

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

Institute of Health

Academic Level:	6	Credits:	360
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		
Awarding Body:	University of Cumbria		
Delivery Site:	Lancaster Fusehill Street Carlisle Barrow - Adult Nursing Only		
Programme Length:	3 years full time		
Mode of Delivery:	Blended learning		
Pattern of Delivery:	Full time		
	Total weeks of study:	45 weeks (maximum) (see Annual Programme Structure for details)	
	Delivery pattern:	3 semesters	
	Standard semester dates:	No	
Placement:	Placement length is variable over the three years. A minimum of 2300 practice hours must be completed as aligned to PSRB Standards		
PSRB:	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 accreditation: 12/05/25	Accreditation period: Open ended
Programme Webpage:	https://www.cumbria.ac.uk/study/academic-departments/institute-of-health/nursing/	

Entry Criteria

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 *Standards of 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

[English Language Requirements | University of Cumbria](#)

- 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 people who use services 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 Approved Education Institution (AEI) via APL process (see below). These claims are considered by a competitive selection process, and the transfers are approved by the Programme leader or Pathway lead for the field. 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 DBS clearance. APL claims will be considered on an individual competitive basis, subject to a satisfactory mapping of module outcomes and NMC progression points; **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 Programme leader in conjunction with the relevant field pathway leader. Transfers across Fields are considered and confirmed by the field pathway leaders. APL and transfer claims are considered on an individual basis as part of the admissions process.

Applications for internal or external transfer **MUST** be considered by the Programme 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 as required
- Transcripts detailing exact clinical hours.

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

- All of a module (levels 4 and 5)
- 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 Programme leaders/field pathway leaders)

External applicants: application form, academic transcript and certificates, practice hours transcript, references (academic and employer), module learning outcomes.

Applicants are required to submit supporting evidence as an APL portfolio. An APL workshop is provided to which applicants are invited to in preparation to submission of the portfolio.

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).

On successful interview the APL portfolio is reviewed by the External Examiner.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme, as a learner, you will:

1. Be capable of delivering safe and effective care to the highest standards.
2. Be compassionate, competent and confident.
3. Be autonomous practitioners who can make decisions regarding complex care using the best evidence and technology available.
4. Be equipped to deliver a wide range of clinical, care and interpersonal skills underpinned by a systematic knowledge base.
5. Develop resilience and leadership skills required for the future

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 their knowledge and experience to make evidence-based decisions about care. They communicate effectively, are role models for others, and are accountable for their actions. Registered nurses continually reflect on their 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 their 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 their 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 their lives, across a range of organisations and settings. They contribute to processes of organisational change through an awareness of local and national policies.

Programme Outcomes – Knowledge and Understanding

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

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

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 of 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.

PROGRAMME FEATURES

Programme Overview

The Registered Nurse Degree programme at the University of Cumbria leads to one of the following academic awards of:

- 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

Once you have completed all programme requirements you are eligible to apply for registration with the Nursing and Midwifery Council (NMC).

You will spend 50% of the programme undertaking practice-based learning. The theoretical input is delivered by expert academic staff and is based on latest evidence and research, using contemporary methods of teaching and learning. We offer excellent student support systems to help you through the programme.

As a student qualifying from this programme, you will be well placed to be considered for employment in either the NHS or social care and independent care settings.

Programme Philosophy

All learners and staff irrespective of the programme of study will embrace, embed and adopt the University of Cumbria nursing philosophy as a pedagogical ethos of learning to influence their personal stance and professional practice.

1. All parties will embrace and adopt a professional ethos that embodies and envisions person centredness and privileges narrative inquiry.
2. An inclusive and effective learning culture is fostered, which facilitates and supports learners to become safe, competent, courageous and successful practitioners, with a commitment to reflexive and lifelong learning.
3. A pedagogical approach is adopted that inspires, challenges, and encourages a critical curiosity in the art and science of nursing.
4. All parties adopt a way of being in the world, that is grounded in, and demonstrated through, a shared perspective of the values and beliefs central to the development of professional and therapeutic relationships in society.

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 Approved Education Institutions (AEIs), 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 you 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.

Annual Programme Structure

The Registered Nurse programme is delivered over 45 weeks. These weeks comprise a combination of theory learning and practice learning experiences, together with designated annual leave and, where required, periods for retrieval or recoup of practice learning.

