

Programme Specification

Programme Title and Name of Award	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		
Academic Level	6	Total Credits	360
Professional Body Accreditation / Qualification	This programme requires approval of the Nursing and Midwifery Council (NMC). On successful completion of the specific programme pathway modules, the student is eligible to register with the NMC as one of the following: Registered Nurse (Adult) Registered Nurse (Children’s Nursing) Registered Nurse (Learning Disabilities) Registered Nurse (Mental Health) [Other exit awards do not provide eligibility to register with the NMC]		
Date of Professional Body Accreditation	4 th December 2019	Accreditation Period	Open ended approval
UCAS Code	BSc (Hons) Adult Nursing – B700 BSc (Hons) Children's Nursing – B730 BSc (Hons) Mental Health Nursing – B760 BSc (Hons) Learning Disabilities Nursing – B763		
HECoS Code	100279 Adult Nursing 100280 Children's Nursing 100286 Learning Disabilities Nursing 100287 Mental Health Nursing		
Criteria for Admission to the Programme	Candidates should generally apply through UCAS: http://www.ucas.com/ The University’s standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For RPL (known as APL at the University of Cumbria) , please refer to the University website. The NMC permit recognition of prior learning that is capable of being mapped to the <i>Standards of</i>		

proficiency for registered nurses (2019) and programme outcomes, up to a maximum of 50 percent.

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:

Nursing and Midwifery Council (NMC) Requirements

The NMC (2018) stipulate that together with practice learning partners we must confirm on entry to the programme that students:

- Meet the entry criteria for the Programme as set out by the University
- are suitable for the intended field of nursing practice: adult, mental health, learning disabilities and children's nursing
- demonstrate values in accordance with The Code (NMC, 2018)
- have capability to learn behaviours in accordance with The Code
- have capability to develop numeracy skills required to meet programme outcomes
- can demonstrate proficiency in English language

International students For Pre-Registration Health degrees we require an IELTS equivalent of 7.0. Further details can be found on our University of Cumbria Admissions pages <https://www.cumbria.ac.uk/study/international-students/how-to-apply/>

- have capability in literacy to meet programme outcomes
- have capability for digital and technological literacy to meet programme outcomes

Personal statement

Applicants should demonstrate motivation for the programme and reflect upon any practical experience they have gained. Experience in a setting that encompasses caring and/or interpersonal skills in either a formal or informal context is essential.

Interviews

Applicants will be interviewed using the NHS values based recruitment (VBR) (see link below for further information).

<https://www.hee.nhs.uk/our-work/values-based-recruitment> Places are offered following a successful interview. Practice partner representatives and Service users will also contribute to this process.

Offers are subject to satisfactory entry requirements, satisfactory disclosure and barring service (DBS) check and occupational health medical clearance. This will be facilitated by the University. You will be advised of the process and procedures when a provisional offer of place is made. Prompt completion of online processes and return of forms and ID documents is crucial and compliance is carefully monitored by staff to ensure Fitness to Practise as required by the NMC. Information regarding fitness to practise and health requirements can be found here:

<https://www.cumbria.ac.uk/study/courses/undergraduate/adult-nursing/>

Good Character Reference

As part of the NMC's fitness to practise requirements <https://www.nmc.org.uk/concerns-nursesmidwives/fitness-to-practise-a-new-approach/>, information on a candidate's good character is sought in cases where the original employer reference does not satisfy this requirement. This reference must normally be from a current/most recent employer or a programme tutor if an employer is not available.

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 pathway leader, and is subject to approval.

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 field pathway lead. Successful applicants must be interviewed as per pre-registration recruitment policy and acceptance is subject to satisfactory references, academic and practice hour's transcript, 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.

Recognition of Prior Learning (RPL)/Accredited Prior Learning (APL)

The University's academic regulations specify the scope and operation of RPL procedures and within the University this is termed Accredited Prior Learning (APL). 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

	<p>transfer claims are considered on an individual basis as part of the admissions process.</p> <p>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.</p> <p>APL claims must be substantiated by:</p> <ul style="list-style-type: none"> • Academic transcripts/certificated learning, <i>and /or</i> • Portfolio/bridging work as required • Transcripts detailing exact clinical hours. <p>APL claims for pre-registration programmes can only be made for:</p> <ul style="list-style-type: none"> • 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. <p>Process</p> <p>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:</p> <p>Internal applicants: transfer request form, with all required signatures (PT, outgoing and receiving Field leaders)</p> <p>External applicants: application form, academic transcript + certificates, practice hours transcript, references (academic and employer), module learning outcomes.</p> <p>Applicants are required to submit supporting evidence as an APL portfolio via PebblePad. An APL workshop is provided to which applicants are invited in the spring each year in preparation to submission of the portfolio.</p> <p>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).</p> <p>On successful interview the APL portfolio is reviewed by the External Examiner for the specific field and a decision made on suitability in conjunction with the pathway lead for that field as to whether an offer to transfer is appropriate.</p> <p>Successful claims for APL are then presented to the appropriate module assessment board.</p>
Teaching Institution	N/A

Owning Department	Institute of Health
Programme delivered in conjunction with	Local NHS, private, voluntary and independent organisations who have signed a partnership agreement
Principal Mode of Delivery	Blended Learning, Work-Based Learning
Pattern of Delivery	Full time This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader.
Delivery Site(s)	Carlisle: Fusehill Street Lancaster Barrow (Adult Nursing)
Programme Length	Standard: 3 years Maximum: 7 years according to University academic regulations 2018/19
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. <ul style="list-style-type: none"> • Certificate of Higher Education in Health Studies on completion of 120 CAT points level 4 • Diploma in Higher Education in Health Studies on completion of 120 CAT points level 4 and 120 CAT points level 5 • BSc Ordinary Degree in Health Studies on completion of 120 CAT points level 4 and 120 CAT points level 5 plus 60 CAT points level 6 • BSc (Hons) Health Studies on completion of 120 CAT points level 4; 120 CAT points level 5 and 120 CAT points level 6
Period of Approval	1 st August 2020 to 31 st July 2025
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:</p> <p>http://www.cumbria.ac.uk/study/courses/undergraduate/nursing-adult/</p> <p>http://www.cumbria.ac.uk/study/courses/undergraduate/nursing-childrens/</p> <p>http://www.cumbria.ac.uk/study/courses/undergraduate/nursing-learning-disabilities/</p> <p>http://www.cumbria.ac.uk/study/courses/undergraduate/nursing-mental-health/</p>	

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

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 (NMC). Students spend 50% of the programme undertaking practice based learning. 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 the programme.

