

School of Health and Social Work

Title of Programme: BSc in Nursing

Programme Code: HHNUR

Programme Specification

This programme specification is relevant to students entering:
19 September 2016

Associate Dean of School (Academic Quality Assurance):
Liz Gormley-Fleming

Signature



Programme Specification BSc (Hons) Nursing

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane/De Havilland/NHS Trusts/ Hampshire, Oxford, Berkshire
Programme accredited by	The Nursing and Midwifery Council
Final Award	BSc
All Final Award titles	Nursing
FHEQ level of award	6
UCAS code(s)	Adult Field B700 Mental Health Field B701 Child Field B702 Learning Disabilities B761
Language of Delivery	English

A. Programme Rationale

This undergraduate programme is for students who wish to become registered nurses in one of the four fields of nursing; adult, child, mental health or learning disability. It is envisaged that graduates from this programme will become practitioners, partners and leaders in healthcare. The programme will prepare students to practice in a wide array of healthcare arenas that includes the NHS and the Voluntary and Independent sectors. The public and the profession expect registered nurses to act in a professional manner that ensures high standards of care while treating service users and their carers with dignity and respect. This programme has been designed to prepare future practitioners that will value the teams they work with and the service users they care for. It is envisaged that graduates from the programme will be able to work effectively in a dynamic healthcare system and will continue to develop personally and professionally. The programme will therefore ensure that those qualifying are fit for practice, purpose, award and professional standing and therefore registration as a nurse with the Nursing and Midwifery Council (NMC). The programme has been constructed to meet the NMC requirements as defined within, 'Standards for Pre-registration Nursing Education' (NMC 2010). The programme has also been designed in line with the Framework for Higher Education Qualifications (QAA, 2008), and the European Directive 2005/36/EC (including Annex V, point 5.2.1) on the training of nurses responsible for general care.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of Programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- Provide a learning environment that enables the student to become a proficient, confident, safe and accountable nurse equipped with the necessary knowledge, skills, capabilities and value-bases to achieve fitness for practice, purpose, academic award and professional standing.
- Facilitate and nurture the personal and professional development through the creation of safe stimulating learning environments, valuing collaboration and appreciating the distinctiveness of adult, children and young people, learning disability and mental health nursing.
- Enable students to contribute to and manage their own learning by engaging in reflective practice and life-long learning.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for NMC standards (2010) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching/learning methods & strategies	Assessment
A1- Respond to legal, ethical, cultural and political issues underpinning health needs and nursing practice; A2- Use critical reflective processes for continuing professional development; A3- Underpin personal/professional knowledge and skills from theory and practice to identify developing strengths and existing learning needs.	Acquisition of knowledge and understanding is through a combination of the following: Supervised practice experiences; simulated practice sessions; reflection; portfolio development; seminar and care plan presentations; individual and small group academic tutorials; discussion groups, problem-based and enquiry-based type learning approaches; interactive lectures; coursework; laboratory based practical work/experiments; workshops, learning packages; e-technology approaches to learning and teaching including, podcasts, video, and digital storyboards. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. Additional support is provided by the Learning Resource Centre.	Knowledge and understanding are assessed through a combination of examinations in the form of multiple choice questions and scenario based short answer questions, assessed in-course assessments in the form of laboratory reports, essay assignments, practice assessments, project work, reflective accounts and presentations.

Intellectual skills	Teaching/learning methods & strategies	Assessment
<p>B1- Understand and critically appraise research findings and best available evidence to inform strategies that promote health and the delivery of nursing care;</p> <p>B2- Analyse nursing care needs and collaborative solutions which enable safe, effective, person and family-centred care;</p> <p>B3- Evaluate risk management strategies that promote a safe and therapeutic environment.</p>	<p>Intellectual skills are developed through the programme by the methods and strategies outlined in section A, above. Analysis, problem solving and reflection skills are further developed through role-play, tutorials, simulation & laboratory work and practice placement experiences. Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Intellectual skills are assessed through a combination of examinations in the form of multiple choice questions and scenario based short answer questions, assessed in-course assessments in the form of laboratory reports, essay assignments, practice assessments, project work, reflective accounts and presentations.</p>
Practical skills	Teaching/learning methods & strategies	Assessment
<p>C1- Utilise information technology to assist in the Organisation and management of nursing care;</p> <p>C2- Employ comprehensive and systematic approaches to assess, plan, implement and evaluate nursing care in partnership with patients/service-users and/or their 'carers';</p> <p>C3- Adapt to changing health needs and make decisions which are ethically sound and based on best available evidence;</p> <p>C4- Adopt anti-discriminatory and anti-oppressive practice whilst promoting the dignity and rights of patients/service users;</p> <p>C5- Promote partnership-working through skilful team, inter-professional and multi-agency collaboration;</p> <p>C6- Demonstrate appropriate leadership, support and direction to</p>	<p>Practical skills are developed through the programme by a combination of experience in the practice setting, simulated practice sessions, skills practice, reflection sessions, seminar and scenario-based presentations, individual and small group tutorials, discussion groups, lectures, coursework and laboratory based practical work/ experiments, workshops, learning packages and computer assisted learning.</p> <p>Skills' learning is also facilitated by maintaining a Portfolio, which is a record of personal and professional learning and development. Throughout the student is expected to consolidate their development of practical computing skills by use of computers in the learning resources centre.</p>	<p>Practical skills are assessed in practice placements by means of achievement of modular learning outcomes for practice, contained in the Practice Assessment Document (PAD) This approach is complemented by the production of other practice related assessments.</p>

team members in delivering efficient quality care.		
Transferable skills	Teaching/learning methods & strategies	Assessment
<p>D1- Apply confident and competent literacy, numeracy and information technology skills;</p> <p>D2- Demonstrate appropriate professional discipline, organisation, presentation and standards of conduct;</p> <p>D3- Be able to self-manage and take initiative for planning to meet own needs/responsibilities and facilitating those of others;</p> <p>D4- Demonstrate effective engagement and communication skills.</p>	<p>Transferable skills are developed through the programme by interactive teaching sessions, practical computer assisted learning, debate, academic writing, practice experience and observation, oral and poster presentations and group/individual projects. These are complemented by the development of specialist intra-professional transferable skills by the methods outlined in achieving 'practical' skills.</p> <p>Transferrable skills development is also facilitated by maintaining a portfolio, which is a record of personal and professional learning and development. Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through a range of assignments built into the curriculum assessment strategy, in coursework, examinations, on-line and computer based activities, oral presentations, reflective accounts and reports.</p>