Year 1

- 41 weeks theory and placement (combined)
- 7 weeks annual leave
- 4 weeks retrieval of professional values/practice time (for those who require it)

Year 2

- 43 weeks theory and placement (combined)
- 9 weeks annual leave

Year 3

- 41 weeks theory and placement (combined)
- 7 weeks annual leave
- 4 weeks recoup of practice learning (for those who require it)

Sickness and absence

The University expects 100% attendance for theory and clinical practice. However, we understand that at times you may not achieve this. The University monitors attendance and all sickness and absence very carefully to ensure that you have completed programme hours. Full details of the sickness and absence policy, and the monitoring details, are contained within your Programme and Placement Handbooks. If you do not achieve the necessary hours in practice by the end of the programme, you will be required to complete these hours, under the supervision of a nominated practice assessor, before you are eligible to apply for registration. There will be opportunities to retrieve practice hours during allocated practice experiences providing you do not have reassessments of academic credit within your profile. At the end of Part 3 there is an allocated 4-week period where proficiencies may be retrieved if required, along with practice hours if necessary.

If it is anticipated that your absence is protracted, then an occupational health referral may be made. Until receipt of the outcome of your referral, it may be that you are not able to attend placement until the outcome is known. This will enable the programme and practice to offer the correct support and reasonable adjustments if they are required. The Occupational health outcome may be that you are not 'Fit to train' at the present time, in which case your programme team will explore your options with you.

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

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

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 nurses, and that qualifying nurses are fit to practise. This also relates to students on nursing programmes and these standards apply to conduct during the programme.

As a student you 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*. You are expected to read, familiarise yourself with, and always adhere to the requirements for professional behaviour and conduct in university; clinical practice settings and in your personal/public life.

It is a requirement that you sign an annual declaration of good health and good character confirming your continued fitness to practise. A final declaration will be sought at the end of the programme prior to recommendations being made for Registration with the NMC.

At the end of the programme the professional lead for pre-registration nursing, provides a statement of good health and good character to the NMC to confirm recommendation for registration with the Professional Statutory Regulatory Body (PSRB). Should there be any unresolved professional issues at the point of registration with the NMC, the professional lead may withhold this recommendation to the NMC.

Statutory Clinical Skills

You are required to attend timetabled statutory skills sessions in each Part of the programme.

Formative assessment will take place during the sessions. Should you fail to attend, the programme team may instigate Progress Review / Adjudication Procedures. You will not normally be able to attend practice unless all sessions have been undertaken. Further detail on these requirements is provided in the Qualificatory Practice Unit modules.

Involvement of People who use services and their carers

The involvement of people who use services and their carers is viewed as an integral part of the programme as detailed within our programme philosophy. We are actively continuing to develop their involvement in:

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

Employability

The programme encourages the development of skills and knowledge that will equip you for graduate employment, lifelong learning, and career planning as part of your current and any future role. In addition to the module content, your practice experience will provide structured experiences that will develop clinical skills and professional competence that will contribute to your ability to be employable as a Registered Nurse. 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 develops your ability to apply theory to practice enabling you to become confident in understanding how your knowledge will enable you to be a safe and effective 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
- Developing your role as a leader from the outset of the programme
- 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 practice 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.

Practice Based experiences/Learning in Practice: when working in practice-based environments, you are expected to work a normal 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. Requests for specific practice learning areas **cannot** be made, and the University of Cumbria sickness and absence reporting policy must be followed if there are any circumstances which may affect practice learning attendance.

Simulated Practice Learning

Some of your practice hours may be undertaken in a practice placement whilst some may be undertaken through Simulated Practice Learning (SPL). Placement unit allocate both practice and simulated placements. The programme may include up to 300 hours of simulated practice learning (SPL). These hours will be spread out over the course of the whole programme and incorporated into your timetable. Simulated practice learning aims to help you build confidence and skills in a range of situations which you may not encounter frequently in practice (NMC, 2023). The NMC (2023) defines simulation as “An educational method which uses a variety of modalities to support students in developing their knowledge, behaviours and skills, with the opportunity for repetition, feedback, evaluation and reflection to achieve their programme outcomes and be confirmed as capable of safe and effective practice.” Any SPL activity undertaken in university will count towards your practice learning hours’ requirements and you will receive the same method of

support from a Practice Supervisor, Practice Assessor and Academic Assessor as you would in practice

Enrichment experience

There is a mandatory student-led 'enrichment' experience opportunity at the end of Level 5 to enable you to extend your experience in a different placement area. This may include visiting areas in the NHS, Private, Independent and Voluntary Organisations (PIVO), and could be locally, nationally or internationally based, subject to satisfactory risk assessments being undertaken. The enrichment experience always evaluates well, and students find it to be meaningful and significant in personal and professional development.