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), associated clinical practice environments and the standards for proficiency 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 practice hours, of which up to 300 hours can be simulated practice learning.

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 in practice by the end of the programme are required to complete these hours, under the supervision of a nominated practice assessor, 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 Unit and programme leader.

Full details are available on the website below as part of the placement policy.

Theory hours missed within the University must also be completed prior to registration.

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 as well as conduct during the programme.

All students are expected to comply with the NMC Code

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf> and the

University of Cumbria Student Code of Conduct

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

The Institute of Health 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 personal/public life.

It is a statutory requirement that nursing students sign an annual declaration of good health and good character confirming 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 23 hours of timetabled statutory skills sessions in Year 1, 12 hours in Year 2, and 17 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 personal tutor (PT) has signed off permission. Further detail on these requirements are provided in NURQ9010, NURQ9020, and NURQ9030.

There is a mandatory student-led 'elective' experience opportunity at the end of Level 5 to enable you to extend your experience in a different placement area. This kind of experience always evaluates well, and students find them to be meaningful and significant in personal and professional development.

Service user and carer involvement in your 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:

- Recruitment
- Curriculum development
- Curriculum delivery
- Assessment
- Evaluation and quality enhancement

As a programme, we were part of the 3rd 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, as module content and as part of the remit for our Student Quality Ambassadors (SQAs). Our local Trust partners are very supportive of this as it clearly links organisational development and leadership behaviours in an integrated and effective way.

Employability

The programme encourages the development of skills and knowledge that will equip you for graduate employment, lifelong learning, and career planning. You will engage with local employers early on in your programme and your practice learning will be supported by them, in collaboration with the University. Your programme is 50% theory and 50% practice and the module content develops the application of theory to practice enabling you to become confident in understanding how your knowledge will enable you to be a safe and effective nurse, ready to be employed once registered in your chosen field. In addition to the module content, your practice experience will provide structured experiences that will develop clinical skills that can contribute to your ability to be employable as a registered nurse.

The programme enhances your employability skills by, for example:

- Developing your ability to undertake presentations to groups
- Encouraging professional networking and the development of influencing skills
- Encouraging the skills required for life-long learning
- Considering options for career planning
- The provision of a Careers Fair for nursing students with employer stands and speakers
- Providing support for employability through <https://my.cumbria.ac.uk/Student-Life/careers/> and Career Ahead.

Additional Information

Finance:

- **Home students** on the BSc (Hons) Nursing/RN programme pay full tuition fees but may be eligible to receive a student loan from Student Finance England. 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.
- **EU Students** on the BSc (Hons) Nursing/RN programme pay full tuition fees but may be eligible to receive a means-tested student loan from Student Finance England. 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.
- **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.

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 Unit if there are any circumstances with regard to sickness which may affect placement attendance.

Uniforms: The University provides uniforms for students where appropriate. Students are responsible for students own laundry and must provide students own suitable footwear. A plain navy or black three quarter or full-length coat will 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 and is compliant with GDPR. The University may be required to disclose student data however will only do so within the terms of these regulations. Please see the University of Cumbria website for more information.

Interprofessional Learning: Interprofessional Learning (IPL) is a core element of all undergraduate health and social care education within the Institute for Health in line with government and Professional, Statutory and Regulatory Bodies (PSRB) directives. In line with the IPL strategy as courses are revalidated, they include at least one module per year which includes IPL in the indicative content. Each year there will be 2-3 events, for example conferences or lectures which will complement the students' own professional modules and allow the students to come together to apply student's uni-professional learning to the IPL shared learning events.

IPL Learning Outcomes for Institute of Health programmes:

Level 4: Demonstrate an understanding of the concept of interprofessional learning as applied to the self and other professional groups in health and social care settings, and its importance in care and service delivery.

Level 5: Critically reflect upon students' professional role and that of other professional groups within health and social care settings with the aim of analysing how teamwork can impact on care and service delivery.

Level 6: Critically reflect upon students own professional role and that of other professional groups within health and social care settings with the aim of evaluating the leadership and management of multidisciplinary care and service delivery.

Generic/field specific modules

The programme is taught with a mix of generic and field specific modules over the three years.

The generic sessions give the opportunity for learning with other fields while the field specific sessions help to develop a field identify for your chosen area of practice. Generic and field specific sessions will include scenario days, lecturers, workshops and seminars.

Aims of the Programme

The overall aims of the Programme are:

1. To ensure that our qualifying nurses are capable of delivering safe and effective care to the highest standards.
2. To ensure that qualifying nurses are compassionate, competent and confident.
3. To equip qualifying nurses to be autonomous practitioners who can make decisions regarding complex care using the best evidence and technology available.
4. To equip qualifying nurses to deliver a wide range of clinical, care and interpersonal skills underpinned by a systematic knowledge base.

Specifically, our aim is to prepare you for eligibility to be admitted to the NMC register as a Registered Nurse in your chosen field of nursing through:

- Achievement of all theoretical and practice learning outcomes

- Achievement of the NMC standards of proficiency for registered nurses (2018)
- Demonstration of good health and good character

The programme aims to develop your general professional and specialist interest in, knowledge and understanding of and proficiency of the NMC Platforms in:

