awarded. The wordage – or equivalent – for both formative and summative assessments is counted towards the whole module assessment wordage.

### **Development of NMC Standards for Competence and Essential Skills Clusters through simulation**

This normally takes place within a designated skills laboratory, facilitated by specifically trained staff, using specialist equipment. Simulation provides safe learning opportunities

in basic as well as potentially complex situations and also helps students acquire important skills before going into a placement environment. Simulation will also be facilitated using role play, workshops and the Stillwell Community VLE.

### **NMC Standards for Competence in Clinical Practice**

There is a longitudinal practice module each year taking place over two placements per year. The second placement of each year must normally be passed to progress on the programme. A failed placement will be allowed one further attempt to recoup the fail. Failure of a second attempt at practice assessment will normally mean discontinuation from the programme. Qualified mentors assess students' acquisition of skills and achievement of the NMC competences in clinical practice. In addition to this, only mentors who have satisfied additional criteria are able to make the final sign off assessment of a student's practice and confirm that the required competences for entry to the register have been achieved. Students' professionalism, attitudes, good health and character are vital aspects of this assessment. University Link Lecturers and Placement Education Facilitators support both students and mentors in the placements. The majority of theoretical work is linked to practice in some way and mentors will explore students' underpinning knowledge, and also how their personal and professional characteristics impact on their performance.

Our learning and teaching strategy is based on the philosophy that nurses occupy a privileged position within society. Patients, clients and members of the public have the right to expect the highest standards of professional behaviour; nursing lecturers are gatekeepers for the profession and safeguard entry to it. Training to be a nurse, whilst working and studying for this highly-valued qualification is a challenging and stimulating process, on both personal and professional levels. The programme is designed to ensure that theory and practice are clearly linked throughout in order to enhance patient care. This includes the requirement for students to demonstrate the appropriate professional attitudes, values and character throughout their written work, their time on placement, and conduct on the programme.

Service user and carer involvement is viewed as an integral part of the programme and we are actively continuing to develop their involvement in curriculum development and delivery. Practice mentors involve service users, seeking their opinions when assessing students on placement contributing to the overall decision regarding competence.

## **4. Level Descriptors**

**At HE Level 4: (Year 1 undergraduate),** students will be able to demonstrate that they have the ability: to apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills; evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner; identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

**At HE Level 5: (Year 2 undergraduate),** students will be able to demonstrate that they have the ability: to apply and evaluate key concepts and theories within and outside the context in which they were first studied; select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms; accept responsibility for determining and achieving personal outcomes; reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

**At HE Level 6: (Year 3 undergraduate),** students will be able to demonstrate that

they have the ability: to critically review, consolidate and extend a systematic and coherent body of knowledge; critically evaluate concepts and evidence from a range of resources; transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms; exercise considerable judgement in a range of situations; accept accountability for determining and achieving personal and group outcomes; reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

## **5. Programme Features and Requirements**

Students who qualify from this programme are sought after by employers in the NHS and social care and independent care settings because they are fit for purpose and make excellent future employees.

### **The Nursing and Midwifery Council (NMC)**

Programmes preparing students for the profession of nursing are subject to statutory regulation provided by the NMC <http://www.nmc-uk.org/About-us//> . The NMC specifies standards of education which must be achieved and maintained by Higher Education Institutions (HEIs), their associated clinical practice environments and the standards for competence which students must achieve to be eligible for NMC registration.

### **Theory and practice time**

An NMC requirement is that the programme takes place over 4600 hours (over 3 – 7 years, depending on whether full-or part-time). These hours are split so that students spend a minimum of 2300 hours studying the relevant theory and a minimum of 2300 hours in clinical practice.

### **Sickness and absence**

The University expects 100% attendance for theory and clinical practice. However, we understand that some students may not achieve this. The University monitors attendance and all sickness and absence very carefully to ensure that students have undertaken the sufficient number of hours. Full details of the sickness and absence policy, and the monitoring details, are contained with the Programme and Placement Handbooks. Students who have not achieved all of the necessary hours by the end of the programme are required to complete these hours, under the supervision of a mentor, before they are eligible to apply for registration. There is a period of time available towards the end of each academic year in the summer term for retrieval of some practice hours but only as directed by the Placement Learning Unit and programme leader.

### **Good health and good character; The NMC Code of Student Conduct**

The public has a right to expect the highest possible standards of behaviour and professionalism from all of its nurses, and that qualifying nurses are fit to practise. This also relates to recruitment of students (see section 10), as well as conduct during the programme.

All students are expected to comply with the NMC Guidance on Professional Conduct for Nursing and Midwifery Students <http://www.nmc-uk.org/Documents/Guidance/Guidance-on-professional-conduct-for-nursing-and-midwifery-students.pdf> and the University of Cumbria Student Code of Conduct

<http://www.cumbria.ac.uk/StudentLife/Support/PuttingThingsRight/StudentConduct.aspx>

The Faculty of Health and Wellbeing has developed a well-established *Fitness to Practise Policy for undergraduate health professions* which is aligned to the NMC Standards and the *Student's Codes of Conduct*. Students will be expected to read, familiarise themselves and adhere to the requirements for professional behaviour and attitude at all times in university; clinical practice settings and in their personal/public life.

It is a statutory requirement that nursing students must sign an annual declaration of good health and good character confirming their continued fitness to practise.

At the end of the programme a statement of good health and good character is provided by the professional lead for pre-registration nursing which is then forwarded to the NMC. At the point of registration with the NMC on completion of the programme, signing of the *NMC declaration of good health and good character* may be withheld if there are any unresolved professional issues.

### **Statutory Clinical Skills**

Students are required to attend 24 hours of timetabled statutory skills sessions in Year 1, 15 hours in Year 2, and 15 hours in Year 3. Formative assessment will take place during the sessions. Failure to attend may result in the instigation of Progress Review / Adjudication Procedures. Students may not normally attend for placement unless all sessions have been attended and the PT has signed off permission. Further detail on these requirements are provided in Appendix 1 and in HNSG9001; HNSG9002; HNSG9003.

### **EU requirements**

EU requirements also have to be met and demonstrated within the curriculum

These relate to the required 4600 hours, as well as the inclusion of specified experiences and theoretical input. This means that the adult field specific part of the programme is structured to include experiences of:

- general and specialist medicine
- general and specialist surgery
- child care and paediatrics
- maternity care
- mental health and psychiatry
- care of the old and geriatrics
- home nursing

There is student-led 'enrichment' experience opportunity at the end of Level 5 that links to a public health module at Level 6 for those who wish to extend their experience in a different placement area. This kind of experience always evaluates well and students find them to be meaningful and significant in their personal and professional development. The hours allocated to this (80 hours) are included as theoretical and *do not contribute* to the overall practice hours required by the NMC Standard.

Service user and carer involvement is viewed as an integral part of the programme and we are actively continuing to develop their involvement in:

- Recruitment
- Curriculum development
- Curriculum delivery

- Assessment
- Evaluation and quality enhancement

As a Faculty, we were part of the 3<sup>rd</sup> wave of the NHS Institute for Innovation and Improvement's project on developing and supporting innovation in clinical practice through pre-registration programmes. This was an extremely important project – we worked with the NHS (the Institute and local partners) so that students could identify and implement potential service developments. Although the project is completed, service innovation and improvement remains a feature in this programme as part of an interprofessional learning strategy. Our local Trust partners are very supportive of this as it clearly links organisational development and leadership behaviours in an integrated and effective way. As part of this project approach we have also developed practice-based projects working with clinical staff whereby students undertake organisational 'raids' and interview patients and clients about their experiences of care.