Uniforms

The University provides uniforms for students where appropriate. You are responsible for the laundry of the uniform and providing your own suitable footwear. A plain navy or black three quarter or full-length coat is recommended for purchase whilst on community placements or for travel to and from practice experiences.

Reasonable adjustments:

Should you require reasonable adjustments, these can be discussed with the Programme Leader and Personal tutor (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 practice-based experiences, a placement learning support plan will be agreed to ensure any reasonable adjustments are accommodated following recommendations from the University of Cumbria Student services and/or Occupational health referral.

The University of Cumbria is registered under the Data Protection Act 2018 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 Education: Interprofessional Education (IPE) is a core element of all undergraduate health and social care education within the Institute of Health in line with government and Professional, Statutory and Regulatory Bodies (PSRB) directives. IPE involves students from two or more disciplines learning from and about each other, to enhance understanding of each other's professions, build interprofessional teamwork and equip students for working in multiprofessional teams in practice. Opportunities for IPE will occur throughout the programme, both within your practice-based experiences and taught theoretical modules, using face to face engagement, digital methods and simulated practice.

Learning and Teaching

Teaching

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, or in practice.

Learning, Teaching and Assessment Strategies

A variety of teaching and learning methods are used throughout the programme. These are aligned to the learning outcomes and provide you with some experience of methods best suited to your own learning style. These strategies support your 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 the perspectives of people who use services and their carers.
- 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.

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 and flexible, distributed learning (FDL) using Blackboard. Each module will facilitate the further development of literacy and digital skills, as well as the development of other key lifelong learning skills.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study.

Teaching Staff

All members of the academic team hold active registration with the NMC or other relevant PSRB. Our academic staff have a range of experience within their chosen field. All staff have completed the PGCert Learning and Teaching for Higher Education or commence study of the newly revalidated PGCert Academic Practice within 2 years of employment contract. This allows staff to then gain level 2 accreditation as a Fellow of Advance HE. Staff across the programme teams are actively engaged in scholarly and research activities in both clinical practice and in education.

Assessment

A full range of assessment methods has been selected to enhance your learning and to help you demonstrate the extent to which you have achieved all the module learning outcomes, and, overall, the programme aims.

You will have opportunities across the programme to reflect on your progression and development. These self-reflections contribute to and are evidenced in assessments through a variety of means.

Types and methods of assessment will include oral presentations (both group and individual); written assignments related to context-based scenarios; written reports; portfolio of evidence; examination; community health profile; resource package; poster presentation.

Year 1

Self and peer assessment

Oral assessment

Presentation

Written assessment

Set Exercise

Portfolio

Practice proficiencies

Reflective writing

Year 2

Self and peer assessment

Oral assessment

Report

Skills assessment

Set Exercise

Project work

Practice proficiencies

Reflective writing

Year 3

Self and peer assessment

Report

Project work

Practical skills assessment

Written assignment

Oral assessment

Presentation

Practice proficiencies

Reflective writing

Summative and Formative Assessment

Modules use formative and summative assessment so that you progress in a structured and constructive way. This allows you to develop knowledge for practice in a coherent and logical manner. Whilst formative assessment does not contribute to the overall grade, they are designed

so that feedback on your performance is provided prior to the submission of the final, summative assessment.

Development of NMC Standards for Proficiency and Annexe A and B through simulation

This normally takes place within a designated skills area, facilitated by specifically trained staff, using specialist equipment. Simulation provides safe learning opportunities in basic as well as complex situations and helps you acquire important skills before going into a practice environment. Simulation will be facilitated using role play, workshops and a variety of digital media.

NMC Standards for Proficiency in Clinical Practice

There is one Qualificatory Practice unit (QPU) each year taking place over two placements.

Qualified practice assessors assess your acquisition of skills and achievement of the NMC proficiencies in clinical practice. Practice assessors, alongside academic assessors, will confirm you are proficient to progress through the programme and to NMC registration.