1. **Being an Accountable Professional:** Registered nurses act in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate. They act professionally at all times and use students knowledge and experience to make evidence-based decisions about care. They communicate effectively, are role models for others, and are accountable for students actions. Registered nurses continually reflect on students practice and keep abreast of new and emerging developments in nursing, health and care.
2. **Promoting health and preventing ill health:** Registered nurses play a key role in improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations. They support and enable people at all stages of life and in all care settings to make informed choices about how to manage health challenges in order to maximise students quality of life and improve health outcomes. They are actively involved in the prevention of and protection against disease and ill health and engage in public health, community development and global health agendas, and in the reduction of health inequalities.
3. **Assessing needs and planning care:** Registered nurses prioritise the needs of people when assessing and reviewing students mental, physical, cognitive, behavioural, social and spiritual needs. They use information obtained during assessments to identify the priorities and requirements for person-centred and evidence-based nursing interventions and support. They work in partnership with people to develop person-centred care plans that take into account students circumstances, characteristics and preferences.
4. **Providing and evaluating care:** Registered nurses take the lead in providing evidence-based, compassionate and safe nursing interventions. They ensure that care they provide and delegate is person-centred and of a consistently high standard. They support people of all ages in a range of care settings. They work in partnership with people, families and carers to evaluate whether care is effective and the goals of care have been met in line with students wishes, preferences and desired outcomes.
5. **Leading and managing nursing care and working in teams:** Registered nurses provide leadership by acting as a role model for best practice in the delivery of nursing care. They are responsible for managing nursing care and are accountable for the appropriate delegation and supervision of care provided by others in the team including lay carers. They play an active and equal role in the interdisciplinary team, collaborating and communicating effectively with a range of colleagues.
6. **Improving safety and quality of care:** Registered nurses make a key contribution to the continuous monitoring and quality improvement of care and treatment in order to enhance health outcomes and people's experience of nursing and related care. They assess risks to safety or experience and take appropriate action to manage those, putting the best interests, needs and preferences of people first.
7. **Coordinating care:** Registered nurses play a leadership role in coordinating and managing the complex nursing and integrated care needs of people at any stage of students lives, across a range of organisations and settings. They contribute to processes of organisational change through an awareness of local and national policies.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you 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 Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you 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 Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you 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.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

The programme outcomes identified within the programme have been taken from the Descriptors outlined in the FHEQ (QAA 2014, available at https://www.qaa.ac.uk/docs/qaa/quality-code/qualificationsframeworks.pdf?sfvrsn=170af781_16)

After 120 credits of study (CertHE) you will be able to demonstrate:

K1. Foundational theoretical knowledge, concepts and principles for nursing practice (professional studies; biological sciences; psychosocial sciences)

K2. an ability to interpret and apply core principles of nursing practice in providing high quality person-centered, holistic care and support for individuals and communities

K3. an introductory knowledge and understanding of concepts of evidence-based practice and research design and methods as applied to nursing practice

After 240 credits of study (DipHE) you will be able to demonstrate:

K4. Applied knowledge and a critical understanding of the principles of nursing practice in support of individuals and communities

K5. Applied knowledge and a critical understanding of the principles of nursing practice in various health and care settings and across organizational boundaries.

K6. Knowledge of the main methods of enquiry for nursing practice to be able to critically evaluate and utilise an appropriate evidence base for safe, current and future practice

K7. Critical understanding and application of knowledge to a range of clinical and care skills consistent with the roles, responsibilities and professional values whilst recognising limits of that knowledge

After 360 credits of study (BSc Hons) you will be able to demonstrate:

K8. A detailed, coherent knowledge and a systematic understanding of the principles of nursing practice as applied to your chosen field of nursing

K9. Critical evaluation of the quality of the evidence-base and articulate challenges related to its implementation and application in complex clinical situations

K10. Develop appropriate management of change strategies for clinical practice settings, demonstrating a thorough critical evaluation of the underpinning literature.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to:

S1. Evaluate the appropriateness of different approaches to solving problems related to nursing practice

S2. Communicate the results of your studies accurately and reliably using structured, coherent arguments to demonstrate your knowledge and understanding

S3. Demonstrate skills, attitudes and behaviors that contribute to the safe delivery and monitoring of high quality person-centered, holistic care and support for individuals and communities.

After 240 credits of study (DipHE) you will be able to demonstrate:

S4. Critical analysis of information, research and guidance and utilisation of an appropriate evidence base to improve the quality of care and patient safety.

S5. Effective communication of information, arguments and analysis using a variety forms with specialist and non-specialist audiences, demonstrating the ability to engage with a wide range of individuals

S6. Taking initiative in a variety of situations and performing a range of clinical and care skills consistent with the roles, responsibilities and professional values whilst recognising limits of knowledge and boundaries of practice

After 360 credits of study (BSc Hons) you will be able to demonstrate:

S7. The ability to practise competently according to NMC Standards

S8. Demonstrate clear leadership and management abilities through appropriate decision-making, resource allocation and delegation of staff

S9. Plan and be prepared to undertake research in practice, lifelong learning and professional development.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

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 For Proficiency (2019) therefore the most relevant subject benchmarks are those provided below.

Future Nurse Standards for Proficiency for Registered Nurses 2019 (includes platforms 1-7 and Annex A and B) <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/future-nurse-proficiencies.pdf>

Part 1: Standards Framework for nursing and midwifery education 2019 (including the requirement for RPL) <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/education-framework.pdf>

Part 2: Standards for student supervision and assessment 2019
<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf>

Part 3: Standards for preregistration nursing programmes 2019 (including Annex 1 -Directive 2005/36/EC) <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/programme-standards-nursing.pdf>

NMC The code: <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

Part 3: Standards for prescribing programmes 2019
https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/programme-standards-prescribing.pdf? t_id=1B2M2Y8AsgTpgAmY7PhCfg%3d%3d& t_q=prescribing& t_tags=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bfb02644b38& t_ip=194.81.188.4& t_hit.id=NMC Web Models Media DocumentFile/ 4f251eed-4ea6-41dc-a9ca-1d8cbfa0b6f8& t_hit.pos=1

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 Advice and supporting information for implementation of the standards

NMC Fitness to Practise:

https://www.nmc.org.uk/globalassets/sitedocuments/annual_reports_and_accounts/ftpannualreport/s/nmc-annual-fitness-to-practice-report-2010-2011.pdf? t_id=1B2M2Y8AsgTpgAmY7PhCfg%3d%3d& t_q=fitness+to+practice& t_tags=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bfb02644b38& 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

QAA Standards for work-based and placement learning (2019)

[https://www.qaa.ac.uk/quality-code/advice-and-guidance/work-based-learning#UoC Strategic Plan](https://www.qaa.ac.uk/quality-code/advice-and-guidance/work-based-learning#UoC_Strategic_Plan)

[UoC Learning, Teaching and Assessment Strategy](#)

[UoC Academic Regulations and Academic Procedures and Processes](#)

[University placement policy](#)

[UoC Placement Policy for Health Care Professionals | University of Cumbria](#)

UoC [Simulation Learning Strategy](#)

Graduate Prospects

You will finish this programme fully-qualified to join the NMC Register, allowing you to practice as a nurse within your chosen field. The need for qualified nurses is ever-expanding, so you can be confident that your qualification will open up many doors for employment. You'll also be ready to take on one of our post-registration courses to continue your professional development.