## 6. Curriculum Map

<b>(a) Programme Structure – Adult Nursing Pathway</b>						
<b>Level</b>	<b>Module Code</b>	<b>JACS Code</b>	<b>Module Title and Aim</b>	<b>Credit Points</b>	<b>Core/ Compulsory/ Optional/ Qualificatory *</b>	<b>Notes (eg pre/co-requisites, etc)</b>
4	HWTN4001	B700	<b>Fundamentals of Professional Practice</b> To enable students to develop an understanding of the foundations for professional practice by exploring their own value base in order to inform their emerging professional identity	20	Core	Faculty Generic
4	HWTN4002	B700	<b>Developing Professional Graduate Skills for Health and Social Care Practitioners</b> To enable the student to develop the skills required to become an independent lifelong learner and to prepare students for learning alongside other professionals	20	Core	Faculty Generic
4	HNSG4010	B700	<b>Introduction to Health and Wellbeing</b> To examine the determinants of public health and health promotion across the life span from a bio- psycho- social and cultural perspective	20	Core	Nursing Generic
4	HNSG4020	B700	<b>Fundamental Approaches in Nursing</b> To enable students to demonstrate an understanding of the nature of nursing	20	Core	Nursing Generic
4	HNSA4030	B740	<b>Principles of Adult Nursing Practice</b> To explore the fundamental principles of adult nursing practice	20	Core	Field Specific
4	HNSG4070	B740	<b>Year 1 Practice Assessment</b> The aim is to enable students to achieve the relevant NMC competence standards and Essential Skills Clusters at the end of year one.	20	Core	Nursing Generic
Students exiting at this point with 120 credits at Level 4 would receive a Cert HE Health Care Studies						
5	HWTA5001	B740	<b>Using Evidence to Support Practice</b> The aim of this module is to develop the student's ability to critically analyse published research and other types of evidence and relate it to practice	20	Core	Faculty Generic
5	HWTA5002	B740	<b>Working with Others</b> To enable students to develop their professional value base and their understanding of collaborative practices in working with service users, carers and others	20	Core	Faculty Generic
5	HNSA5010	B740	<b>Challenges in Health and Behaviour</b>	20	Core	Nursing

			To develop a broad knowledge of deviations in the health and wellbeing of individuals			Generic
5	HNSA5020	B740	<b>Developing Therapeutic Approaches and Practice</b> To develop a student's understanding of the role of therapeutic approaches in nursing practice	20	Core	Generic/Field
5	HNSA5030	B740	<b>Acute Care in Adult Nursing Practice</b> To introduce, apply and integrate the principles that inform the care of adults within the acute care setting	20	Core	Field Specific
5	HNSA5070	B740	<b>Year 2 Practice Assessment</b> The aim is to enable students to achieve the relevant NMC competence standards and Essential Skills Clusters at the end of Year Two	20	Core	Generic/Field
Students exiting at this point with 120 credits at Level 4 and 120 at Level 5 would receive a Dip HE Health Care Studies						
6	HWTA6001	B740	<b>Using Evidence to Evaluate Practice</b> To consolidate students' knowledge in relation to evidence based practice, including their ability to critique this concept. To promote the synthesis of knowledge and values culminating in the ability to influence practice in a multi-disciplinary context.	20	Core	Faculty Generic
6	HWTA6002	B740	<b>Professional Practice in Context</b> To prepare students for working as a professional within an organisation, enabling them to work autonomously and collaboratively within a changing environment	20	Core	Faculty Generic
6	HNSA6010	B740	<b>Promoting Health and Wellbeing for Groups and Communities</b> To further develop knowledge and understanding of the broad determinants of health in order to equip students with the ability to ascertain and respond to the health needs and priorities of groups and communities while contributing to their empowerment	20	Core	Generic/Field
6	HNSA6020	B740	<b>Transition to Graduate Practice</b> To enable students to critically reflect on personal and professional implications of practising as a Registered Nurse	20	Core	Generic/Field
6	HNSA6030	B740	<b>Continuing, Palliative and End of Life Care</b> The aim of this module is to prepare students to care for patients, families and carers coping with long term and palliative care conditions	20	Core	Field Specific
6	HNSA6070	B740	<b>Year 3 Practice Assessment</b> The aim is to enable students to achieve the relevant NMC competence standards and Essential Skills Clusters at the end of the programme	20	Core	Field Specific
Students successfully achieving 120 credits at Level 4, 120 at Level 5 and 120 at Level 6 would receive a BSc(Hons) Nursing/RN Adult						

Nursing

Students exiting at this point with 120 credits at Level 4, 120 at Level 5 and 60 at Level 6 would receive a BSc Health Care Studies

**Progression / Award requirements**

Module pass mark: 40% (Undergraduate) All modules must be passed to be eligible to apply for NMC registration

(\* ) Note:

**Core Modules** – must be taken and successfully passed.

**Compulsory Modules** – must be taken but can be carried as fails (if the award permits).

**Optional Modules** – students would be required to take an appropriate number of optional modules

**Qualificatory Unit of study** – Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies (professional components that are not credit bearing and are pass/fail).

<b>(b) Programme Structure – Children’s Nursing Pathway</b>						
<b>Level</b>	<b>Module Code</b>	<b>JACS Code</b>	<b>Module Title and Aim</b>	<b>Credit Points</b>	<b>Core/ Compulsory/ Optional/ Qualificatory *</b>	<b>Notes (eg pre/co-requisites, etc)</b>
4	HWTN4001	B700	<b>Fundamentals of Professional Practice</b> To enable students to develop an understanding of the foundations for professional practice by exploring their own value base in order to inform their emerging professional identity	20	Core	Faculty Generic
4	HWTN4002	B700	<b>Developing Professional Graduate Skills for Health and Social Care Practitioners</b> To enable the student to develop the skills required to become an independent lifelong learner and to prepare students for learning alongside other professionals	20	Core	Faculty Generic
4	HNSG4010	B700	<b>Introduction to Health and Wellbeing</b> To examine the determinants of public health and health promotion across the life span from a bio- psycho- social and cultural perspective	20	Core	Nursing Generic
4	HNSG4020	B700	<b>Fundamental Approaches in Nursing</b> To enable students to demonstrate an understanding of the nature of nursing	20	Core	Nursing Generic
4	HNSC4040	B730	<b>Introduction to Children's Nursing</b> To enable students to demonstrate an understanding of the nature of nursing children	20	Core	Field Specific
4	HNSG4070	B730	<b>Year 1 Practice Assessment</b> The aim is to enable students to achieve the relevant NMC competence standards and Essential Skills Clusters at the end of year one.	20	Core	Nursing Generic
Students exiting at this point with 120 credits at Level 4 would receive a Cert HE Health Care Studies						
5	HWTC5001	B730	<b>Using Evidence to Support Practice</b> The aim of this module is to develop the student’s ability to critically analyse published research and other types of evidence and relate it to practice	20	Core	Faculty Generic
5	HWTC5002	B730	<b>Working with Others</b> To enable students to develop their professional value base and their understanding of collaborative practices in working with service users, carers and others	20	Core	Faculty Generic
5	HNSC5010	B730	<b>Challenges in Health and Behaviour</b>	20	Core	Nursing

			To develop a broad knowledge of deviations in the health and wellbeing of individuals			Generic
5	HNSC5020	B730	<b>Developing Therapeutic Approaches and Practice</b> To develop a student's understanding of the role of therapeutic approaches in nursing practice	20	Core	Generic/Field
5	HNSC5040	B730	<b>Developing Children's Nursing</b> To develop the student's knowledge and understanding to support their developing role as a children's nurse	20	Core	Field Specific
5	HNSC5070	B730	<b>Year 2 Practice Assessment</b> The aim is to enable students to achieve the relevant NMC competence standards and Essential Skills Clusters at the end of Year Two	20	Core	Generic/Field
Students exiting at this point with 120 credits at Level 4 and 120 at Level 5 would receive a Dip HE Health Care Studies						
6	HWTC6001	B730	<b>Using Evidence to Evaluate Practice</b> To consolidate students' knowledge in relation to evidence based practice, including their ability to critique this concept. To promote the synthesis of knowledge and values culminating in the ability to influence practice in a multi-disciplinary context.	20	Core	Faculty Generic
6	HWTC6002	B730	<b>Professional Practice in Context</b> To prepare students for working as a professional within an organisation, enabling them to work autonomously and collaboratively within a changing environment	20	Core	Faculty Generic
6	HNSC6010	B730	<b>Promoting Health and Wellbeing for Groups and Communities</b> To further develop knowledge and understanding of the broad determinants of health in order to equip students with the ability to ascertain and respond to the health needs and priorities of groups and communities while contributing to their empowerment	20	Core	Generic/Field
6	HNSC6020	B730	<b>Transition to Graduate Practice</b> To enable students to critically reflect on personal and professional implications of practising as a Registered Nurse	20	Core	Generic/Field
6	HNSC6040	B730	<b>Consolidating Children's Nursing</b> The aim is to enable student to consolidate their Children's Nursing knowledge in order to manage the care of children with complex needs and their families	20	Core	Field Specific
6	HNSC6080	B730	<b>Year 3 Practice Assessment</b> The aim is to enable students to achieve the relevant NMC competence standards and Essential Skills Clusters to be eligible to register with the NMC	20	Core	Field Specific
Students successfully achieving 120 credits at Level 4, 120 at Level 5 and 120 at Level 6 would receive a BSc(Hons) Nursing/RN						

Children's Nursing

Students exiting at this point with 120 credits at Level 4, 120 at Level 5 and 60 at Level 6 would receive a BSc Health Care Studies

**Progression / Award requirements**

Module pass mark: 40% (Undergraduate) All modules must be passed to be eligible to apply for NMC registration

(\* ) Note:

**Core Modules** – must be taken and successfully passed.

**Compulsory Modules** – must be taken but can be carried as fails (if the award permits).

**Optional Modules** – students would be required to take an appropriate number of optional modules

**Qualificatory Unit of study** – Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies (professional components that are not credit bearing and are pass/fail).