You must pass the required elements to be able to progress through the programme. Should you fail the QPU then there will be one further attempt allowed to recoup the fail. Failure of a second attempt at the QPU will normally mean discontinuation from the programme.

Theoretical work is linked to practice and assessors will explore your underpinning knowledge, and how your personal and professional characteristics impact on your performance.

Your professionalism, attitudes, good health and character are vital aspects of practice assessment. You will be required to achieve the 'Professional values' statements on **each** of the Practice based experiences. Should you **not** achieve these professional values then the programme team will utilise appropriate University policies and procedures to address and action as necessary.

Feedback

There are many opportunities for feedback within the programme. These include formal or informal, each offering a prompt to reflect on advice and guidance to develop you as a learner.

You will receive formative feedback throughout the course, which is developmental, and does not come with a specified mark. It is important to respond to any constructive feedback so that you can maximise your development, both personally and professionally.

Summative feedback is given for assessed work and is usually accompanied by a grade. Often this is timed towards the end of a module and is given in context of achievement of the learning objectives, knowledge and skills acquisition. Feedforward allows you to identify areas for development to strengthen future submissions. Please see this link on [feedback](#) for further guidance.

Graduate Prospects

You will finish this programme fully qualified to join the [NMC Register](#), allowing you to practise as Registered Nurse within your chosen field. The need for qualified nurses is ever-expanding, so you can be confident that your qualification will open many doors for employment. You will also be well placed to continue with your studies on one of the University of Cumbria [postgraduate courses](#).

Being a Registered Nurse offers you the chance to make a difference, the flexibility to work in a range of settings within health and social care in the UK and a career with excellent employment prospects. Your programme prepares you to develop knowledge, experience and confidence to work collaboratively with other health and social care professionals in supporting people throughout their lifespan as partners in their care, along with their family, carers and significant others. The programme has been developed to take a thematic approach to the art and science of nursing, articulated in the module content, and enable you to understand the local, national and international context of health and social care.

Examples from graduate employment surveys have seen nurses working in 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; child and adolescent mental health; drug and alcohol services; forensic mental health in both the NHS, Private and Voluntary Sectors; A&E Liaison teams; Learning disabilities (LD) community teams; LD forensic services; school nursing for children with learning disabilities; Children's hospice; independent mental capacity advocate.

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

MODULES

Year 1			
Code	Title	Credits	Status
NURS4001	Fundamentals of Nursing Practice	40	Core
NURS4002	Applied Biological Sciences for Health across the Lifespan	20	Core
NURS4003	Concepts of Health and Wellbeing	20	Core
NURS4004	Fundamentals of Decision- Making	40	Core
NURQ9005	Part 1 Practice Assessment	0	QPU
Students exiting at this point with 120 credits would receive a CertHE in Health Studies			

Year 2			
Code	Title	Credits	Status
NURS5001	Therapeutic Interventions	40	Core
NURS5002	Nursing Practice	20	Core
NURS5003	Advancing Nursing Practice	40	Core
NURS5004	Advancing Decision Making in professional practice	20	Core
NURQ9006	Part 2 Practice Assessment	0	Qualificatory practice unit
Students exiting at this point with 240 credits would receive a DipHE in Health Studies			

Year 3			
Code	Title	Credits	Status
NURS6001	Public and Population Health	20	Core
NURS6002	Service and quality Improvement	40	Core
NURS6003	Consolidating Nursing Practice	40	Core
NURS6004	Transition to registered Practice	20	Core
NURQ9007	Part 3 Practice Assessment	0	Qualificatory practice unit
Students exiting at this point with 300 credits would receive a BSc Health Studies Students exiting at this point with 360 credits without Qualificatory Practice at Level 6 would receive a BSc (Hons) Health Studies			

Students exiting at this point with 360 credits with Qualificatory Practice at Level 6 would receive a BSc (Hons) Nursing/Registered Nurse (Adult nursing/Children's nursing/Mental Health nursing/Learning Disabilities nursing)

Key to Module Statuses

Core modules	Must be taken and must be successfully passed.
Qualificatory practice 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. These units must be successfully completed to pass the award but do not affect the final degree classification. An alternate award is available if you are not successful in the QPU element of your programme.

Timetables

Timetables are normally available no less than 4 weeks before the start of Semester 1. Please note that while we make every effort to ensure timetables are as student friendly as possible, scheduled learning can take place on any day of the week.