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full-time (3 years). For applicants with an appropriate first degree or for those who wish to gain a second field registration, the length of the programme will be reduced dependent on the outcome of any Accreditation of Prior Learning (APL) via the Accreditation of Prior Experiential Learning (APEL) / and/or Accreditation of Prior Certificated Learning (APCL) processes. All pathways lead to the award of a BSc (Hons) in Nursing. On the full time 3 year pathway there are 45 programmed weeks operating over a three semester extended academic year. Entry is normally at level 4 with A level equivalent qualifications but is possible at level 6 (for those entering for second registration) or level 5 (for those entering the accelerated route). Intakes for the full three year route are normally in September and February.

Professional and Statutory Regulatory Bodies

All aspects of the programme are governed by the Nursing Midwifery Council professional regulations. The requirements for the adult field of practice are bound by EU directive 2005/36/EC (including Annex V.2). Within the programme there is equal weighting between the delivery and assessment of theory and practice.

Work-Based Learning, including Sandwich Programmes

To meet the Nursing Midwifery Council regulations 4,600 programme hours are required for the full time programme of which 2,300 are to be evidenced by practice experiences. Practice learning experiences are undertaken with a range of environments and students are supported by appropriately approved mentors.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes

detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Undergraduate Route

Mode of study

Full time over 3 years

Entry point

Semester A or B dependent on September or February intake

Level 4 entry

Accelerated Graduate Pathway

Mode of study

Determined by APEL/APCL processes

Entry point

Normally Semester A with a September intake

Level 5 (Dependent on APCL/APEL processes)

Second Branch Registration

Mode of study

Determined by APEL/APCL processes

Entry point

Normally Semester A with a September intake

Level 6 (Dependent on APCL/APEL processes)

Compulsory Modules Year 1 Module Title	Module Code	Credit Points	% Exam	% Course-work	% Practical	Semester
1st Year Adult Modules BSc Level 4						
Biological Basis for Health and Wellbeing (Generic)	4NMH1007	30	100	0	0	AB, BCA
Learning for Professional Development 1	4NMH1005	15	0	100	0	A, B
An Introduction to Interprofessional Education (Generic)	4HSK0013	15	0	100	0	A, B
Professional Aspects of Care (Generic)	4NMH1008	15	0	100	0	B, A, CA
The Healthy Adult	4NMH1006	15	0	100	0	B, A, CA
Patient Centred Care 1	4NMH1009	30	0	Pass/Fail	0	ABC, BCA
1st Year Child Modules BSc Level 4						
Biological Basis for Health and Wellbeing (Generic)	4NMH1007	30	100	0	0	AB, BCA
Learning for Professional Development 1	4NMH1005	15	0	100	0	A, B
An Introduction to Inter-Professional Education (Generic)	4HSK0013	15	0	100	0	A, B
Professional Aspects of Care (Generic)	4NMH1008	15	0	100	0	B, A, CA
Introduction to Children's Nursing	4NMH1010	15	0	100	0	B, A, CA
Professional Practice for Children's Nursing 1: Introducing the Context	4NMH1004	30	0	Pass/Fail	0	ABC, BCA
1st Year Learning Disability Modules BSc Level 4						
Biological Basis for Health and Wellbeing (Generic) Herts Oxford Hants Berks	4NMH1007	30	100	0	0	AB, BCA
	4NMH1033	30	100	0	0	AB
	4NMH1034	30	100	0	0	AB
	4NMH1035	30	100	0	0	AB
Learning for Professional Development 1 (Generic) Herts Oxford Hants Berks	4NMH1005	15	0	100	0	A, B
	4NMH1020	15	0	100	0	A
	4NMH1025	15	0	100	0	A
	4NMH1030	15	0	100	0	A
An Introduction to Inter-professional Education (Generic) Herts Oxford Hants Berks	4HSK0013	15	0	100	0	A, B
	4HSK0018	15	0	100	0	A
	4HSK0019	15	0	100	0	A
	4HSK0020	15	0	100	0	A

Professional Aspects of Care (Generic)	Herts	4NMH1008	15	0	100	0	B, A, CA
	Oxford	4NMH1021	15	0	100	0	B
	Hants	4NMH1026	15	0	100	0	B
	Berks	4NMH1031	15	0	100	0	B
Person-centred Approaches 1 – Health and Social Inclusion	Herts	4NMH1011	15	0	100	0	B, A, CA
	Oxford	4NMH1018	15	0	100	0	B
	Hants	4NMH1023	15	0	100	0	B
	Berks	4NMH1028	15	0	100	0	B
Building Capability & Enhancing Capacity (1) The Learning Disability Context	Herts	4NMH1003	30	0	Pass/Fail	0	ABC, BCA
	Oxford	4NMH1019	30	0	Pass/Fail	0	ABC
	Hants	4NMH1024	30	0	Pass/Fail	0	ABC
	Berks	4NMH1029	30	0	Pass/Fail	0	ABC
1st Year Mental Health Modules BSc Level 4							
Biological Basis of Health and Wellbeing (Generic)		4NMH1007	30	100	0	0	AB, BCA
Learning for Professional Development 1		4NMH1005	15	0	100	0	A, B
An Introduction to Inter-Professional Education (Generic)		4HSK0013	15	0	100	0	A, B
Professional Aspects of Care (Generic)		4NMH1008	15	0	100	0	B, A, CA
Concepts and Theories for Mental Health and Wellbeing		4NMH1013	15	100	0	0	B, A, CA
The Personal Journey in Mental Health Nursing 1		4NMH1002	30	0	Pass/Fail	0	ABC, BCA