<b>(c) Programme Structure – Learning Disabilities Nursing Pathway</b>						
<b>Level</b>	<b>Module Code</b>	<b>JACS Code</b>	<b>Module Title and Aim</b>	<b>Credit Points</b>	<b>Core/ Compulsory/ Optional/ Qualificatory *</b>	<b>Notes (eg pre/co-requisites, etc)</b>
4	HWTN4001	B700	<b>Fundamentals of Professional Practice</b> To enable students to develop an understanding of the foundations for professional practice by exploring their own value base in order to inform their emerging professional identity	20	Core	Faculty Generic
4	HWTN4002	B700	<b>Developing Professional Graduate Skills for Health and Social Care Practitioners</b> To enable the student to develop the skills required to become an independent lifelong learner and to prepare students for learning alongside other professionals	20	Core	Faculty Generic
4	HNSG4010	B700	<b>Introduction to Health and Wellbeing</b> To examine the determinants of public health and health promotion across the life span from a bio- psycho- social and cultural perspective	20	Core	Nursing Generic
4	HNSG4020	B700	<b>Fundamental Approaches in Nursing</b> To enable students to demonstrate an understanding of the nature of nursing	20	Core	Nursing Generic
4	HNSL4050	B761	<b>Fundamentals of Learning Disability Nursing</b> To enable students to explore key concepts in learning disability nursing	20	Core	Field Specific
4	HNSG4070	B761	<b>Year 1 Practice Assessment</b> The aim is to enable students to achieve the relevant NMC competence standards and Essential Skills Clusters at the end of year one.	20	Core	Nursing Generic
Students exiting at this point with 120 credits at Level 4 would receive a Cert HE Health Care Studies						
5	HWTL5001	B761	<b>Using Evidence to Support Practice</b> The aim of this module is to develop the student's ability to critically analyse published research and other types of evidence and relate it to practice	20	Core	Faculty Generic
5	HWTL5002	B761	<b>Working with Others</b> To enable students to develop their professional value base and their understanding of collaborative practices in working with service users, carers and others	20	Core	Faculty Generic
5	HNSL5010	B761	<b>Challenges in Health and Behaviour</b>	20	Core	Nursing

			To develop a broad knowledge of deviations in the health and wellbeing of individuals			Generic
5	HNSL5020	B761	<b>Developing Therapeutic Approaches and Practice</b> To develop a student's understanding of the role of therapeutic approaches in nursing practice	20	Core	Generic/Field
5	HNSL5050	B761	<b>Focus upon Learning Disability Nursing Practice</b> Understand the role of the learning disability nurse when delivering and facilitating therapeutic interventions in a variety of complex client presentations	20	Core	Field Specific
5	HNSL5070	B761	<b>Year 2 Practice Assessment</b> The aim is to enable students to achieve the relevant NMC competence standards and Essential Skills Clusters at the end of Year Two	20	Core	Generic/Field
Students exiting at this point with 120 credits at Level 4 and 120 at Level 5 would receive a Dip HE Health Care Studies						
6	HWTL6001	B761	<b>Using Evidence to Evaluate Practice</b> To consolidate students' knowledge in relation to evidence based practice, including their ability to critique this concept. To promote the synthesis of knowledge and values culminating in the ability to influence practice in a multi-disciplinary context.	20	Core	Faculty Generic
6	HWTL6002	B761	<b>Professional Practice in Context</b> To prepare students for working as a professional within an organisation, enabling them to work autonomously and collaboratively within a changing environment	20	Core	Faculty Generic
6	HNSL6010	B761	<b>Promoting Health and Wellbeing for Groups and Communities</b> To further develop knowledge and understanding of the broad determinants of health in order to equip students with the ability to ascertain and respond to the health needs and priorities of groups and communities while contributing to their empowerment	20	Core	Generic/Field
6	HNSL6020	B761	<b>Transition to Graduate Practice</b> To enable students to critically reflect on personal and professional implications of practising as a Registered Nurse	20	Core	Generic/Field
6	HNSL6050	B761	<b>Preparing for Learning Disability Practice</b> To empower the student to review specific areas of contemporary learning disability practice	20	Core	Field Specific
6	HNSL6090	B761	<b>Year 3 Practice Assessment</b> The aim is to enable students to achieve the relevant NMC proficiency standards and Essential Skills Clusters at the end of the programme	20	Core	Field Specific
Students successfully achieving 120 credits at Level 4, 120 at Level 5 and 120 at Level 6 would receive a BSc(Hons)Nursing/RN Learning						

Disabilities Nursing

Students exiting at this point with 120 credits at Level 4, 120 at Level 5 and 60 at Level 6 would receive a BSc Health Care Studies

**Progression / Award requirements**

Module pass mark: 40% (Undergraduate) All modules must be passed to be eligible to apply for NMC registration

(\*) *Note:*

**Core Modules** – *must be taken and successfully passed.*

**Compulsory Modules** – *must be taken but can be carried as fails (if the award permits).*

**Optional Modules** – *students would be required to take an appropriate number of optional modules*

**Qualificatory Unit of study** – *Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies (professional components that are not credit bearing and are pass/fail).*

<b>(d) Programme Structure – Mental Health Nursing Pathway</b>						
<b>Level</b>	<b>Module Code</b>	<b>JACS Code</b>	<b>Module Title and Aim</b>	<b>Credit Points</b>	<b>Core/ Compulsory/ Optional/ Qualificatory *</b>	<b>Notes (eg pre/co-requisites, etc)</b>
4	HWTN4001	B700	<b>Fundamentals of Professional Practice</b> To enable students to develop an understanding of the foundations for professional practice by exploring their own value base in order to inform their emerging professional identity	20	Core	Faculty Generic
4	HWTN4002	B700	<b>Developing Professional Graduate Skills for Health and Social Care Practitioners</b> To enable the student to develop the skills required to become an independent lifelong learner and to prepare students for learning alongside other professionals	20	Core	Faculty Generic
4	HNSG4010	B700	<b>Introduction to Health and Wellbeing</b> To examine the determinants of public health and health promotion across the life span from a bio- psycho- social and cultural perspective	20	Core	Nursing Generic
4	HNSG4020	B700	<b>Fundamental Approaches in Nursing</b> To enable students to demonstrate an understanding of the nature of nursing	20	Core	Nursing Generic
4	HNSM4060	B760	<b>Fundamental Principles of Mental Health Nursing</b> To enable students to embrace key principles and knowledge that underpins mental health nursing practice	20	Core	Field Specific
4	HNSG4070	B760	<b>Year 1 Practice Assessment</b> The aim is to enable students to achieve the relevant NMC competence standards and Essential Skills Clusters at the end of year one.	20	Core	Nursing Generic
Students exiting at this point with 120 credits at Level 4 would receive a Cert HE Health Care Studies						
5	HWTM5001	B760	<b>Using Evidence to Support Practice</b> The aim of this module is to develop the student's ability to critically analyse published research and other types of evidence and relate it to practice	20	Core	Faculty Generic
5	HWTM5002	B760	<b>Working with Others</b> To enable students to develop their professional value base and their understanding of collaborative practices in working with service users, carers and others	20	Core	Faculty Generic
5	HNSM5010	B760	<b>Challenges in Health and Behaviour</b>	20	Core	Nursing