ADDITIONAL INFORMATION

Student Support

The [Student Enquiry Point](#) is a simple way for you to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

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 at 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.

Induction

As a new student on the programme, you will be provided with an induction during Welcome Week (Week 1) in year 1. This includes orientation to the programme and the university, an introduction to key staff, Library, VLE and Timetable introduction. You will be introduced to the range of academic and pastoral support available to you during their studies including the Student Union and nursing unions.

On commencing each module, you will be introduced to the module content and assessment.

As you progress through the programme and move into each part of the programme, an introduction is delivered to prepare you to study at different academic levels. 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. You will be signposted to continuously review the feedback given to you 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.

If you have successfully entered the programme following a claim for APL(RPL) you will have a bespoke induction to the programme organised by a member of the academic team. You will also have an induction to the part of the programme that you are entering, as per other students.

Personal Tutoring

On commencing the programme, you will be allocated a Personal Tutor (PT). Your PT will be a member of the academic team who is 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 provide pastoral support and to monitor your academic, professional and personal progress; this means that PTs also mark some assignments. Personal tutor sessions are held at regular intervals during which you will evaluate your personal, academic and professional progress.

Contact with your 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 during year one, and 1.5-hours during years two and three.

Head Start to University

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives you, as a new undergraduate student (UG) an opportunity to prepare for your transition into university and to start to develop your academic skills so that you are successful as a learner.

As an UG student, you are given the opportunity to register and complete Head Start prior to entry to your programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module through the My.Cumbria Student hub

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 My.Cumbria Student hub

Head Start to 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.

This course is free and available via the My.Cumbria Student hub

Career Ahead

Career Ahead is the University of Cumbria's Employability Award. It is designed to help you recognise and develop your employability skills, providing you with a greater opportunity to get the job you want when you graduate. Find out about the support on offer from your Careers and Employability Service at My.Cumbria.ac.uk/Careers

Support in Practice Based experiences

Nominated Person

Each Placement will have a nominated person who oversees all practice learning in the environment. This person will be available to support you and be able to suitably address your concerns should you have any.

Practice Assessors have a key role in assessing and confirming your proficiency and providing assurance of your achievements and competence. This includes facilitating learning opportunities and ensuring any reasonable adjustments are in place so you can get maximum benefit from the practice experience. A practice assessor will observe you, conducting and recording your assessments informed by your reflections, feedback from Practice Supervisors and other relevant people to confirm achievement. They will also liaise with the Academic Assessor, scheduling communication at relevant points.

Practice Supervisors are registered nurses, midwives or other registered health/social care professional. In many practice areas you will be supported by several Practice Supervisors. Some areas may adopt a team-based approach due to the nature of the experience. Practice Supervisors have an important role in supporting and guiding you through your learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the experience. Practice supervisors contribute to your assessment through the recording of regular feedback on your progress towards, and achievement of your proficiencies providing specific feedback to the Practice Assessor on your progress.

Supervision in other placement areas (i.e., those areas where there are no health/social care registrants). A range of staff can support learning and have a vital role in your learning and development even though they may not be contributing formal assessment of proficiencies. However, these staff members can provide valuable feedback on your achievements within the PAD on the *Record of communication/additional feedback pages*.

Academic Assessors are Registered Nurses and are nominated for each part of the educational programme. Academic assessors are likely to be your university lecturers. The same Academic

Assessor cannot contribute to the student assessment in *consecutive* parts so you will be allocated a different one for each part of the programme. The Academic Assessor will work in partnership with the Practice Assessor to evaluate and recommend you for progression for each part of the educational programme. The Academic Assessor will enable scheduled communication and collaboration with the Practice Assessor and this communication can take a variety of forms.

All scheduled interviews between you, practice supervisors/assessors and academic assessor's as well as communications/ additional feedback needs to be recorded on the relevant pages in the PAD.

Practice Education Facilitators (PEFs) are Registered Nurses or Health Professionals in practice settings who act as a link between the University of Cumbria and some health care providers throughout Cumbria and North Lancashire. Although the remit of the role may vary between each site there are key functions that are undertaken by each of them, for example an important part of their role is to play a major role in the maintenance and development of the quality systems and processes in the practice areas.

Course Costs

Tuition Fees

Course fees can be found on the University webpages:

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

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

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

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

Additional Costs

The following course-related costs are not included in the fees:

As a student, you will need to purchase stationery and may wish to purchase some textbooks. Extra costs may also be applicable to cover field trips, membership fees etc. although such features are usually options within the course.