Compulsory Modules Year 2

Module Title	Module Code	Credit Points	% Exam	% Course-work	% Practical	Semester
2nd Year Adult Modules BSc Level 5						
Learning for Professional Development II (Generic)	5NMH1005	15	0	100	0	A, B
Health Promotion	5NMH1018	15	0	100	0	B, A, CA
Holistic Nursing Care of the Acutely Ill Adult	5NMH1017	30	100	Pass/Fail	0	ABC, BCA
Nursing Adults with Long Term Conditions	5NMH1016	30	0	100	0	ABC, BCA
Patient Centred Care 2	5NMH1015	30	Pass/Fail	Pass/Fail	0	ABC, BCA
2nd Year Child Modules BSc Level 5						
Learning for Professional Development II (Generic)	5NMH1005	15	0	100	0	A, B

The Developing Child Through the Age Continuum	5NMH1012	30	0	100	0	A, B
Professional Essence of Children's Nursing Practice	5NMH1013	15	0	100	0	B, A, CA
Caring for the Sick Child and Family (1)	5NMH1019	30	40	60	0	B, A, CA
Professional Practice in Children's Nursing 2: Facilitating Family Centred Care	5NMH1011	30	Pass/Fail	Pass/Fail	0	ABC, BCA
2nd Year Learning Disability Modules BSc Level 5						
Learning for Professional Development II (Generic)	Herts 5NMH1005	15	0	100	0	A, B
	Oxford 5NMH1029	15	0	100	0	A
	Hants 5NMH1037	15	0	100	0	A
	Berks 5NMH1022	15	0	100	0	A
Person-centred Approaches 2 – Supporting People with Complex Needs	Herts 5NMH1008	30	0	100	0	A, B
	Oxford 5NMH1033	30	0	100	0	A
	Hants 5NMH1040	30	0	100	0	A
	Berks 5NMH1046	30	0	100	0	A
Multi-Cultural & Dimensions of Contemporary Learning Disability Services	Herts 5NMH1052	15	0	100	0	B, A
	Oxford 5NMH1032	15	0	100	0	B
	Hants 5NMH1039	15	0	100	0	B
	Berks 5NMH1043	15	0	100	0	B
OR						
International Dimensions of Contemporary Learning Disability Services	Herts 5NMH1023	15	0	100	0	B, A
	Oxford 5NMH1054	15	0	100	0	B
	Hants 5NMH1007	15	0	100	0	B
	Berks 5NMH1044	15	0	100	0	B
Person-centred Approaches 3 – Supporting Psychological Health & Well-being	Herts 5NMH1009	30	0	100	0	B, A
	Oxford 5NMH1034	30	0	100	0	B
	Hants 5NMH1041	30	0	100	0	B
	Berks 5HSK0034	30	0	100	0	B
Building Capability & Enhancing Capacity (2) Facilitating Development & Health Practice Assessment Module	Herts 5NMH1010	30	Pass/Fail	Pass/Fail	0	ABC, BCA
	Oxford 5NMH1035	30	Pass/Fail	Pass/Fail	0	ABC
	Hants 5NMH1042	30	Pass/Fail	Pass/Fail	0	ABC
	Berks 5NMH1048	30	Pass/Fail	Pass/Fail	0	ABC
2nd Year Mental Health Modules BSc Level 5						
Learning for Professional Development II (Generic)	5NMH1005	15	0	100	0	A, B

Engagement and Assessment for Mental Health Nursing (Level 5)	5NMH1003	30	0	100	0	A, B
Safeguarding Mental Health (Level 5)	5NMH1004	15	100	0	0	B, A, CA
Engagement in Recovery for Mental Health Nursing (Level 5)	5NMH1014	30	0	100	0	B, A, CA
The Personal Journey in Mental Health Nursing II	5NMH1006	30	Pass/Fail	Pass/Fail	0	ABC, BCA

Compulsory Modules Year 3	Module Code	Credit Points	% Exam	% Course-work	% Practical	Semester
Module Title						
3rd Year Adult Modules BSc Level 6						
Learning for Professional Development III (Generic)	6NMH0124	15	0	100	0	A, B
Advanced Nursing Care of the Adult Patient	6NMH1034	30	70	30	0	AB, BCA
Enhancing Health & Social Care through Inter-Professional Education	6AHP1016	15	0	100	0	A, B
Imagination & Innovation in Evidence Based Nursing Care (Generic)	6NMH1040	30	0	100	0	AB, BCA
Transition to Professional Practice	6NMH1031	30	Pass/Fail	100 Pass/Fail	0	ABC, BCA
Year 3 Child Modules BSc Level 6						
Learning for Professional Development III (Generic)	6NMH1024	15	0	100	0	A, B
Enhancing Health & Social Care through Inter-Professional Education	6AHP1016	15	0	100	0	A, B
Caring for the Sick Child 2	6NMH1037	30	60	0	40	AB, BCA
Imagination & Innovation in Evidence Based Nursing Care (Generic)	6NMH1040	30	0	100	0	AB, BCA
Professional Practice in Children's Nursing 3: Management and Leadership	6NMH1035	30	Pass/Fail	100 Pass/Fail	0	ABC, BCA
3rd Year Learning Disability Modules BSc Level 6						
Learning for Professional Development III (Generic)						
	6NMH1024	15	0	100	0	A, B
	6NMH1062	15	0	100	0	A
	6NMH1069	15	0	100	0	A
	6NMH1076	15	0	100	0	A
Person-centred Approaches (4) Life Transitions for Adolescents and Adults						
	6NMH1038	15	0	100	0	A, B
	6NMH1057	15	0	100	0	A