			To develop a broad knowledge of deviations in the health and wellbeing of individuals			Generic
5	HNSM5020	B760	<b>Developing Therapeutic Approaches and Practice</b> To develop a student's understanding of the role of therapeutic approaches in nursing practice	20	Core	Generic/Field
5	HNSM5060	B760	<b>Clinical Practice in Mental Health Nursing</b> For students to gain a practical understanding of key mental health nursing skills and pharmacology	20	Core	Field Specific
5	HNSM5070	B760	<b>Year 2 Practice Assessment</b> The aim is to enable students to achieve the relevant NMC competence standards and Essential Skills Clusters at the end of Year Two	20	Core	Generic/Field
Students exiting at this point with 120 credits at Level 4 and 120 at Level 5 would receive a Dip HE Health Care Studies						
6	HWTM6001	B760	<b>Using Evidence to Evaluate Practice</b> To consolidate students' knowledge in relation to evidence based practice, including their ability to critique this concept. To promote the synthesis of knowledge and values culminating in the ability to influence practice in a multi-disciplinary context.	20	Core	Faculty Generic
6	HWTM6002	B760	<b>Professional Practice in Context</b> To prepare students for working as a professional within an organisation, enabling them to work autonomously and collaboratively within a changing environment	20	Core	Faculty Generic
6	HNSM6010	B760	<b>Promoting Health and Wellbeing for Groups and Communities</b> To further develop knowledge and understanding of the broad determinants of health in order to equip students with the ability to ascertain and respond to the health needs and priorities of groups and communities while contributing to their empowerment	20	Core	Generic/Field
6	HNSM6020	B760	<b>Transition to Graduate Practice</b> To enable students to critically reflect on personal and professional implications of practising as a Registered Nurse	20	Core	Generic/Field
6	HNSM6060	B760	<b>Contemporary Interventions in Mental Health Nursing Practice</b> To enable students to critically analyse a range of contemporary therapeutic interventions employed within mental health nursing practice	20	Core	Field Specific
6	HNSM6100	B760	<b>Year 3 Practice Assessment</b> The aim is to enable students to achieve the relevant NMC competence standards and Essential Skills Clusters at the end of the programme	20	Core	Field Specific

Students successfully achieving 120 credits at Level 4, 120 at Level 5 and 120 at Level 6 would receive a BSc(Hons) Nursing/RN Mental Health Nursing

Students exiting at this point with 120 credits at Level 4, 120 at Level 5 and 60 at Level 6 would receive a BSc Health Care Studies

### **Progression / Award requirements**

Module pass mark: 40% (Undergraduate) All modules must be passed to be eligible to apply for NMC registration

(\* ) Note:

**Core Modules** – must be taken and successfully passed.

**Compulsory Modules** – must be taken but can be carried as fails (if the award permits).

**Optional Modules** – students would be required to take an appropriate number of optional modules

**Qualificatory Unit of study** – Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies (professional components that are not credit bearing and are pass/fail).

<b>(e) Programme Structure – Independent Study / Negotiated Learning Opportunities</b> <b>Only for students transferring/intercalating/APL</b>						
<b>Level</b>	<b>Module Code</b>	<b>JACS Code</b>	<b>Module Title and Aim</b>	<b>Credits</b>	<b>Core/Compulsory/Optional/Qualificatory*</b>	<b>Notes (eg pre/co-requisites, etc)</b>
4	HNSG4001	B700	<b>Independent Study</b> To enable students to select a choice of subject for study which will further develop individual knowledge and/or skills at Level 4	10	Optional	Only for students transferring/intercalating/APL
4	HNSG4002	B700	<b>Negotiated Learning</b> To enable students to select a choice of subject for study which will further develop individual knowledge and/or skills	20	Optional	
5	HNSG5001	B700	<b>Independent Study</b> To enable students to select a choice of subject for study which will further develop individual knowledge and/or skills at Level 5	10	Optional	Only for students transferring/intercalating/APL
5	HNSG5002	B700	<b>Negotiated Learning</b> To enable students to select a choice of subject for study which will further develop individual knowledge and/or skills at Level 5	20	Optional	
6	HNSG6001	B700	<b>Independent Study</b> To enable students to select a choice of subject for study which will further develop individual knowledge and/or skills at Level 6	10	Optional	Only for students transferring/intercalating/APL
6	HNSG6002	B700	<b>Negotiated Learning</b> To enable students to select a choice of subject for study which will further develop individual knowledge and/or skills at Level 6	20	Optional	

<b>(f) Programme Structure – Qualificatory Practice (non-credit bearing)</b>						
<b>Level</b>	<b>Module Code</b>	<b>JACS Code</b>	<b>Module Title and Aim</b>	<b>Credit Points</b>	<b>Core/ Compulsory/ Optional/ Qualificatory *</b>	<b>Notes (eg pre/co-requisites, etc)</b>
n/a	HNSG9001	n/a	<b>Statutory Clinical Skills Year 1</b> The aim of this QPU is to prepare students for their first placement in terms of health and safety of themselves and others, and the people in their care	n/a	Qualificatory	These units of practice are required by placement providers and education commissioners.
n/a	HNSG9002	n/a	<b>Statutory Clinical Skills Year 2</b> The aim of this QPU is to provide an annual update of the statutory skills covered in year 1, preparing the students for practice at an increasingly autonomous level	n/a	Qualificatory	
n/a	HNSG9003	n/a	<b>Statutory Clinical Skills Year 3</b> The aim of this QPU is to provide an annual update of the statutory skills covered years 1 and 2, preparing the students for practice at a competent level	n/a	Qualificatory	

<b>Progression / Award requirements</b>
<p>Module pass mark: 40% (Undergraduate) All modules must be passed to be eligible to apply for NMC registration</p> <p>(*) <i>Note:</i></p> <p><b>Core Modules</b> – must be taken and successfully passed.</p> <p><b>Compulsory Modules</b> – must be taken but can be carried as fails (if the award permits).</p> <p><b>Optional Modules</b> – students would be required to take an appropriate number of optional modules</p> <p><b>Qualificatory Unit of study</b> – Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies (professional components that are not credit bearing and are pass/fail).</p>

### 7. Programme Assessment Map

This map charts the assessment of the programme outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the programme outcomes including knowledge, understanding, academic and vocational skills, and other qualities.

The following letters to denote the contribution of each module:

D = programme outcome is **developed** in this module

F = programme outcome, or aspects of the programme outcome, are **formatively** assessed on this module

S = programme outcome, or aspects of the programme outcome, are **summatively** assessed on this module

Module Code	Module Name or placement	Programme outcome 1	Programme outcome 2	Programme outcome 3	Programme outcome 4	Programme outcome 5	Programme outcome 6	Programme outcome 7	Programme outcome 8	Programme outcome 9
HWTN4001	Fundamentals of Professional Practice			DS	DS		DS			D
HWTN4002	Developing Professional Graduate Skills for Health and Social Care Practitioners	D						DFS		D
HNSG4010	Introduction to Health and Wellbeing	D		D		DFS				D
HNSG4020	Fundamental Approaches in Nursing	DFS	DF				DF	D		D
HNSA4030	Principles of Adult Nursing Practice	DFS	DFS	D			D			D
HNSC4040	Introduction to Children's Nursing	DFS	DF	DFS	DFS	DF	DFS	DF		D
HNSL4050	Fundamentals of Learning Disability Nursing	DFS	D	DFS	D		D			DFS
HNSM4060	Fundamental Principles of Mental Health Nursing	DFS			DFS		DFS			D
HNSG4070	Year 1 Practice Assessment	DF	DF	DF	DF		DF			DFS
HWTA5001	Using Evidence to Support Practice		D					DFS	D	D
HWTC5001										
HWTL5001										
HWTM5001										
HWTA5002	Working with Others	DFS		DF	DF		DFS		DF	D
HWTC5002										
HWTL5002										
HWTM5002										
HNSA5010	Challenges in Health and Behaviour	DFS	DFS		D	D	D	D		D
HNSC5010										
HNSL5010										
HNSM5010										
HNSA5020	Developing Therapeutic Approaches and Practice	D	DFS				DFS	DFS		D

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This map charts the assessment of the programme outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the programme outcomes including knowledge, understanding, academic and vocational skills, and other qualities.

The following letters to denote the contribution of each module:

D = programme outcome is **developed** in this module

F = programme outcome, or aspects of the programme outcome, are **formatively** assessed on this module

S = programme outcome, or aspects of the programme outcome, are **summatively** assessed on this module

Module Code	Module Name or placement	Programme outcome 1	Programme outcome 2	Programme outcome 3	Programme outcome 4	Programme outcome 5	Programme outcome 6	Programme outcome 7	Programme outcome 8	Programme outcome 9
HNSC5020										
HNSL5020										
HNSM5020										
HNSA5030	Acute Care in Adult Nursing Practice	DFS	DFS	DS		D	D	DFS	D	D
HNSC5040	Developing Children's Nursing	DFS	DFS	DF	DF	DF	DFS	DFS	D	DF
HNSL5050	Focus upon Learning Disability Nursing Practice	DFS	DFS	DFS	D	DFS	DFS	D	D	DFS
HNSM5060	Clinical Practice in Mental Health Nursing	DFS	DFS	D	D		DFS	D	DS	D
HNSA5070	Year 2 Practice Assessment	DF	DF	DF	DF		DF	D		DFS
HNSC5070										
HNSL5070										
HNSM5070										
HWTA6001	Using Evidence to Evaluate Practice		D					DFS	D	D
HWTC6001										
HWTM6001										
HNSA6002	Professional Practice in Context	D	D				D	DFS	DFS	D
HWTC6002										
HWTM6002										
HNSA6010	Promoting Health and Wellbeing for Groups and Communities	D	DFS	DFS		DFS	D	DFS	D	D
HNSC6010										
HNSL6010										
HNSM6010										
HNSA6020	Transition to Graduate Practice	D	D	D	D	D	D	D	D	DFS

### 7. Programme Assessment Map

This map charts the assessment of the programme outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the programme outcomes including knowledge, understanding, academic and vocational skills, and other qualities.