Nursing offers you the chance to make a difference, a high degree of flexibility and a career with excellent employment prospects. This programme has an excellent record of graduate employment, 99% of our graduates are in work or further study within six months of graduating (DLHE 2017).

You may be employed in the UK within the NHS or other healthcare provider caring for a variety of service users. Nursing is changing and with the advent of digital health technologies and the emphasis on caring for service users in more community and outward facing services, the scope for a greater variety of settings in which nursing is delivered has increased.

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 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.

There is also potential to work internationally as a UK nursing qualification is recognised as respected benchmark of quality, and UK educated nurses as highly sought after.

Your programme, both the theory and practice components prepare you for the variety of settings in which you may eventually work by ensuring that you develop knowledge, experience and confidence to be able to work with service users as partners and with other healthcare professionals. The

programme has been developed to take a thematic approach to nursing, articulated in the module content, but also to enable a national and international context within which these themes are set.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Learning, Teaching and Assessment Strategies

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 students 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 Institute 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.

Teaching and learning methods

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 and 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).

Students have an opportunity across the programme to self-reflect on students progression and students development. These self-reflections contribute to and are evidenced in assessments through a variety of means.

Types and methods of assessment will include 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

Development of NMC Standards for Proficiency and Annexe A and B 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 helps students acquire important skills before going into a placement environment. Simulation will also be facilitated using role play, workshops and a variety of digital media.

NMC Standards for Proficiency in Clinical Practice

There are two practice qualificatory units each year taking place over two placements.

All placements in each year 1 and 2 are summative and must normally be passed to progress on the programme, within year 3 both placements are summative and must be passed to progress and to enable registration with the NMC. 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 practice assessors assess students' acquisition of skills and achievement of the NMC proficiencies in clinical practice. Practice assessors alongside academic assessors will confirm students are proficient to progress to NMC registration.

Students' professionalism, attitudes, good health and character are vital aspects of this assessment. University Link Lecturers and Placement Education Facilitators support both students and assessors in the placements. The majority of theoretical work is linked to practice in some way and assessors will explore students' underpinning knowledge, and also how students personal and professional characteristics impact on students 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. 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 students written work, students 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 students involvement in curriculum development and delivery. Practice assessors involve service users, seeking students opinions when assessing students on placement contributing to the overall decision regarding the achievement of proficiencies.

Summative and Formative Assessment

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.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

To prepare you for being a registered nurse you will learn to be more self-directed as you move through the programme enabling you to feel more empowered to begin your career within a professional for whom life-long learning is essential to remain current.

Support can be also provided via BB discussion area and video conferencing.

Induction

New students are provided with an induction within Welcome Week (Week 1) of students programme for student commencing in year 1. This includes orientation to the programme and the university, an introduction to key staff, Library, VLE and Timetable introduction. Students will be introduced to the range of academic and pastoral support available to them during their studies including the Student Union and nursing unions.

Each module will be introduced and the assessment outlined as part of the overview of the module at the commencement of that module.

As students' progress through the programme and move into each part of the programme an introduction is delivered to prepared them to work at the different academic level. This may include workshops looking at specific types of assessment, such as what is expected in a Literature Review at level 6 or may be a recap of key academic skills such as referencing. Students are signposted to continuously review the feedback given to them over the previous year and to build on that feedback along with reference to the University Grade Descriptors, the module learning outcomes, guidance within the module guide and assessment tutorials.

Students who successfully enter the programme following a claim for APL will have a bespoke field specific induction to the programme organised by the field lead. They will also have an induction to the part of the programme that they are entering, as per other students.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. 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.

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.

Personal Development Planning

Students on the programme develop personally and professionally. Students development is shaped, not just by the programme but by a range of activities which are additional to the programme. Example of these include:

The opportunity to represent the University as Student Quality Ambassadors or Student Representatives.

Engagement in professional conferences such as Positive Choices (for Learning Disabilities students), the Dementia Day (All students), the Health and Wellbeing Conference (All students) and the Royal College of Nursing Conference (All students).

The Careers Day in year 3 providing an opportunity to meet employers and network professionally

The Elective placement in year 2 which provides an opportunity for students to choose a different kind of placement experience to those that would usually be available to them.

These opportunities take students outside of students usual experience and bring them into contact with situations that challenge them, provide experiences on which to reflect on students skills and knowledge and foster students own creativity.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are relevant, and items are available via the library discovery tool OneSearch. 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 electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading, and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. 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. Visit [skills@cumbria](#) for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Student Support Services offer a wide range of support, including careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. 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 the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

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 professional services 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 students' 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 tile. 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 (2nd and 3rd 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.

Preparing for Postgraduate Study

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply 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.

Peer Mentoring @ Cumbria

The University has a peer mentoring scheme where you can be allocated a student Mentor. This mentor will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the

opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead+

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Programme Curriculum Map: Adult Nursing Pathway					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
4	NURG4001	Applied Biological Sciences for Health	20	Core	K1, S1, S3
4	NURG4002	Professional Practice and Accountability	20	Core	K1, S1, S2, S3, IPL1.
4	NURG4003	Developing Evidence Based Practice	20	Core	K2, K3, S2
4	NURG4004	Introduction to Communication and Interpersonal Skills	20	Core	K1, K2, S2
4	NURQ9010	*Part 1a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K1, K2, K3, S1, S2, S3, IPL1
4	NURG4005	Concepts of Health and Social Policy	20	Core	K1, K2, S1, S3
4	NURA4006	Introduction to Adult Nursing	20	Core	K1, K2, S1, S3
4	NURQ9001	*Part 1 Practice Assessment	0	Qualificatory Pass/Fail	K1, K2, K3, S1, S2, S3, IPL1
5	NURG5001	Pharmacology and Medicine Therapeutics	20	Core	K4, K5, K7, S4, S6
5	NURG5002	Living with Long Term Conditions Across the Lifespan	20	Core	K4, K5, K7,
5	NURG5003	Learning from the Lived Experience	20	Core	K4, K6, S4, IPL2