	Hants	6NMH1064	15	0	100	0	A
	Berks	6NMH1071	15	0	100	0	A
Enhancing Health & Social Care through Inter-Professional Education (Generic)							
	Herts	6AHP1016	15	0	100	0	A, B
	Oxford	6AHP1031	15	0	100	0	A
	Hants	6AHP1032	15	0	100	0	A
	Berks	6AHP1033	15	0	100	0	A
Person-centred Approaches (5) Life Transitions for Adults and Older Persons							
	Herts	6NMH1033	15	0	100	0	B, A
	Oxford	6NMH1023	15	0	100	0	B
	Hants	6NMH1099	15	0	100	0	B
	Berks	6NMH1078	15	0	100	0	B
Imagination and Innovation in Evidence Based Nursing Care							
	(Generic)	6NMH1040	30	0	100	0	AB, BCA
	Herts	6NMH1056	30	0	100	0	AB
	Oxford	6NMH1063	30	0	100	0	AB
	Hants	6NMH1070	30	0	100	0	AB
	Berks						
Building Capability & Enhancing Capacity (3) Management & Leadership Practice Assessment Module							
	Herts	6NMH1039	30	Pass/Fail	100 Pass/Fail	0	ABC, BCA
	Oxford	6NMH1060	30	Pass/Fail	100 Pass/Fail	0	ABC
	Hants	6NMH1067	30	Pass/Fail	100 Pass/Fail	0	ABC
	Berks	6NMH1074	30	Pass/Fail	100 Pass/Fail	0	ABC
3rd Year Mental Health Modules BSc Level 6							
Learning for Professional Development III (Generic)		6NMH1024	15	0	100	0	A, B
Enhancing Health & Social Care through Inter-Professional Education (Faculty Module)		6AHP1016	15	0	100	0	A, B
The Challenge of Mental Health Nursing		6NMH1029	30	0	100	0	AB, BCA
Imagination and Innovation in Evidence Based Nursing Care (Generic)		6NMH1040	30	0	100	0	AB, BCA
The Personal Journey in Mental Health Nursing III		6NMH1030	30	Pass/Fail	100 Pass/Fail	0	ABC, BCA

SECOND REGISTRATION AND ACCELERATED PATHWAYS

THE STRUCTURE WILL BE DEPENDENT ON APL PROCESSES
THE FOLLOWING IS A SAMPLE STRUCTURE FOR THESE PATHWAYS

Compulsory Modules Year 1 Module Title	Module Code	Credit Points	% Exam	% Course-work	% Practical	Semester
1st Year Adult Modules Accelerated Graduate Route						
Biological Basis for Health and Wellbeing (Generic)	5NMH1038	30	100	0	0	AB, BCA
Holistic Nursing Care of the Acutely Ill Adult	5NMH1017	30	100	Pass/Fail	0	A, B
Nursing Adults with Long Term Conditions	5NMH1016	30	0	100	0	B, A, CA
Patient Centred Care 2	5NMH1015	30	Pass/Fail	Pass/Fail	0	ABC, BCA
1st Year Child Modules Accelerated Graduate Route						
Biological Basis for Health and Wellbeing (Generic)	5NMH1038	30	100	0	0	AB, BCA
Caring for Sick Children and Families	5NMH1036	15	0	100	0	B, A, CA
The Developing Child through the Age Continuum	5NMH1012	30	0	100	0	A, B
Professional Essence of Children's Nursing Practice	5NMH1013	15	0	100	0	B, A, CA
Professional Practice in Children's Nursing 2: Facilitating Family Centred Care	5NMH1011	30	Pass/Fail	Pass/Fail	0	ABC, BCA
1st Year Learning Disability Modules Accelerated Graduate Route						
Biological Basis for Health and Wellbeing (Generic)	Herts 5NMH1038	30	100	0	0	AB, BCA
	Oxford 5NMH1030	30	100	0	0	AB
	Hants 5NMH1031	30	100	0	0	AB
	Berks 5NMH1050	30	100	0	0	AB
Person-centred Approaches 2: Supporting People with Complex Needs	Herts 5NMH1008	30	0	100	0	A, B
	Oxford 5NMH1033	30	0	100	0	A
	Hants 5NMH1040	30	0	100	0	A
	Berks 5NMH1046	30	0	100	0	A
Person-centred Approaches 3: Supporting Psychological Health & Well-being	Herts 5NMH1009	30	0	100	0	B, A, CA
	Oxford 5NMH1034	30	0	100	0	B
	Hants 5NMH1041	30	0	100	0	B

Building Capability & Enhancing Capacity 2: Facilitating Development & Health	Berks	5HSK0034	30	0	100	0	B
	Herts	5NMH1010	30	Pass/Fail	Pass/Fail	0	ABC, BCA
	Oxford	5NMH1035	30	Pass/Fail	Pass/Fail	0	ABC
	Hants	5NMH1042	30	Pass/Fail	Pass/Fail	0	ABC
	Berks	5NMH1048	30	Pass/Fail	Pass/Fail	0	ABC
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1st Year Mental Health Modules Accelerated Graduate Route		Module Code	Credit Points	% Exam	% Course-work	% Practical	Semester
Biological Basis for Health and Wellbeing (Generic)		5NMH1038	30	100	0	0	AB, BCA
Professional Aspects of Care (Generic)		5NMH1051	15	0	100	0	B, A, CA
Engagement and Assessment for Mental Health Nursing (Level 5)		5NMH1003	30	0	100	0	A, B
The Personal Journey in Mental Health Nursing		5NMH1006	30	Pass/Fail	Pass/Fail	0	ABC, BCA
Concepts and Theories of Mental Health Well-Being (Level 5)		5NMH1053	15	100	0	0	B, A, CA
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2nd Year Adult Modules Accelerated Graduate Route		Module Code	Credit Points	% Exam	% Course-work	% Practical	Semester
Learning for Professional Development III (Generic)		6NMH1024	15	0	100	0	A, B
Enhancing Health & Social Care through Inter-professional Education (Generic)		6AHP1016	15	0	100	0	A, B
Imagination & Innovation in Evidence-based Nursing Care (Generic)		6NMH1040	30	0	100	0	AB, BCA
Advanced Nursing Care of the Adult Patient		6NMH1034	30	70	30	0	AB, BCA
Transition to Professional Practice		6NMH1031	30	Pass/Fail	100 Pass/Fail	0	ABC, BCA
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2nd Year Child Modules Accelerated Graduate Route							
Learning for Professional Development III (Generic)		6NMH1024	15	0	100	0	A, B
Enhancing Health & Social Care through Inter-professional Education (Generic)		6AHP1016	15	0	100	0	A, B