The following letters to denote the contribution of each module:

*D* = programme outcome is **developed** in this module

*F* = programme outcome, or aspects of the programme outcome, are **formatively** assessed on this module

*S* = programme outcome, or aspects of the programme outcome, are **summatively** assessed on this module

Module Code	Module Name or placement	Programme outcome 1	Programme outcome 2	Programme outcome 3	Programme outcome 4	Programme outcome 5	Programme outcome 6	Programme outcome 7	Programme outcome 8	Programme outcome 9
HNSC6020										
HNSL6020										
HNSM6020										
HNSA6030	Continuing, Palliative and End of Life Care	DS	DS		DS	D	DS	D	D	D
HNSC6040	Consolidating Children's Nursing	DFS	DFS	DFS	DFS	D	DFS	DFS	D	DF
HNSL6050	Preparing for Learning Disability Practice	DFS	D	D	D	DFS	D	D	D	DFS
HNSM6060	Contemporary Interventions in Mental Health Nursing Practice	DS	DS	D	DS	D	DS	DS	D	D
HNSA6070	Year 3 Practice Assessment (Adult)	DF	DF	DF	DF	D	DF	D	DF	DFS
HNSC6080	Year 3 Practice Assessment (Children)	DF	DF	DF	DF	D	DF	D	DF	DFS
HNSL6090	Year 3 Practice Assessment (Learning Disabilities)	DF	DF	DF	DF	D	DF	D	DF	DFS
HNSM6100	Year 3 Practice Assessment (Mental Health)	DF	DF	DF	DF	D	DF	D	DF	DFS

## 8. Indicative Assessment Calendar

<b>(a) Assessment Calendar – Adult Nursing Pathway</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Weighting</b>	<b>Approx assessment deadline (eg mid semester)</b>
HWTN4001	Fundamentals of Professional Practice	Tutor and peer feedback will be integrated progressively into the summative written assignment	Written assignment (3500 words)  Essay	100%	Mid semester 1
HWTN4002	Developing Professional Graduate Skills for Health and Social Care Practitioners	Self-awareness activities, such as on-line sector resources, results of which will be integrated into the summative written assignment	Written assignment (2500 words)  Portfolio	100%	Mid semester 2
HNSG4010	Introduction to Health and Wellbeing	Peer assessment	Oral assessment or presentation (20 mins)	100%	Mid semester 1
HNSG4020	Fundamental Approaches in Nursing	Medicine Management assessment	Written assignment (3500 words)  Case Study	100%	End Semester 2
HNSA4030	Principles of Adult Nursing Practice	On-line multiple choice questionnaire	Written Examination. Some seen preparatory elements. (2hrs)	100%	End semester 2
HNSG4070	Year 1 Practice Assessment	Numeracy Assessment linked to NMC progression point 1	Written assignment (1500 words)  Reflective Essay	100%	Mid semester 2
			Summative Clinical Practice Assessment and Essential skills for progression point 1		P/F Qualificatory

HWTA5001	Using Evidence to Support Practice	20 min peer presentation relating to selected published research findings - peer feedback and self-evaluation will be integrated into the summative written assignment	Written assignment (3500 words) Research Critique	100%	End semester 1
HWTA5002	Working with Others	Tutor and peer feedback will be integrated progressively into the summative written assignment	Written assignment (3500 words)	100%	Mid semester 2
HNSA5010	Challenges in Health and Behaviour	On line discussion	Presentation (15 mins)	100%	End semester 1
HNSA5020	Developing Therapeutic Approaches and Practice	None	Written assignment (4000 words) Comparative Studies	100%	End semester 2
HNSA5030	Acute Care in Adult Nursing Practice	1 hour seminar via discussion board	Written examination (2 hours)	100%	End semester 2
HNSA5070	Year 2 Practice Assessment	Numeracy Assessment linked to NMC progression point 2	Written assignment (1500 words) Reflective Essay	100%	Mid semester 2
			Summative Clinical Practice Assessment and Essential skills for progression point 1	P/F Qualificatory	End semester 2
HWTA6001	Using Evidence to Evaluate Practice	20 min presentation to peers - Peer review and self assessment of presentation will be integrated into the summative written assignment	Written assignment (4000 words) Extended Literature Review	100%	End semester 1

HWTA6002	Professional Practice in Context	Small group student led seminar enabling tutor and peer feedback that will be integrated into the summative written assignment	Set exercise (3500 words)  Individual poster with supporting critique	100%	Mid semester 2
HNSA6010	Promoting Health and Wellbeing for Groups and Communities	None	Set exercise (4000 words) – Community health needs analysis with field specific suggestions for intervention	100%	End semester 1
HNSA6020	Transition to Graduate Practice	On line discussion/wiki/blog	Professional Portfolio (3500 words)	100%	End semester 2
HNSA6030	Continuing, Palliative and End of Life Care	None	Written assignment (4000 words)  Case Study	100%	End semester 2
HNSA6070	Year 3 Practice Assessment	None	Written assignment (1500 words)  Reflective Essay	100%	Mid semester 2
			Numeracy assessment for administration of medicines for entry to the Register  100% pass mark required		
			Summative Clinical Practice Assessment and Essential skills for progression to NMC Registration	P/F Qualificatory	End semester 2

**(b) Assessment Calendar – Children’s Nursing Pathway**

<b>Module Code</b>	<b>Module Title</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Weighting</b>	<b>Approx assessment deadline (eg mid semester)</b>
HWTN4001	Fundamentals of Professional Practice	Tutor and peer feedback will be integrated progressively into the summative written assignment	Written assignment (3500 words) Essay	100%	Mid semester 1
HWTN4002	Developing Professional Graduate Skills for Health and Social Care Practitioners	Self-awareness activities, such as on-line sector resources, results of which will be integrated into the summative written assignment	Written assignment (2500 words) Portfolio	100%	Mid semester 2
HNSG4010	Introduction to Health and Wellbeing	Peer assessment	Oral assessment or presentation (20 mins)	100%	Mid semester 1
HNSG4020	Fundamental Approaches in Nursing	Medicine Management assessment	Written assignment (3500 words) Case Study	100%	End Semester 2
HNSC4040	Introduction to Children's Nursing	Online group discussion	Written examination (2 hours)	100%	End semester 2
HNSG4070	Year 1 Practice Assessment	Numeracy Assessment linked to NMC progression point 1	Written assignment (1500 words) Reflective Essay	100%	Mid semester 2
			Summative Clinical Practice Assessment and Essential skills for progression point 1	P/F Qualificatory	End semester 2

HWTC5001	Using Evidence to Support Practice	20 min peer presentation relating to selected published research findings - peer feedback and self-evaluation will be integrated into the summative written assignment	Written assignment (3500 words) Research Critique	100%	End semester 1
HWTC5002	Working with Others	Tutor and peer feedback will be integrated progressively into the summative written assignment	Written assignment (3500 words)	100%	Mid semester 2
HNSC5010	Challenges in Health and Behaviour	On line discussion	Presentation (15 mins)	100%	End semester 1
HNSC5020	Developing Therapeutic Approaches and Practice	None	Written assignment (4000 words) Comparative Studies	100%	End semester 2
HNSC5040	Developing Children's Nursing	Online activities	Written assignment (3500 words)	100%	End semester 2
HNSC5070	Year 2 Practice Assessment	Numeracy Assessment linked to NMC progression point 2	Written assignment (1500 words) Reflective Essay	100%	Mid semester 2
			Summative Clinical Practice Assessment and Essential skills for progression point 1	P/F Qualificatory	End semester 2