5	NURG5004	Communication and Relationship Management in a Therapeutic Context	20	Core	K4, K5, K7, S5, IPL2
5	NURQ9020	*Part 2a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K4, K5, K6, K7, S4, S5, S6, IPL2
5	NURA5005	Primary Care and Community Practice	20	Core	K5, K7, S6
5	NURA5006	Secondary and Tertiary Care in Adult Nursing	20	Core	K5, K7, S6
5	NURQ9002	*Part 2 Practice Assessment	0	Qualificatory Pass/Fail	K4, K5, K6, K7, S4, S5, S6 IPL2
6	NURG6001	Clinical Decision Making and Complex Care	20	Core	K8, K10, S7, S8, IPL3
6	NURG6002	Contemporary Issues and Change Management in Professional Practice	40	Core	K8, K9, K10, S7, S8, S9, IPL3
6	NURG6003	Public Health	20	Core	K8, K9, K10, S7, S8
6	NURQ9030	*Part 3a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K8, K9, K10, S7, S8, S9, IPL3
6	NURG6004	Leading and Managing Health and Social Care	20	Core	K8, K10, S7, S8, IPL3
6	NURA6005	Consolidation of Adult Nursing Practice	20	Core	K8, K9, K10, S7, S8, S9
6	NURQ9003	*Part 3 Practice Assessment	0	Qualificatory Pass/Fail	K8, K9, K10, S7, S8, S9, IPL3

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Nursing and Midwifery Council

- There is no condonement or compensation in assessments across theory and practice learning.
- The practice assessor and academic assessor must agree the student's suitability for progression for each part of the programme.

Module pass mark: 40% (Undergraduate). Final numeracy assessment to be passed at 100% (NMC, 2018)

All modules must be passed to be eligible to apply for NMC registration. After completing the programme, students will have five years in which to register or record a qualification leading to a mark on the NMC register.

*A failed student will not be permitted to re-register on the same module.

* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Curriculum Map: Children's Nursing Pathway					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
4	NURG4001	Applied Biological Sciences for Health	20	Core	K1, S1, S3
4	NURG4002	Professional Practice and Accountability	20	Core	K1, S1, S2, S3, IPL1
4	NURG4003	Developing Evidence Based Practice	20	Core	K2, K3, S2
4	NURG4004	Introduction to Communication and Interpersonal Skills	20	Core	K1, K2, S2
4	NURQ9010	*Part 1a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K1, K2, K3, S1, S2, S3, IPL1
4	NURG4005	Concepts of Health and Social Policy	20	Core	K1, K2, S1, S3
4	NURC4006	Introduction to Children's Nursing	20	Core	K1, K2, S1, S3
4	NURQ9001	*Part 1 Practice Assessment	0	Qualificatory Pass/Fail	K1, K2, K3, S1, S2, S3, IPL1
5	NURG5001	Pharmacology and Medicine Therapeutics	20	Core	K4, K5, K7, S4, S6
5	NURG5002	Living with Long Term Conditions across the Lifespan	20	Core	K4, K5, K7,
5	NURG5003	Learning from the Lived Experience	20	Core	K4, K6, S4, IPL2

5	NURG5004	Communication and Relationship Management in a Therapeutic Context	20	Core	K4, K5, K7, S5, IPL2
5	NURQ9020	*Part 2a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K4, K5, K6, K7, S4, S5, S6, IPL2
5	NURC5005	Complex Care Needs of Children and Young People	20	Core	K5, K7, S6
5	NURC5006	Managing Acute Care Needs of the Child and Young Person	20	Core	K5, K7, S6
5	NURQ9002	*Part 2 Practice Assessment	0	Qualificatory Pass/Fail	K4, K5, K6, K7, S4, S5, S6 IPL2
6	NURG6001	Clinical Decision Making and Complex Care	20	Core	K8, K10, S7, S8, IPL3
6	NURG6002	Contemporary Issues and Change Management in Professional Practice	40	Core	K8, K9, K10, S7, S8, S9, IPL3
6	NURG6003	Public Health	20	Core	K8, K9, K10, S7, S8
6	NURQ9030	*Part 3a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K8, K9, K10, S7, S8, S9, IPL3
6	NURG6004	Leading and Managing Health and Social Care	20	Core	K8, K10, S7, S8, IPL3
6	NURC6005	Consolidation of Children's Nursing Practice	20	Core	K8, K9, K10, S7, S8, S9
6	NURQ9003	*Part 3 Practice Assessment	0	Qualificatory Pass/Fail	K8, K9, K10, S7, S8, S9, IPL3

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Nursing and Midwifery Council

- There is no condonement or compensation in assessments across theory and practice learning.
- The practice assessor and academic assessor must agree the student's suitability for progression for each part of the programme.

Module pass mark: 40% (Undergraduate). Final numeracy assessment to be passed at 100% (NMC, 2018)

All modules must be passed to be eligible to apply for NMC registration. After completing the programme, students will have five years in which to register or record a qualification leading to a mark on the NMC register.

*A failed student will not be permitted to re-register on the same module.

* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Curriculum Map: Learning Disabilities Nursing Pathway					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
4	NURG4001	Applied Biological Sciences for Health	20	Core	K1, S1, S3
4	NURG4002	Professional Practice and Accountability	20	Core	K1, S1, S2, S3, IPL1
4	NURG4003	Developing Evidence Based Practice	20	Core	K2, K3, S2
4	NURG4004	Introduction to Communication and Interpersonal Skills	20	Core	K1, K2, S2
4	NURQ9010	*Part 1a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K1, K2, K3, S1, S2, S3, IPL1
4	NURG4005	Concepts of Health and Social Policy	20	Core	K1, K2, S1, S3
4	NURL4006	Introduction to Learning Disabilities Nursing	20	Core	K1, K2, S1, S3
4	NURQ9001	*Part 1 Practice Assessment	0	Qualificatory Pass/Fail	K1, K2, K3, S1, S2, S3
5	NURG5001	Pharmacology and Medicine Therapeutics	20	Core	K4, K5, K7, S4, S6
5	NURG5002	Living with Long Term Conditions Across the Lifespan	20	Core	K4, K5, K7,
5	NURG5003	Learning from the Lived Experience	20	Core	K4, K6, S4, IPL2