Imagination & Innovation in Evidence-based Nursing Care (Generic)	6NMH1040	30	0	100	0	AB, BCA
Caring for the Sick Child (2)	6NMH1037	30	60	0	40	AB, BCA
Professional Practice for Children's Nursing 3: Management and Leadership	6NMH1035	30	Pass/Fail	100 Pass/Fail	0	ABC, BCA
2nd Year Learning Disability Modules Accelerated Graduate Route						
Learning for Professional Development III (Generic) Herts Oxford Hants Berks	6NMH1024	15	0	100	0	A, B
	6NMH1062	15	0	100	0	A
	6NMH1069	15	0	100	0	A
	6NMH1076	15	0	100	0	A
Imagination & Innovation in Evidence-based Nursing care (Generic) Herts Oxford Hants Berks	6NMH1040	30	0	100	0	AB, BCA
	6NMH1056	30	0	100	0	AB
	6NMH1063	30	0	100	0	AB
	6NMH1070	30	0	100	0	AB
Contemporary Learning Disability Services - Multi-cultural Dimensions (Level 6) Herts Oxford Hants Berks	6NMH1073	15	0	100	0	B, A
	6NMH1092	15	0	100	0	B
	6NMH1093	15	0	100	0	B
	6NMH1094	15	0	100	0	B
Contemporary Learning Disability Services - International Dimensions (Level 6) Herts Oxford Hants Berks	6NMH1072	15	0	100	0	B, A
	6NMH1095	15	0	100	0	B
	6NMH1096	15	0	100	0	B
	6NMH1097	15	0	100	0	B
Person-centred Approaches (4) Life Transitions & Partnership Working Herts Oxford Hants Berks	6NMH1038	15	0	100	0	A, B
	6NMH1057	15	0	100	0	A
	6NMH1064	15	0	100	0	A
	6NMH1071	15	0	100	0	A
Person-centred Approaches (5) Life Transitions for Adults and Older Persons Herts Oxford Hants Berks	6NMH1033	15	0	100	0	B, A
	6NMH1023	15	0	100	0	B
	6NMH1099	15	0	100	0	B
	6NMH1078	15	0	100	0	B
Building Capability & Enhancing Capacity (3): Management & Leadership Herts Oxford	6NMH1039	30	Pass/Fail	100 Pass/Fail	0	ABC, BCA
	6NMH1060	30	Pass/Fail	100 Pass/Fail	0	ABC

	Hants	6NMH1067	30	Pass/Fail	100	0	ABC
	Berks	6NMH1074	30	Pass/Fail	100	0	ABC
2nd Year Mental Health Modules Accelerated Graduate Route							
Engagement in Recovery for Mental Health Nursing (Level 6)		6NMH1085	30	0	100	0	B, A, CA
Enhancing Health & Social Care through Inter-professional Education (Generic)		6AHP1016	15	0	100	0	A, B
Safeguarding Mental Health (Level 6)		6NMH1086	15	100	0	0	B, A, CA
The Challenge of Mental Health Nursing		6NMH1029	30	0	100	0	AB, BCA
The Personal Journey in Mental Health Nursing III		6NMH1030	30	Pass/Fail	100	0	ABC, BCA
Year 3 Adult Second Field Registration							
Advanced Care of the Adult Patient		6NMH1034	30	70	30	0	AB, BCA
Holistic Nursing Care of Acutely Ill Adults		6NMH1082	30	0	100	0	A, B
Nursing Adults with Long Term Conditions		6NMH1083	30	0	100	0	B, A, CA
Patient Centred Care 2		6NMH1084	30	0	30	70	ABC, BCA
Year 3 Child Second Field Registration							
The Developing Child through the Age Continuum		6NMH1058	30	0	100	0	A, B
Caring for Sick Children and their Families		6NMH1059	15	0	100	0	B, A, CA
The Professional Essence of Children's Nursing		6NMH1032	15	0	100	0	B, A, CA
Caring for the Sick Child and Family 2		6NMH1037	30	60	0	40	AB, BCA
Professional Practice in Children's Nursing 2: Facilitating Family Centred Care		6NMH1068	30	0	30	70	ABC, BCA
Year 3 Learning Disability Second Field Registration							
Person-centred Approaches 2: Supporting People with Complex Needs	Herts Oxford	6NMH1065	30	0	100	0	A, B

Hants Berks	6NMH1018	30	0	100	0	A
	6NMH1019	30	0	100	0	A
	6NMH1020	30	0	100	0	A
Person-centred Approaches 3: Supporting Psychological Health & Well-being						
Herts	6NMH1066	30	0	100	0	B, A
Oxford	6NMH1028	30	0	100	0	B
Hants	6NMH1100	30	0	100	0	B
Berks	6NMH1077	30	0	100	0	B
Person-centred Approaches 4: Life Transitions for Adolescents and Adults						
Herts	6NMH1038	15	0	100	0	A, B
Oxford	6NMH1057	15	0	100	0	A
Hants	6NMH1064	15	0	100	0	A
Berks	6NMH1071	15	0	100	0	A
Person-centred Approaches 5: Life Transitions for Adults & Older Persons						
Herts	6NMH1033	15	0	100	0	B, A
Oxford	6NMH1023	15	0	100	0	B
Hants	6NMH1099	15	0	100	0	B
Berks	6NMH1078	15	0	100	0	B
Building Capability & Enhancing Capacity (2): Facilitating Development and Health						
Herts	6NMH1079	30	0	30	70	ABC, BCA
Oxford	6NMH1080	30	0	30	70	ABC
Hants	6NMH1081	30	0	30	70	ABC
Berks	6NMH1075	30	0	30	70	ABC
Year 3 Mental Health Second Field Registration						
Engagement & Assessment in Mental Health Nursing	6NMH1087	30	0	100	0	A, B
The Challenge of Mental Health Nursing	6NMH1029	30	0	100	0	AB, BCA
Engagement in Recovery for Mental Health Nursing	6NMH1085	30	0	100	0	B, A, CA
The Personal Journey in Mental Health Nursing III	6NMH1030	30	Pass/Fail	100 Pass/Fail	0	ABC, BCA

Progression

Progression to level 5 requires a minimum of 120 credits and passes at level 4.

Progression to level 6 requires a minimum of 120 credits and passes at level 5.

The NMC (2010) also stipulates that any outstanding outcomes from a year/part of the programme are met and confirmed within 12 weeks of the student entering the next year/part of the programme. If it is not possible to do this, the student will not be able to progress.

The award of BSc (Hons) Nursing with the eligibility to apply for a professional award with the NMC requires 360 credits (with a minimum of at least 120 at level 6) and completion of all NMC requirements.