HWTC6001	Using Evidence to Evaluate Practice	20 min presentation to peers - Peer review and self assessment of presentation will be integrated into the summative written assignment	Written assignment (4000 words) Extended Literature Review	100%	End semester 1
HWTC6002	Professional Practice in Context	Small group student led seminar enabling tutor and peer feedback that will be integrated into the summative written assignment	Set exercise (3500 words) Individual poster with supporting critique	100%	Mid semester 2
HNSC6010	Promoting Health and Wellbeing for Groups and Communities	None	Set exercise (4000 words) – Community health needs analysis with field specific suggestions for intervention	100%	End semester 1
HNSC6020	Transition to Graduate Practice	On line discussion/wiki/blog	Professional Portfolio (3500 words)	100%	End semester 2
HNSC6040	Consolidating Children's Nursing	Online discussion	Report (3000 words)	100%	End semester 2
HNSC6080	Year 3 Practice Assessment	None	Written assignment (1500 words) Numeracy assessment for administration of medicines for entry to the Register  100% pass mark required	100% P/F Qualificatory	Mid semester 2 By completion of programme and before entry to the professional Register

			Summative Clinical Practice Assessment and Essential skills for progression to NMC Registration	P/F Qualificatory	End semester 2
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**(c) Assessment Calendar – Learning Disabilities Nursing Pathway**

<b>Module Code</b>	<b>Module Title</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Weighting</b>	<b>Approx assessment deadline (eg mid semester)</b>
HWTN4001	Fundamentals of Professional Practice	Tutor and peer feedback will be integrated progressively into the summative written assignment	Written assignment (3500 words) Essay	100%	Mid semester 1
HWTN4002	Developing Professional Graduate Skills for Health and Social Care Practitioners	Self-awareness activities, such as on-line sector resources, results of which will be integrated into the summative written assignment	Written assignment (2500 words) Portfolio	100%	Mid semester 2
HNSG4010	Introduction to Health and Wellbeing	Peer assessment	Oral assessment or presentation (20 mins)	100%	Mid semester 1
HNSG4020	Fundamental Approaches in Nursing	Medicine Management assessment	Written assignment (3500 words) Case Study	100%	End Semester 2
HNSL4050	Fundamentals of Learning Disability Nursing	Practice exam (1 hour)	Written examination (2 hours)	100%	End semester 2
HNSG4070	Year 1 Practice Assessment	Numeracy Assessment linked to NMC progression point 1	Written assignment (1500 words) Reflective Essay	100%	Mid semester 2
			Summative Clinical Practice Assessment and Essential skills for progression point 1	P/F Qualificatory	End semester 2

HWTL5001	Using Evidence to Support Practice	20 min peer presentation relating to selected published research findings - peer feedback and self-evaluation will be integrated into the summative written assignment	Written assignment (3500 words) Research Critique	100%	End semester 1
HWTL5002	Working with Others	Tutor and peer feedback will be integrated progressively into the summative written assignment	Written assignment (3500 words)	100%	Mid semester 2
HNSL5010	Challenges in Health and Behaviour	On line discussion	Presentation (15 mins)	100%	End semester 1
HNSL5020	Developing Therapeutic Approaches and Practice	None	Written assignment (4000 words) Comparative Studies	100%	End semester 2
HNSL5050	Focus upon Learning Disability Nursing Practice	Facilitated Discussion	Written assignment (3000 words)	100%	End semester 2
HNSL5070	Year 2 Practice Assessment	Numeracy Assessment linked to NMC progression point 2	Written assignment (1500 words) Reflective Essay	100%	Mid semester 2
			Summative Clinical Practice Assessment and Essential skills for progression point 1	P/F Qualificatory	End semester 2

HWTL6001	Using Evidence to Evaluate Practice	20 min presentation to peers - Peer review and self assessment of presentation will be integrated into the summative written assignment	Written assignment (4000 words) Extended Literature Review	100%	End semester 1
HWTL6002	Professional Practice in Context	Small group student led seminar enabling tutor and peer feedback that will be integrated into the summative written assignment	Set exercise (3500 words) Individual poster with supporting critique	100%	Mid semester 2
HNSL6010	Promoting Health and Wellbeing for Groups and Communities	None	Set exercise (4000 words) – Community health needs analysis with field specific suggestions for intervention	100%	End semester 1
HNSL6020	Transition to Graduate Practice	On line discussion/wiki/blog	Professional Portfolio (3500 words)	100%	End semester 2
HNSL6050	Preparing for Learning Disability Practice	15 min presentation	Oral assessment or presentation (15 mins)	20%	Mid semester 2
			Project work (3000 words)	80%	End semester 2
HNSL6090	Year 3 Practice Assessment	None	Written assignment (1500 words)	100%	Mid semester 2

			Numeracy assessment for administration of medicines for entry to the Register  100% pass mark required	P/F Qualificatory	By completion of programme and before entry to the professional Register
			Summative Clinical Practice Assessment and Essential skills for progression to NMC Registration	P/F Qualificatory	End semester 2

**(d) Assessment Calendar – Mental Health Nursing Pathway**

<b>Module Code</b>	<b>Module Title</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>	<b>Weighting</b>	<b>Approx assessment deadline (eg mid semester)</b>
HWTN4001	Fundamentals of Professional Practice	Tutor and peer feedback will be integrated progressively into the summative written assignment	Written assignment (3500 words) Essay	100%	Mid semester 1
HWTN4002	Developing Professional Graduate Skills for Health and Social Care Practitioners	Self-awareness activities, such as on-line sector resources, results of which will be integrated into the summative written assignment	Written assignment (2500 words) Portfolio	100%	Mid semester 2
HNSG4010	Introduction to Health and Wellbeing	Peer assessment	Oral assessment or presentation (20 mins)	100%	Mid semester 1
HNSG4020	Fundamental Approaches in Nursing	Medicine Management assessment	Written assignment (3500 words) Case Study	100%	End Semester 2
HNSM4060	Fundamental Principles of Mental Health Nursing	On-line multiple choice questionnaire	Written examination (2 hours)	100%	End semester 2
HNSG4070	Year 1 Practice Assessment	Numeracy Assessment linked to NMC progression point 1	Written assignment (1500 words) Reflective Essay	100%	Mid semester 2
			Summative Clinical Practice Assessment and Essential skills for progression point 1	P/F Qualificatory	End semester 2

HWTM5001	Using Evidence to Support Practice	20 min peer presentation relating to selected published research findings - peer feedback and self-evaluation will be integrated into the summative written assignment	Written assignment (3500 words) Research Critique	100%	End semester 1
HWTM5002	Working with Others	Tutor and peer feedback will be integrated progressively into the summative written assignment	Written assignment (3500 words)	100%	Mid semester 2
HNSM5010	Challenges in Health and Behaviour	On line discussion	Presentation (15 mins)	100%	End semester 1
HNSM5020	Developing Therapeutic Approaches and Practice	None	Written assignment (4000 words) Comparative Studies	100%	End semester 2
HNSM5060	Clinical Practice in Mental Health Nursing	On-line assessment	Written assignment (3500 words) Case Study	100%	End semester 2
HNSM5070	Year 2 Practice Assessment	Numeracy Assessment linked to NMC progression point 2	Written assignment (1500 words) Reflective Essay	100%	Mid semester 2
			Summative Clinical Practice Assessment and Essential skills for progression point 1	P/F Qualificatory	End semester 2

HWTM6001	Using Evidence to Evaluate Practice	20 min presentation to peers - Peer review and self assessment of presentation will be integrated into the summative written assignment	Written assignment (4000 words) Extended Literature Review	100%	End semester 1
HWTM6002	Professional Practice in Context	Small group student led seminar enabling tutor and peer feedback that will be integrated into the summative written assignment	Set exercise (3500 words) Individual poster with supporting critique	100%	Mid semester 2
HNSM6010	Promoting Health and Wellbeing for Groups and Communities	None	Set exercise (4000 words) – Community health needs analysis with field specific suggestions for intervention	100%	End semester 1
HNSM6020	Transition to Graduate Practice	On line discussion/wiki/blog	Professional Portfolio (3500 words)	100%	End semester 2
HNSM6060	Contemporary Interventions in Mental Health Nursing Practice	None	Written assignment (3500 words)	100%	End semester 2
HNSM6100	Year 3 Practice Assessment	None	Written assignment (1500 words)	100%	Mid semester 2
			Numeracy assessment for administration of medicines for entry to the Register  100% pass mark required		

## **9. Support for Students and their Learning**

All students are allocated a Personal Tutor (PT) at the beginning of their programme. The role of the PT is to give pastoral support and to monitor academic, professional and personal progress; this means that PTs also mark some assignments. Tutorials are held at regular intervals. Evaluation of the student's progress is supported by the use of a record of personal, academic and professional development which builds into an end of programme profile. Part-time students have guidance provided by the part-time route programme leader, in liaison with the field pathway leader

Contact with the PT may be via a variety of means, including e-mail, telephone or face-to-face tutorial (group and / or individual) to a total of 2 hours total per student per year of study. More contact may be required during Year 1 and less as the student progresses. The part-time route programme leader will meet with students individually at the start of the programme to map the individual's University and placement pattern, hours of work and length of placement (see below for placement support from the University Link Lecturer.