5	NURG5004	Communication and Relationship Management in a Therapeutic Context	20	Core	K4, K5, K7, S5, IPL2
5	NURQ9020	*Part 2a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K4, K5, K6, K7, S4, S5, S6 IPL2
5	NURL5005	Recognition and Assessment of Physical & Mental Health of Clients with Learning Disabilities	20	Core	K5, K7, S6
5	NURL5006	Values Based Contemporary Learning Disability Nursing	20	Core	K5, K7, S6
5	NURQ9002	*Part 2 Practice Assessment	0	Qualificatory Pass/Fail	K4, K5, K6, K7, S4, S5, S6 IPL2
6	NURG6001	Clinical Decision Making and Complex Care	20	Core	K8, K10, S7, S8, IPL3
6	NURG6002	Contemporary Issues and Change Management in Professional Practice	40	Core	K8, K9, K10, S7, S8, S9, IPL3
6	NURG6003	Public Health	20	Core	K8, K9, K10, S7, S8
6	NURQ9030	*Part 3a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K8, K9, K10, S7, S8, S9, IPL3
6	NURG6004	Leading and Managing Health and Social Care	20	Core	K8, K10, S7, S8, IPL3
6	NURL6006	Consolidation of Learning Disability Nursing Practice	20	Core	K8, K9, K10, S7, S8, S9

6	NURQ9003	*Part 3 Practice Assessment	0	Qualificatory Pass/Fail	K8, K9,K10, S7, S8,S9, IPL3
---	----------	-----------------------------	---	----------------------------	-----------------------------

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Nursing and Midwifery Council

- There is no condonement or compensation in assessments across theory and practice learning.
- The practice assessor and academic assessor must agree the student's suitability for progression for each part of the programme.

Module pass mark: 40% (Undergraduate). Final numeracy assessment to be passed at 100% (NMC, 2018)

All modules must be passed to be eligible to apply for NMC registration. After completing the programme, students will have five years in which to register or record a qualification leading to a mark on the NMC register.

*A failed student will not be permitted to re-register on the same module.

* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Curriculum Map: Mental Health Nursing Pathway					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
4	NURG4001	Applied Biological Sciences for Health	20	Core	K1, S1, S3
4	NURG4002	Professional Practice and Accountability	20	Core	K1, S1, S2, S3, IPL1
4	NURG4003	Developing Evidence Based Practice	20	Core	K2, K3, S2
4	NURG4004	Introduction to Communication and Interpersonal Skills	20	Core	K1, K2, S2
4	NURQ9010	*Part 1a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K1, K2, K3, S1, S2, S3, IPL1
4	NURG4005	Concepts of Health and Social Policy	20	Core	K1, K2, S1, S3
4	NURM4006	Introduction to Mental Health Nursing	20	Core	K1, K2, S1, S3
4	NURQ9001	*Part 1 Practice Assessment	0	Qualificatory Pass/Fail	K1, K2, K3, S1, S2, S3
5	NURG5001	Pharmacology and Medicine Therapeutics	20	Core	K4, K5, K7, S4, S6
5	NURG5002	Living with Long Term Conditions across the Lifespan	20	Core	K4, K5, K7,
5	NURG5003	Learning from the Lived Experience	20	Core	K4, K6, S4, IPL2

5	NURG5004	Communication and Relationship Management in a Therapeutic Context	20	Core	K4, K5, K7, S5, IPL2
5	NURQ9020	*Part 2a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K4, K5, K6, K7, S4, S5, S6, IPL2
5	NURM5005	Contemporary and Complimentary Approaches to Mental Health	20	Core	K5, K7, S6
5	NURM5006	Developing Mental Health Nursing Skills	20	Core	K5, K7, S6
5	NURQ9002	*Part 2 Practice Assessment	0	Qualificatory Pass/Fail	K4, K5, K6, K7, S4, S5, S6 IPL2
6	NURG6001	Clinical Decision Making and Complex Care	20	Core	K8, K10, S7, S8, IPL3
6	NURG6002	Contemporary Issues and Change Management in Professional Practice	40	Core	K8, K9, K10, S7, S8, S9, IPL3
6	NURG6003	Public Health	20	Core	K8, K9, K10, S7, S8
6	NURQ9030	*Part 3a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K8, K9, K10, S7, S8, S9, IPL3
6	NURG6004	Leading and Managing Health and Social Care	20	Core	K8, K10, S7, S8, IPL3
6	NURM6005	The Art of Mental Health Nursing	20	Core	K8, K9, K10, S7, S8, S9
6	NURQ9003	*Part 3 Practice Assessment	0	Qualificatory Pass/Fail	K8, K9, K10, S7, S8, S9, IPL3

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Nursing and Midwifery Council

- There is no condonement or compensation in assessments across theory and practice learning.
- The practice assessor and academic assessor must agree the student's suitability for progression for each part of the programme.

Module pass mark: 40% (Undergraduate). Final numeracy assessment to be passed at 100% (NMC, 2018)

All modules must be passed to be eligible to apply for NMC registration. After completing the programme, students will have five years in which to register or record a qualification leading to a mark on the NMC register.

*A failed student will not be permitted to re-register on the same module.

* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Curriculum Map: Independent Study / Negotiated Learning Opportunities – Only for students transferring/intercalating/APL

Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
4	NUID4001	<p>Independent Study</p> <p>To enable students to select a choice of subject for study which will further develop individual knowledge and/or skills at Level 4</p>	10	Optional	Only available for students transferring/intercalating/APL mapping of programme outcomes required.
4	NUNL4002	<p>Negotiated Learning</p> <p>To enable students to select a choice of subject for study which will further develop individual knowledge and/or skills at Level 4</p>	20	Optional	Only available for students transferring/intercalating/APL mapping of programme outcomes required.
5	NUID5001	<p>Independent Study</p> <p>To enable students to select a choice of subject for study which will further develop individual knowledge and/or skills at Level 5</p>	10	Optional	Only available for students transferring/intercalating/APL mapping of programme outcomes required.
5	NUNL5002	<p>Negotiated Learning</p> <p>To enable students to select a choice of subject for study which will further develop individual knowledge and/or skills at Level 5</p>	20	Optional	Only available for students transferring/intercalating/APL mapping of programme outcomes required.
6	NUID6001	<p>Independent Study</p> <p>To enable students to select a choice of subject for study which will further develop individual knowledge and/or skills at Level 6</p>	10	Optional	Only available for students transferring/intercalating/APL mapping of programme outcomes required.