The course team do not specifically recommend any core textbooks as you will cover a wide subject base during the programme. Our library catalogue is extensive, and some textbooks can be accessed online. There are some nursing journals which you may wish to subscribe to, although you will need to personally fund the monthly/annual subscription.

You should budget for stationery, consumables and IT equipment for your own personal use. This should include notebooks, pens and pencils for taking notes in class and/or in the field. You should also budget for the purchase of USB pen drives, as well as occasional printing and photocopying costs incurred in the preparation or submission of coursework.

We recommend you invest in a pair of black sensible shoes & black socks– you will be doing a lot of standing and walking during your practice-based experiences, so you'll likely want to make sure

your feet are comfortable. If you buy a fob watch (nurses' watch) please make sure it is one with an easy to keep clean with a silicone cover.

For half of the programme, you will be engaged in practice-based placements. Our placement circuit is across a wide geographical area, and you may be required to travel for up to 90 minutes by public transport or car. Costs will vary depending on whether you use public transport with or without a discount, or your own transport. You will have to fund any costs incurred by travelling to and from placement and any car parking charges. You are also expected to fund travel costs to and from the University of Cumbria. In Year 2 of the programme, you have an opportunity to arrange an 'Enrichment Experience' either within the UK or abroad. Costs will vary depending on the location, but you will be required to fund this experience.

Membership of a union is strongly recommended (UNISON & Royal College of Nursing).

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions:

- A student on this programme is not permitted to retake any of the modules.
- For modules with no practice assessment elements, should you fail the initial (first) assessment and the first reassessment opportunity, you will be offered a 2nd reassessment opportunity on the condition that you engaged with the first reassessment opportunity (for which you will be provided the appropriate academic support). If you subsequently fail this 2nd reassessment, you will be required to exit the programme with the relevant exit award and transcript of awarded credits.
- Progression to level 5: You must successfully complete a minimum of 80 Level 4 credits before attempting any study at level 5. The remaining 40 level 4 credits must be completed successfully before commencing any study at level 6.
- Progression to level 6: You must successfully complete a minimum of 80 Level 5 credits before attempting any study at level 6.

External and Internal Benchmarks

Future Nurse Standards for Proficiency for Registered Nurses 2018 (includes platforms 1-7 and Annex A and B) [future-nurse-proficiencies.pdf \(nmc.org.uk\)](https://www.nmc.org.uk/standards/future-nurse-standards-for-proficiency-for-registered-nurses-2018/)

Part 1: Standards Framework for nursing and midwifery education 2023 (including the requirement for APL) [Standards framework for nursing and midwifery education \(nmc.org.uk\)](https://www.nmc.org.uk/standards/framework-for-nursing-and-midwifery-education-2023/)

Part 2: Standards for apprentice supervision and assessment 2018 [student-supervision-assessment.pdf \(nmc.org.uk\)](https://www.nmc.org.uk/standards/standards-for-apprentice-supervision-and-assessment-2018/)

Part 3: Standards for preregistration nursing programmes 2018 (including Annex 1 -Directive 2005/36/EC) [programme-standards-nursing.pdf \(nmc.org.uk\)](https://www.nmc.org.uk/standards/standards-for-preregistration-nursing-programmes-2018/)

NMC The code: [The Code \(nmc.org.uk\)](https://www.nmc.org.uk/standards/the-code/)

Part 3: Standards for prescribing programmes 2019 [programme-standards-prescribing.pdf \(nmc.org.uk\)](#)

NMC Guidance on Good Health and Good Character [guidance-on-health-and-character \(nmc.org.uk\)](#)

NMC Fitness to Practise [Fitness to practise annual report - The Nursing and Midwifery Council \(nmc.org.uk\)](#)

NHS Knowledge and skills framework

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

[UK Quality Code, Advice and Guidance: Work-based Learning \(qaa.ac.uk\)](#)

[Subject Benchmark Statement: Health Studies \(qaa.ac.uk\)](#)

[University of Cumbria Towards 2030](#)

UoC Learning, Teaching and Assessment Strategy

[Academic regulations | University of Cumbria](#)

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

Disclaimer

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:

<https://www.cumbria.ac.uk/study/academic-departments/institute-of-health/nursing/>