Honours classification

The University has approved structure and assessment regulations common to all Programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level
University Certificate - Untitled (without professional qualification)	45 credit points at level 4	4
Certificate of Higher Education in Health Studies (without professional qualification)	120 credit points at level 4	4, 5
University Diploma in Health Studies (without professional qualification)	180 credit points including at least 60 at level 5	5, 6
Diploma of Higher Education in Health Studies (without professional qualification)	240 credit points including at least 120 at level 5	5, 6
BSc in Health Studies (without professional qualification)	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6
BSc (Hons) Nursing (with eligibility to apply for professional award with the Nursing Midwifery Council)	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6

E. Support for students and their learning

Students are supported by;

- A Programme Leader and field tutor to help students understand the programme structure.
- An induction week at the beginning of each new academic session
- A student forum and student representatives on programme and Faculty committees
- Personal Tutors to provide academic and pastoral support
- Link Lecturers and Practice Mentors for academic and pastoral support in clinical practice
- Module Leaders for specific academic support in relation to identified modules
- A Programme Achievement and Support Officer to guide and assist in student progression
- A designated programme administrator
- The Student's Union
- An extensive Learning Resources Centre, incorporating a library and computer centre
- Access to extensive digital and print collections of information resources
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation and international student support
- The Students' Union
- The Office of the Dean of Students, incorporating Chaplaincy, Counselling, Mental Health Wellbeing Advisor and a Nursery.

- A Medical centre
- A Faculty-based Disabled Student Co-ordinator
- An Equal Opportunities Officer
- A Careers Service for all current students and graduates
- Guided student-centred learning through the use of StudyNet
- An English language drop in centre
- A Mathematics drop in centre
- A Student Forum with representatives on programme committee

F. Entry requirements

The normal entry requirements for the programme are:

Evidence of completion of 12 years general school education before commencing the programme.

5 GCSE's/ O' Levels at grade C or above (or equivalent). Normally to include: English, and mathematics (and science for some fields) or equivalent at grade C or above.

Plus

A levels:

At least 260-280 UCAS tariff points to include 2 'A' levels (N.B. The tariff points are dependent on the chosen field).

OR

BTEC Diploma (260-280 equivalent tariff, dependent on field) in a Science or health-related subject.

OR

BTEC National Certificate (260-280 equivalent tariff, dependent on field) in a Science or health-related subject.

OR

Access Courses

Access to nursing course with at least 45 level 3 credits of which 27-30 must be merits or distinction (N.B. number of credits at merit or distinction are dependent on the field and a minimum number of credits may be set for science or a health related subject).

OR

Other equivalent qualifications.

Where International English Language Testing System (IELTS) is offered, the programme will apply the NMC requirements for overseas applicants to the register i.e. where the scores are at least 7.0 in the listening and reading sections and at least 7.0 in the writing and speaking sections and where the overall average score is 7.0.

All offers will be subject to the applicants' demonstration of the NHS constitution's 'Values and Behaviours', satisfactory interviews, numeracy and literacy test, health screening and the Disclosure and Barring Services (DBS) checks. You can view the full NHS Constitution for England on the Government website: <https://www.gov.uk/government/publications/the-nhs-constitution-for-england>

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

Section 2

Programme management

Relevant QAA subject benchmarking statements	Nursing
Date of validation/last periodic review	March 11
Date of production/ last revision of PS	April 2014
Relevant intakes	Level 4 entering September 2016
Administrative School	School of Health and Social Work

Table 3 Course structure

Course details					
Course code		Course description		JACS	
HHNURA		BSc (Hons) Nursing (Adult)		B740	
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
NURA2A	A	Nursing (Adult) Accelerated	2	UH Hatfield Campus	Accelerated Route (Full Time)
NURA3A	A	Nursing (Adult) Accelerated	3	UH Hatfield Campus	Accelerated Route (Full Time)
NURAS1F-1 NURAS1F-2	A	Nursing (Adult)	1	UH Hatfield Campus	Full Time
NURAS2F-1 NURAS2F-2	A	Nursing (Adult)	2	UH Hatfield Campus	Full Time
NURAS3F-1 NURAS3F-2	A	Nursing (Adult)	3	UH Hatfield Campus	Full Time
NURAF1F-1 NURAF1F-2	B	Nursing (Adult)	1	UH Hatfield Campus	Full Time
NURAF2F-1 NURAF2F-2	B	Nursing (Adult)	2	UH Hatfield Campus	Full Time
NURAF3F-1 NURAF3F-2	B	Nursing (Adult)	3	UH Hatfield Campus	Full Time
NURASB3F	A	Nursing (Adult)	1	UH Hatfield Campus	Full Time

Course details					
Course code		Course description		JACS	
HHNURC		BSc (Hons) Nursing (Child)		B730	
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
NURC2A	A	Nursing (Child) Accelerated	2	UH Hatfield Campus	Accelerated Route (Full Time)
NURC3A	A	Nursing (Child) Accelerated	3	UH Hatfield Campus	Accelerated Route (Full Time)

NURCS1F-1 NURCS1F-2	A	Nursing (Child)	1	UH Hatfield Campus	Full Time
NURCS2F-1 NURCS2F-2	A	Nursing (Child)	2	UH Hatfield Campus	Full Time
NURCS3F-1 NURCS3F-2	A	Nursing (Child)	3	UH Hatfield Campus	Full Time
NURCF1F-1 NURCF1F-2	B	Nursing (Child)	1	UH Hatfield Campus	Full Time
NURCF2F-1 NURCF2F-2	B	Nursing (Child)	2	UH Hatfield Campus	Full Time
NURCF3F-1 NURCF3F-2	B	Nursing (Child)	3	UH Hatfield Campus	Full Time
NURCSB3F	A	Nursing (Child)	1	UH Hatfield Campus	Full Time