A range of facilities are available to support students with special needs and/or disabilities. Students are supported on an individual basis. In order to ensure that all students have reasonable access to all the learning opportunities on offer and ensure fair assessment, adjustments may be made to the curriculum, teaching styles and assessment practices. Year one also specifically develops core learning skills from the outset. Library, IT facilities and clinical skills labs are available on all campuses.

### **Library and Student Services (LiSS)**

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

**In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:**

#### **Headstart**

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head

Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

### **Head Start Plus**

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2<sup>nd</sup> and 3<sup>rd</sup> year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **PASS**

[PASS](#) is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike. Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact [pass@cumbria.ac.uk](mailto:pass@cumbria.ac.uk)

### **Cumbria Mentor Scheme**

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact [melanie.bakey@cumbria.ac.uk](mailto:melanie.bakey@cumbria.ac.uk)

### **Career Ahead**

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).

## **10. Criteria for Admission**

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme webpage:

<http://www.cumbria.ac.uk/study/courses/undergraduate/nursing-adult/>  
<http://www.cumbria.ac.uk/study/courses/undergraduate/nursing-childrens/>  
<http://www.cumbria.ac.uk/study/courses/undergraduate/nursing-learning-disabilities/>  
<http://www.cumbria.ac.uk/study/courses/undergraduate/nursing-mental-health/>

The following additional requirements apply for entry to this programme:

The pre-registration recruitment policy specifies a number of requirements, and essential and desirable characteristics in the *person specification*; the recruitment policy is compliant with NMC requirements to provide evidence of literacy, numeracy, good health and character, and recent study.

### **Selection Criteria**

Adult and Children's Fields of Nursing Practice: 240 UCAS tariff points, to include 80 points in a Science or Social Science subject.

Learning Disability and Mental Health Fields of Nursing Practice: 240 UCAS tariff points.

ADDITIONALLY for all fields: GCSE minimum grade C in English Language AND a science or social science subject, also GCSE Grade C in Mathematics or an acceptable equivalent PLUS evidence of successful recent study at GCSE level or higher within the past five years.

### **Alternate qualifications accepted for entry include:**

- Access to H.E. Diploma (as long as all subject specific elements are met, ie Level 2 English/science or social science for all fields, and Level 3 science/social science for Adult and Children's Fields of Nursing Practice. Merits must be achieved in all Level 3 subjects). Applicants must additionally provide evidence of successful recent study at GCSE level or higher within the past five years.
- NVQ 3 in Health and Social Care, PLUS GCSE English Language and science/social science at grade C or above, PLUS a minimum of two years health care experience. Applicants must additionally provide evidence of successful recent study at GCSE level or higher within the past five years.
- UK Honours degree in any subject, PLUS GCSE science/social science at grade C or above.

Equivalent qualifications other than those listed above may be accepted.

### **Grade levels are reviewed annually and are subject to change.**

Before you apply for nursing you should consider carefully which field of nursing is right for you. You will need to demonstrate commitment to your chosen field in your application, which means that your application will not be considered if you have applied to us for more than one field (or for additional professional programmes other than nursing). In your personal statement you should demonstrate your motivation for choosing that field of nursing practice, and reflect upon any practical experience you have gained. Experience in a setting that encompasses caring and/or interpersonal skills in either a formal or an informal context is essential.

All applicants are required to sit a formal numeracy assessment prior to admission to assess ability. This assessment needs to demonstrate numerical competency and a poor result may result in a failed application. A preview paper is available,

Places are offered to high scoring applicants after a successful interview and satisfactory numeracy test score. Offers are subject to academic entry requirements, satisfactory Criminal Records Bureau Check, medical clearance and eligibility for NHS tuition fees to be paid.

Entry to the *part-time* programme is subject to approval from the strategic health authority.

Applicants are also required to be interviewed as per the pre-registration programmes recruitment policy (see below for additional information).

- *Motivation and commitment*
- *Interpersonal communication skills*
- *Life / clinical / work experience and knowledge*

Application forms are scored; highest scoring candidates who achieve the minimum threshold score (demonstrating the above) will be invited to interview. Candidates should note that this is a competitive process.

Interviews are held jointly with UoC and NHS staff ; where possible, there may be service user involvement. Interviews are scored against the person specification and highest scoring candidates are offered a place. Applicants will be advised of the outcome of their interview once a number of interview days have been held or, for some of the competitive pathways, once all interview days have been held.

### **Enhanced CRB and Occupational Health Clearance**

All students must have enhanced CRB and occupational health clearance before being able to attend for placement. The process is administered by specialist staff in Admissions, and the Occupational Health Dept. Students will be advised of the process and procedures when a provisional offer of a place is made. Prompt completion of online processes and return of forms and ID documents is crucial and compliance is carefully monitored by staff throughout the programme to ensure fitness to practice as required by the NMC.

### **NMC Reference**

As part of the Nursing and Midwifery Council's fitness to practice requirements (<http://www.nmc-uk.org/>), information on a candidate's good character is sought in cases where the original UCAS reference does not satisfy this requirement. This reference must be from a current or most recent employer or a programme tutor if an employer is not available.

Candidates should generally apply through UCAS: <http://www.ucas.com/>

### **Applicants under the age of 18 years**

The University has nominated Safeguarding Officers in all appropriate areas, including the Faculty; they monitor implementation of policy and procedures for students under 18 years of age, implement and develop policies and procedures and are available for advice. Applicants under the age of 18 years, who will be under 18 years old at the commencement of the programme must demonstrate that they have:

- Completed 10 years of full-time education

In addition, successful applicants will be required to:

- Participate in the risk assessment process for both University and each placement, in liaison with the Faculty Safeguarding Officer, the Occupational Health Dept, Admissions and the Field specific Pathway Leader.

### **International Students**

A small number of international students may be accepted, only with approval from the strategic health authority (NHS NorthWest). Admission criteria are the same as outlined above. In addition, applicants must complete and provide evidence of the International English Language Test (IELTS) before submitting their application.

You must complete the academic version of the IELTS test and achieve:

- At least 7.0 in the listening and reading sections
- At least 7.0 in the writing and speaking sections
- At least 7.0 (out of a possible 9) overall

We will not accept applicants who score lower than this standard.

### **Transfers in**

Students may request (in writing) a transfer to another Field (as an internal candidate): this request will involve an interview by the 'accepting' field programme leader, and is subject to approval by the Strategic Health Authority.

Students may also request (in writing) for a transfer from another Higher Education Institution (HEI) via APL process (see below). These claims are considered by a competitive selection process and the transfers are approved by the SHA. Successful applicants must be interviewed as per pre-registration recruitment policy and acceptance is subject to satisfactory references, academic and practice hour's transcript, EU requirements, occupational health and enhanced CRB clearance. APL claims will be considered on an individual competitive basis, subject to a satisfactory mapping of module outcomes and NMC progression points; Bridging work may be required.

Nurses who already possess a registerable qualification may also apply to study for an additional registerable qualification (possibility of a part-time basis). The NMC allow consideration of unlimited APL for first and second level nurses registered with the NMC entering programmes that lead to qualification in the same or another field of practice, provided that all requirements are met in full. Registered Midwives may also apply to study for an additional registerable qualification. The NMC allow consideration of a maximum of 50 percent of the programme for NMC registered midwives entering pre-registration nursing programmes, provided that all requirements are met in full.

All previous learning will be fully mapped on an individual basis to ensure that all programme outcomes and required progression criteria have been met in full by the end of the programme. However, students wishing to gain an additional qualification MUST be supported by an NHS employer and SHA approval prior to formal application if funding is required.

Candidates may be able to undertake the programme on a part-time basis, subject to individual application and discussion, and SHA funding.

### **Accreditation of Prior Learning (APL)**

The University's academic regulations specify the scope and operation of APL procedures. This section of the University's regulations describes the processes which apply to all

programmes, including the pre-registration programmes.

### **Principles:**

All APL claims are considered and confirmed by the APL Officer and the relevant field pathway leader. Transfers across Fields are considered and confirmed by the field pathway leader. APL and transfer claims are considered on an individual basis as part of the admissions process.