6	NUNL6002	<p style="text-align: center;">Negotiated Learning</p> <p>To enable students to select a choice of subject for study which will further develop individual knowledge and/or skills at Level 6</p>	20	Optional	Only available for students transferring/intercalating/APL mapping of programme outcomes required.
---	----------	--	----	----------	--

*** Key to Module Statuses**

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Delivery Structure: Adult Nursing Pathway - Full Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
NURG4001	Applied Biological Sciences for Health	Autumn	2-hour exam	Week 13
NURG4002	Professional Practice and Accountability	Year Long	3000-word portfolio	Week 36
NURG4003	Developing Evidence Based Practice	Autumn to Spring (Year Long)	2500-word assignment	Week 36
NURG4004	Introduction to Communication and Interpersonal Skills	Autumn	20-minute oral presentation	Week 13
NURG4005	Concepts of Health and Social Policy	Spring	20-minute presentation	Week 33
NURA4006	Introduction to Adult Nursing	Autumn	2500-word assignment	Week 20
NURQ9010	Part 1a Practice Assessment	Spring	Set exercise – 4 hours Skills assessment – 6 hours and 375 hours placement	Week 24
NURQ9001	Part 1 Practice Assessment	Autumn	337.5 hours placement	Week 45
Students exiting at this point with 120 credits would receive a CertHE in Health Studies				
NURG5001	Pharmacology and Medicine Therapeutics	Autumn	2 hour written exam	Week 19
NURG5002	Living with Long Term Conditions across the Lifespan	Autumn	3500-word assignment	Week 23
NURG5003	Learning from the Lived Experience	Spring	20-minute oral presentation	Week 21

NURG5004	Communication and Relationship Management in a Therapeutic Context	Autumn	Written assignment	Week 20
NURA5005	Primary Care and Community Practice	Spring	3000-word portfolio	Week 36
NURA5006	Secondary and Tertiary Care in Adult Nursing	Spring	3000 word written assignment	Week 32
NURQ9020	Part 2a Practice Assessment	Autumn	Set exercise – 2 hours Skills assessment – 6 hours and 300 hours placement	Week 16
NURQ9002	Part 2 Practice Assessment	Spring/Summer	412.5 hours placement	Week 36
Students exiting at this point with 240 credits would receive a DipHE in Health Studies				
NURG6001	Clinical Decision Making and Complex Care	Spring	2500-word written assignment	Week 35
NURG6002	Contemporary Issues and Change Management in Professional Practice	Year Long	7000 dissertation - Literature review	Week 29
NURG6003	Public Health	Autumn	20-minute presentation	Week 16
NURG6004	Leading and Managing Health and Social Care	Autumn	2500-word portfolio	Week 21
NURA6005	Consolidation of Adult Nursing Practice	Spring	Skills assessment 15 minutes 1500-word written assignment	Week 37
NURQ9030	Part 3a Practice Assessment	Spring	Set exercise – 4 hours Skills assessment – 6 hours and 450 hours placement	Week 27
NURQ9003	Part 3 Practice Assessment	Autumn	450 hours placement Set Exercise - 1 hour	Week 45

Students successfully achieving 120 credits at Level 4, 120 at Level 5 and 120 *with* Qualificatory Practice 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 120 *without* Qualificatory Practice at Level 6 would receive a BSc (Hons) Health Care Studies

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

Programme Delivery Structure: Children's Nursing Pathway - Full Time

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
NURG4001	Applied Biological Sciences for Health	Autumn	2-hour exam	Week 13
NURG4002	Professional Practice and Accountability	Year Long	3000-word portfolio	Week 36
NURG4003	Developing Evidence Based Practice	Spring	2500-word assignment	Week 36
NURG4004	Introduction to Communication and Interpersonal Skills	Autumn	20-minute oral presentation	Week 13
NURG4005	Concepts of Health and Social Policy	Spring	20-minute presentation	Week 33
NURC4006	Introduction to Children's Nursing	Autumn	2000-word assignment	Week 20
NURQ9010	Part 1a Practice Assessment	Spring	Set exercise – 4 hours Skills assessment – 6 hours and 375 hours placement	Week 24
NURQ9001	Part 1 Practice Assessment	Autumn	337.5 hours placement	Week 45

Students exiting at this point with 120 credits would receive a CertHE in Health Studies				
NURG5001	Pharmacology and Medicine Therapeutics	Autumn	2 hour written exam	Week 19
NURG5002	Living with Long Term Conditions across the Lifespan	Autumn	3500-word assignment	Week 23
NURG5003	Learning from the Lived Experience	Spring	20-minute oral presentation	Week 21
NURG5004	Communication and Relationship Management in a Therapeutic Context	Autumn	Written assignment	Week 20
NURC5005	Complex Care Needs of Children and Young People	Spring	3000-word report	Week 36
NURC5006	Managing Acute Care Needs of the Child and Young Person	Spring	3000 word written assignment	Week 32
NURQ9020	Part 2a Practice Assessment	Autumn	Set exercise – 2 hours Skills assessment – 6 hours and 300 hours placement	Week 16
NURQ9002	Part 2 Practice Assessment	Spring/Summer	412.5 hours placement	Week 36
Students exiting at this point with 240 credits would receive a DipHE in Health Studies				
NURG6001	Clinical Decision Making and Complex Care	Spring	2500-word written assignment	Week 35
NURG6002	Contemporary Issues and Change Management in Professional Practice	Year Long	7000 dissertation - Literature review	Week 29
NURG6003	Public Health	Autumn	20-minute presentation	Week 16
NURG6004	Leading and Managing Health and Social Care	Autumn	2500-word portfolio	Week 21

NURC6005	Consolidation of Children's Nursing Practice	Spring	3500-word portfolio	Week 37
NURQ9030	Part 3a Practice Assessment	Spring	Set exercise – 4 hours Skills assessment – 6 hours and 450 hours placement	Week 27
NURQ9003	Part 3 Practice Assessment	Autumn	450 hours placement Set Exercise – 1 hour	Week 45

Students successfully achieving 120 credits at Level 4, 120 at Level 5 and 120 *with* Qualificatory Practice 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 120 *without* Qualificatory Practice at Level 6 would receive a BSc (Hons) Health Care Studies

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

Programme Delivery Structure: Learning Disabilities Nursing Pathway - Full Time

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
NURG4001	Applied Biological Sciences for Health	Autumn	2-hour exam	Week 13
NURG4002	Professional Practice and Accountability	Year Long	3000-word portfolio	Week 36
NURG4003	Developing Evidence Based Practice	Spring	2500-word assignment	Week 36
NURG4004	Introduction to Communication and Interpersonal Skills	Autumn	20-minute oral presentation	Week 13