Course details					
Course code		Course description		JACS	
HHNURLD		BSc (Hons) Nursing (Learning Disabilities)		B761	
Course Instances					
Instances code	Intake	Stream	Insta nces Year	Location:	Mode of study
NURLD2A	A	Nursing (Learning Disabilities) Accelerated	2	UH Hatfield Campus	Accelerated Route (Full Time)
NURLD3A	A	Nursing (Learning Disabilities) Accelerated	3	UH Hatfield Campus	Accelerated Route (Full Time)
NURLDS1F-1 NURLDS1F-2	A	Nursing (Learning Disabilities)	1	UH Hatfield Campus	Full Time
NURLDSB1F-1 NURLDSB1F-2	A	Nursing (Learning Disabilities)	1	Open Learning Centre, Bracknell	Full Time
NURLDSO1F-1 NURLDSO1F-2	A	Nursing (Learning Disabilities)	1	Oxfordshire Learning Disability NHS Trust	Full Time
NURLDSS1F-1 NURLDSS1F-2	A	Nursing (Learning Disabilities)	1	Royal South Hants Hospital	Full Time
NURLDS2F-1 NURLDS2F-2	A	Nursing (Learning Disabilities)	2	UH Hatfield Campus	Full Time
NURLDSB2F-1 NURLDSB2F-2	A	Nursing (Learning Disabilities)	2	Open Learning Centre, Bracknell	Full Time
NURLDSO2F-1 NURLDSO2F-2	A	Nursing (Learning Disabilities)	2	Oxfordshire Learning Disability NHS Trust	Full Time
NURLDSS2F-1 NURLDSS2F-2	A	Nursing (Learning Disabilities)	2	Royal South Hants Hospital	Full Time
NURLDS3F-1 NURLDS3F-2	A	Nursing (Learning Disabilities)	3	UH Hatfield Campus	Full Time

NURLDSB3F-1 NURLDSB3F-2	A	Nursing (Learning Disabilities)	3	Open Learning Centre, Bracknell	Full Time
NURLDSO3F-1 NURLDSO3F-2	A	Nursing (Learning Disabilities)	3	Oxfordshire Learning Disability NHS Trust	Full Time
NURLDSS3F-1 NURLDSS3F-2	A	Nursing (Learning Disabilities)	3	Royal South Hants Hospital	Full Time
NURLDF1F-1 NURLDF1F-2	B	Nursing (Learning Disabilities)	1	UH Hatfield Campus	Full Time
NURLDF2F-1 NURLDF2F-2	B	Nursing (Learning Disabilities)	2	UH Hatfield Campus	Full Time
NURLDF3F-1 NURLDF3F-2	B	Nursing (Learning Disabilities)	3	UH Hatfield Campus	Full Time
NURLDSB3F	A	Nursing (Learning Disabilities)	1	UH Hatfield Campus	Full Time

Course details					
Course code		Course description		JACS	
HHNURMH		BSc (Hons) Nursing (Mental Health)		B760	
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
NURMH2A	A	Nursing (Mental Health) Accelerated	2	UH Hatfield Campus	Accelerated Route (Full Time)
NURMH3A	A	Nursing (Mental Health) Accelerated	3	UH Hatfield Campus	Accelerated Route (Full Time)
NURMHS1F-1 NURMHS1F-2	A	Nursing (Mental Health)	1	UH Hatfield Campus	Full Time
NURMHS2F-1 NURMHS2F-2	A	Nursing (Mental Health)	2	UH Hatfield Campus	Full Time
NURMHS3F-1 NURMHS3F-2	A	Nursing (Mental Health)	3	UH Hatfield Campus	Full Time
NURMHF1F-1 NURMHF1F-2	B	Nursing (Mental Health)	1	UH Hatfield Campus	Full Time
NURMHF2F-1 NURMHF2F-2	B	Nursing (Mental Health)	2	UH Hatfield Campus	Full Time
NURMHF3F-1 NURMHF3F-2	B	Nursing (Mental Health)	3	UH Hatfield Campus	Full Time
NURMH3B3F	A	Nursing (Mental Health)	1	UH Hatfield Campus	Full Time

The programme is managed by;

- Dean of School
 - Associate Dean (Academic Quality Assurance) who has delegated responsibility for programmes in the School of Health & Social Work
 - Head of Departments
 - A Pre-registration Nursing Programme Lead, responsible for the strategic management and organisation of the Programme
 - Programme Leader/field tutors who are responsible for the day to day management of the programme
 - A Pathway Tutor for those students undertaking the second registration/Accelerated Graduate route v1.8 / Bachelor's Programme Specification / April 2015 / AS
- © University of Hertfordshire 2014

- Module Leaders who are responsible for the administration and delivery of individual modules
- A Senior Administrator for Practice Placements to plan and administer the student placement allocations
- Designated Administrators to support the day to day administration associated with the programme
- A Senior Admissions Tutor, with specific responsibility for co-ordinating recruitment, open days and selection processes
- Programme Admissions Tutors, including admissions Tutors for each field
- An APEL/APCL co-ordinator who is responsible for advising prospective candidates regarding the production and submission of an APEL/CL claim
- A University Link Lecturer with responsibility for providing support and facilitating communication between the University and specific clinical placements
 - A programme committee, the membership of which includes Programme Officers (Chair Pre-registration Nursing Lead)
 - Academic group representatives
 - Field representatives
 - Practice Placement Office representative
 - Admissions representative
 - APEL/CL co-ordinator
 - Knowledge & Business Information Consultant (KIBC)
 - Practice Partnership representatives
 - Student representatives (from the Student Forum)

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations ([UPR AS11](#), [UPR AS12](#) or [UPR AS13](#), [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

- Students are required to attend all programme components unless exemption and appropriate substitution is negotiated, as part of an individual learning contract, with the relevant module leader.
- Normally, attendance exemption and substitution will only be allowed for a maximum of 20 of each taught (theory) module.
- Students will be expected to attend all practice components of the programme without exemption. Failure to follow the attendance guidance, as per programme policy, will normally lead to withdrawal from the programme. Failure to fulfil the requirements for practice as per programme policy (including undertaking barring and enhanced disclosure checks, attending occupational health screening when referred and (where applicable) completing a statutory declaration will normally lead to the student being withdrawn from the programme.
- Absence for a period of 10 days or more within any single summative placement will require review of the capacity of the student to meet the programme outcomes and strategies implemented in accordance with the programme policy.
- Compensatory credit (UPR AS14) is not permissible within the programme.
- Any accrued periods of sickness/absence, over the duration of the programme, beyond 25 days and up to maximally 60 days may be 'made up' by students through additional attendance. Periods of absence accrued beyond 60 days will normally lead to the student being withdrawn from the programme.
- Failure to achieve a pass grade in relation to those attributes associated with professionalism within the practice document (as stated in either the Compulsory Practice Statement or the Professional Values Statement) in each year/part of the programme within EITHER the final summative practice experience of that part of the programme OR the subsequent retrieval practice experience will normally result in a student being withdrawn from their programme of study.
- Students awarded an FREN grade for 75 credits or more at a progression point will normally result in the student being withdrawn from their programme of study.