### **Examples:**

- Internal and external transfer applications i.e. existing students from UoC or other HEIs wanting to change programme including:
- Current or former UoC students who have completed the Foundation Degree Caring for Patients in Healthcare Settings (120 level 4 credits and 120 level 5 credits).
- Applications from people wishing to undertake an additional pre-registration qualification e.g. enrolled nurses wishing to undertake conversion to level 1 or those wishing to change Field to gain entry to a different part of the NMC register.
- Applications from people who have previously undertaken a part of their pre-reg. programme but did not complete but who now wish to re-commence their studies (assuming that sufficient time remains on their NMC registration)
- Applications from people who have significant relevant work experience and who may seek accreditation of prior experiential learning via AEPL portfolio for module exemption.
- Applications from people who have undertaken prior certificated learning at an appropriate academic level in a relevant subject (eg counselling) may seek module exemption.

Applications for internal or external transfer MUST be considered by the field pathway leader and the APL Officer (for a decision re conditional acceptance onto a UoC programme). Specific APL processes must be completed at the point of application.

APL claims must be substantiated by:

- Academic transcripts/certificated learning, *and /or*
- Portfolio/bridging work as required
- Transcripts detailing exact clinical hourages.
- Evidence of EU Directive 2005/36/EC Annex V.2 (5.2.1) (adult nursing)

APL claims for pre-registration programmes can only be made for:

- All of a module (levels 4 and 5) (can include bridging work as per APL policy)
- Up to a maximum of 50% of the programme
- Students transferring from another nursing programme can only transfer credit to the maximum levels stipulated with the UoC Academic Regulations.

### **PROCESS**

APL claims are assessed against explicit criteria in the curriculum map which shows where and how theoretical and clinical outcomes have been achieved, and how many theoretical and clinical hours have been completed. Applicants must complete the appropriate paperwork for consideration, and provide the appropriate supporting evidence, as and when requested:

**Internal applicants:** transfer request form, with all required signatures (PT, outgoing and receiving Field leaders)

**External applicants:** application form, academic transcript + certificates, practice hours transcript, references (academic and employer), evidence of EU Directive 2005/36/EC Annex V.2 (5.2.1) (adult nursing), module learning outcomes.

Once the field specific leader has indicated potential suitability of the applicant, the receiving field leader contacts the internal applicants to arrange for an interview (following the undergraduate recruitment policy). The APL Officer contacts the external applicant to arrange for an interview (following the undergraduate recruitment policy); an integral part of this recruitment process is the mapping of the extent of the APL claim against module learning outcomes and, if necessary, assessing the need for bridging work.

Field specific leaders consider the number of practice hours undertaken by the applicant and check that these meet NMC requirements for the competency level reached.

If an applicant is required to submit an APEL portfolio, this will be done in liaison with the APL rep. for the Faculty of Health and Wellbeing and the APL Officer. Successful claims for APEL are then presented to the appropriate module assessment board.

## **11. Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching**

<b>Mechanisms for review and evaluation of LTA, the curriculum and outcome standards</b>	Module evaluation forms (staff and students) Annual evaluatory reports Curriculum management meetings External examiner reports National Student Survey Staff-Student Liaison meetings NHS NW Contract review NMC annual monitoring
<b>Committees with responsibility for monitoring and evaluating quality and standards</b>	Programme Quality Committees Faculty Learning and Teaching Quality Enhancement Committee (FLTQEC) University LTQEC Academic Board Module and Faculty Assessment Boards Faculty Executive Team
<b>Mechanisms for gaining student feedback on the quality of teaching and their learning experience</b>	Module and programme evaluations Staff-Student liaison National Student Survey Mentor updates
<b>Staff development priorities for staff teaching this programme</b>	Post-graduate study in relevant specialist subject and / or education / pedagogy Clinical skills/simulation updating Staff development in relation to new teaching, learning and assessment technologies PREP Professional updating in specialist area e.g. conference attendance

## **12. Examples of Employment Opportunities available to students upon completion of the programme.**

The programme produces registered nurses that are fit for practice and purpose, with students obtaining employment as qualified nurses on completion of the programmes both locally and nationally. Examples from recent graduates include hospitals and specialist units such as critical care/surgery/medicine; accident and emergency; renal unit, cardiothoracic care; community nursing; paediatric intensive care, neonatal intensive care; regional specialist children's hospital: community children's nursing; children's wards; neonatal cardiac unit. Mental health in-patient units, community mental health teams, Specialist teams such as and adolescent mental health, drug and alcohol Services, forensic mental health in both the NHS, Private and Voluntary Sectors; Learning disabilities (LD) community teams. LD forensic services; school nursing for children with learning disabilities; Children's hospice; independent mental capacity advocate.

### 13. Additional Information

#### Finance:

- **Home students** on the BSc (Hons) Nursing/RN programme have their tuition fees paid and receive a non-means-tested bursary from the Students Grants Unit. They may also apply for means tested support dependent on their individual circumstances. Further financial assistance may be available from the University Hardship Fund should the need arise. Some travel expenses to and from placement areas *may* be payable (via the Student Grants Unit).
- **EU Students** on the BSc (Hons) Nursing/RN programme have their tuition fees paid by the NHS. Further financial assistance from the University Hardship Fund may be available should the need arise. Some travel expenses to and from placement areas *may* be payable (via the Student Grants Unit).
- **International students / those assessed as overseas for fees purposes** on the BSc (Hons) Nursing/RN programme are responsible for their own tuition fees and living costs. Further financial assistance from the University Hardship Fund may be available should the need arise.

**Sickness and absence** from University and placement is closely monitored. Students may be required to make time up at the end of the programme before completion / eligibility to register with the NMC.

**Theory-practice time:** the curriculum is split 50:50 between theoretical input and placement time.

**Placements/Learning in Practice:** when on placement, students are expected to work a normal NHS working week of 37.5 hours (pro-rata for part-time students) and to experience the shift pattern (early start e.g 7am, late finish e.g 10pm and some night duty) and some weekend working, though this may be negotiable with some placement areas. Students may not request specific placement areas. Students must notify the Placement Learning Unit if there are any circumstances which may affect placement attendance.

**Uniforms:** the University provides uniforms for students where appropriate. Students are responsible for their own laundry and must provide their own suitable footwear. A plain navy or black three quarter or full length coat will be need to be purchased by the student for those wearing uniform on community placements.

**Reasonable adjustments:** should these be required they can be discussed with the Programme Leader and PT in the first instance. The University is committed to ensuring

that reasonable adjustments are made wherever possible and will support all students in their studies. For placements, there is a 'Dyslexia in the Workplace' assessment and support document that can be discussed with practice mentors.

The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.

## Statutory Clinical Skills Sessions (See HNSG9001; HNSG9002; HNSG9003)

Indicative Content: Record-keeping, observation skills, interpersonal relationships, team working, individualised care, legal and ethical considerations, health and safety issues, communication skills, first aid, COSHH, personal safety, fire, basic life support, food hygiene, infection control.

- Students will attend for timetabled sessions.
- Formative assessment will take place during the sessions.
- Failure to attend may result in the instigation of Progress Review / Adjudication Procedures
- Students may not normally attend for placement unless all sessions have been attended and the PT has signed off permission.

### YEAR 1 – Statutory Clinical Skills 1

- 1) Aims: The aim is to prepare students for their first placement in terms of health and safety of themselves and others, and the people in their care
- 2) Intended Learning Outcomes: The student will be able to:
  - 1) Demonstrate awareness of, and compliance with, the principles of health and safety as they relate to placement areas with regard to:
    - Fire
    - Food hygiene
    - Control of substances hazardous to health (COSHH)
    - Basic life support
    - Control of infection
    - Moving and handling
    - Personal safety
  - 2) Demonstrate knowledge and skills through participation in timetabled sessions.
  - 3) Identify their own future learning needs and devise action plans to meet those needs.
  - 4) Consider how the practice of these skills may vary in relation to children, adults, clients with mental health problems and clients with learning disabilities.
- 3) Indicative Workload: 24 hours in field specialism

### YEAR 2 – Statutory Clinical Skills 2

- 1) Aims: The aim is to provide an annual update of the statutory skills covered in Year 1, preparing the students for practice at an increasingly autonomous level.
- 2) Intended Learning Outcomes: The student will be able to:
  - 1) to 4) as above, and
  - 5) Consider how their own participation has changed in relation to becoming a more autonomous student.
- 3) Indicative Workload: 15 hours in field specialism

### YEAR 3 – Statutory Clinical Skills 3

- 1) Aims: The aim is to provide an annual update of the statutory skills covered Years 1 and 2, preparing the students for practice at a competent level.
- 2) Intended Learning Outcomes: The student will be able to:

1) to 4) as above, and

6) Consider how their own participation has changed in relation to achieving a more competent status.

3) Indicative Workload: 15 hours in field specialism