NURG4005	Concepts of Health and Social Policy	Spring	20-minute presentation	Week 33
NURL4006	Introduction to Learning Disabilities Nursing	Autumn	2000-word assignment	Week 20
NURQ9010	Part 1a Practice Assessment	Spring	Set exercise – 4 hours Skills assessment – 6 hours and 375 hours placement	Week 24
NURQ9001	Part 1 Practice Assessment	Autumn	337.5 hours placement	Week 45
Students exiting at this point with 120 credits would receive a CertHE in Health Studies				
NURG5001	Pharmacology and Medicine Therapeutics	Autumn	2 hour written exam	Week 19
NURG5002	Living with Long Term Conditions across the Lifespan	Autumn	3500-word assignment	Week 23
NURG5003	Learning from the Lived Experience	Spring	20-minute oral presentation	Week 21
NURG5004	Communication and Relationship Management in a Therapeutic Context	Autumn	Written assignment	Week 20
NURL5005	Recognition and Assessment of Physical & Mental Health of Clients with Learning Disabilities	Spring	3000-word report	Week 36
NURL5006	Values Based Contemporary Learning Disability Nursing	Spring	3000-word assignment	Week 32
NURQ9020	Part 2a Practice Assessment	Autumn	Set exercise – 2 hours Skills assessment – 6 hours and 300 hours placement	Week 16
NURQ9002	Part 2 Practice Assessment	Spring/Summer	412.5 hours placement	Week 36

Students exiting at this point with 240 credits would receive a DipHE in Health Studies				
NURG6001	Clinical Decision Making and Complex Care	Spring	2500-word written assignment	Week 35
NURG6002	Contemporary Issues and Change Management in Professional Practice	Year Long	7000 dissertation – Literature review	Week 29
NURG6003	Public Health	Autumn	20-minute presentation	Week 16
NURG6004	Leading and Managing Health and Social Care	Autumn	2500-word portfolio	Week 21
NURL6006	Consolidation of Learning Disability Nursing Practice	Spring	1000-word equ. project work 2000-word written assignment	Week 37
NURQ9030	Part 3a Practice Assessment	Spring	Set exercise – 4 hours Skills assessment – 6 hours and 450 hours placement	Week 27
NURQ9003	Part 3 Practice Assessment	Autumn	450 hours placement Set Exercise – 1 hour	Week 45
Students successfully achieving 120 credits at Level 4, 120 at Level 5 and 120 <i>with</i> Qualificatory Practice at Level 6 would receive a BSc(Hons) Nursing/RN Learning Disability Nursing				
Students exiting at this point with 120 credits at Level 4, 120 at Level 5 and 120 <i>without</i> Qualificatory Practice at Level 6 would receive a BSc (Hons) Health Care Studies				
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				

Programme Delivery Structure: Mental Health Nursing Pathway - Full Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
NURG4001	Applied Biological Sciences for Health	Autumn	2-hour exam	Week 13
NURG4002	Professional Practice and Accountability	Year Long	3000-word portfolio	Week 36
NURG4003	Developing Evidence Based Practice	Spring	2500-word assignment	Week 36
NURG4004	Introduction to Communication and Interpersonal Skills	Autumn	20-minute oral presentation	Week 13
NURG4005	Concepts of Health and Social Policy	Spring	20-minute presentation	Week 33
NURM4006	Introduction to Mental Health Nursing	Autumn	10 minute oral presentation	Week 20
NURQ9010	Part 1a Practice Assessment	Spring	Set exercise – 4 hours Skills assessment – 6 hours and 375 hours placement	Week 24
NURQ9001	Part 1 Practice Assessment	Autumn	337.5 hours placement	Week 45
Students exiting at this point with 120 credits would receive a CertHE in Health Studies				
NURG5001	Pharmacology and Medicine Therapeutics	Autumn	2 hour written exam	Week 19
NURG5002	Living with Long Term Conditions Across the Lifespan	Autumn	3500-word assignment	Week 23
NURG5003	Learning from the Lived Experience	Spring	20-minute oral presentation	Week 21

NURG5004	Communication and Relationship Management in a Therapeutic Context	Autumn	Written assignment	Week 20
NURM5005	Contemporary and Complimentary Approaches to Mental Health	Spring	3000-word written assignment	Week 36
NURM5006	Developing Mental Health Nursing Skills	Spring	3000-word written assignment	Week 32
NURQ9020	Part 2a Practice Assessment	Autumn	Set exercise – 2 hours Skills assessment – 6 hours and 300 hours placement	Week 16
NURQ9002	Part 2 Practice Assessment	Spring/Summer	412.5 hours placement	Week 36
Students exiting at this point with 240 credits would receive a DipHE in Health Studies				
NURG6001	Clinical Decision Making and Complex Care	Spring	2500-word written assignment	Week 35
NURG6002	Contemporary Issues and Change Management in Professional Practice	Year Long	7000 dissertation - Literature review	Week 29
NURG6003	Public Health	Autumn	20-minute presentation	Week 16
NURG6004	Leading and Managing Health and Social Care	Autumn	2500-word portfolio	Week 21
NURM6005	The Art of Mental Health Nursing	Spring	2500-word project work 1000 word written assignment	Week 37
NURQ9030	Part 3a Practice Assessment	Spring	Set exercise – 4 hours Skills assessment – 6 hours and 450 hours placement	Week 27
NURQ9003	Part 3 Practice Assessment	Autumn	450 hours placement	Week 45

			Set Exercise – 1 hour	
Students successfully achieving 120 credits at Level 4, 120 at Level 5 and 120 <i>with</i> Qualificatory Practice 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 120 <i>without</i> Qualificatory Practice at Level 6 would receive a BSc (Hons) Health Care Studies				
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				

Methods for Evaluating and Improving the Quality and Standards of Learning

<p>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</p>	<ul style="list-style-type: none"> • Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee • National Student Survey
<p>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</p>	<ul style="list-style-type: none"> • Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • National Student Survey

<p>Date of Programme Specification Production:</p>	<p>August 2019</p>
<p>Date Programme Specification was last updated:</p>	<p>July 2024</p>
<p>For further information about this programme, refer to the programme page on the University website</p>	

<p>The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK</p>	
<p>Is the placement requirement more than 50% of the programme?</p>	<p>No</p>
<p>If yes, what % of the programme is the placement requirement?</p>	<p>N/A</p>
<p>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?</p>	<p>N/A</p>