- Length of registration on this programme is normally 5 years. The completion time may be extended to a maximum of 7 years in exceptional cases.
- On completion of the programme, each student must submit a self-declaration of good health and character, as required by the NMC and which must be confirmed by a designated senior programme officer before the student may be recommended entry to the professional nursing register.

Other sources of information

- Definitive Module Documents
- Module Guides
- Student Handbook
- A-Z guide
<http://www.studynet1.herts.ac.uk/ptl/common/support.nsf/support?ReadForm>
- University of Hertfordshire Course website:
<http://www.herts.ac.uk/courses/>
- QAA Benchmark Statement website:
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>
- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#)
- SEEC Credit Level Descriptors for Further and Higher Education 2010:
http://www.seec.org.uk/sites/seec.org.uk/files/SEEC_20Level_20Descriptors_202010.pdf
- External Quality Review report website:
<http://www.qaa.ac.uk/reviews/reports/instReports.asp?ukprn=10007147>
- Professional or Statutory Regulatory Body information:
- <http://www.nmc.org.uk/>
- UNISTATS website:
<http://www.unistats.com/>
- University of Hertfordshire Academic Quality website:
(StudyNet → Staff → Department Lists → Academic Quality Office)
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:
<http://sitem.herts.ac.uk/secreg/upr/AS14.htm>
- Learning and Teaching Policy and Graduate Attributes, UPR TL03:
<http://sitem.herts.ac.uk/secreg/upr/TL03.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:
<http://sitem.herts.ac.uk/secreg/upr/SA03.htm>
- Academic Quality, UPR AS17:
<http://sitem.herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students:
http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm
- Information on Programme and Module External Examiners
<http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument>
- School Specific Policies and Regulations (Fitness to Practice, DBS, Confidentiality, Practice Complaints, Fraudulent Access to NHS Sponsored Courses)
http://sitem.herts.ac.uk/secreg/School-specific_20HSK_20Policies_20and_20Regs.htm

Other information relevant to the programme

This programme was successfully validated in March 2011.

At the validation event the programme team was commended on the following:

The responsiveness of academic staff to student needs

Service user engagement particularly in the context of Mental Health and Learning Disabilities

The improved quality of student feedback on assessment as reported by students.

University policies relevant to the Programme

The University undertakes to use all reasonable endeavours to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects ([UPR RE01](#)) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.

Signed

Date 29th June 2016



Liz Gormley-Fleming
Associate Dean of School (Academic Quality Assurance)

**If you would like this information in an alternative format please contact:
Jane Say j.say@herts.ac.uk**

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to ago@herts.ac.uk

BSc Hons Nursing**Table 2: Development of Programme Learning Outcomes in the Constituent Modules**

- This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

			Programme Learning Outcomes (as identified in section 1 and the following page)																
			Knowledge & Understanding			Intellectual Skills			Practical Skills						Transferable Skills				
	Year 1 Generic Modules	Module Code	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
Level 4	Learning for Professional Development 1	4NMH1005		√		√			√				√		√		√		
	An Introduction to Inter-professional Education	4HSK0013											√						
	Professional Aspects of Care 1	4NMH1008	√									√	√			√		√	
	Biological Basis of Health and Wellbeing	4NMH1007							√	√					√				
	Year 1 Adult Modules																		
	The Healthy Adult	4NMH1006	√						√										
	Patient Centred Care 1	4NMH1009	√	√	√		√	√	√	√		√	√			√		√	
	Year 1 Child Modules																		
	Introduction to Children's Nursing	4NMH1010			√				√	√						√			
	Professional Practice in Children's Nursing 1: Introducing the Context	4NMH1004		√	√		√	√		√	√		√			√		√	
	Year 1 Learning Disability Modules																		
	Person-centred Approaches 1 - Health and Social Inclusion	4NMH1011	√			√	√			√	√	√							√
	Building Capability & Enhancing Capacity (1) Learning Disability Context	4NMH1003		√	√		√			√	√								√
Year 1 Mental Health Modules																			
Concepts and Theories for Mental Health and Wellbeing	4NMH1013	√		√					√									√	
The Personal Journey in Mental Health Nursing I	4NMH1002	√	√	√		√	√	√	√	√		√	√			√		√	

Level 5																	
	Year 2 Generic Modules																
	Learning for Professional Development II	5NMH1005		√										√			
	Year 2 Adult Modules																
	Health Promotion	5NMH1018	√								√						
	Holistic Nursing Care of the Acutely Ill Adult	5NMH1017				√	√	√	√	√							
	Nursing Adults with Long Term Conditions	5NMH1016	√			√	√	√		√		√					
	Patient Centred Care 2	5NMH1015		√	√	√	√	√	√	√		√	√		√		√
	Year 2 Child Modules																
	The Developing Child Through the Age Continuum	5NMH1012	√			√				√	√						√
	The Professional Essence of Children's Nursing	5NMH1013	√		√							√				√	
	Caring for the Sick Child and Family 1	5MHH1019			√	√	√	√	√	√	√						
	Professional Practice in Children's Nursing 2: Facilitating Family Centred Care	5NMH1011		√						√	√	√		√	√	√	√
	Year 2 Learning Disability Modules																
	Person-centred Approaches 2 - Supporting People with Complex Needs	5NMH1008	√			√	√			√	√	√	√				√
	Multi-Cultural & International Dimensions of Contemporary Learning Disability Services	5NMH1052	√			√	√			√	√	√	√				
	International Perspectives of Contemporary Learning Disability Services	5NMH1023	√			√	√			√	√	√	√				
	Person-centred Approaches 3 - Supporting Psychological Health & Well-Being	5NMH1009	√			√	√			√	√	√	√				√
	Building Capability & Enhancing Capacity (2) Facilitating Development and Health	5NMH1010	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Year 2 Mental Health Modules																

Level 6	Engagement and Assessment in Mental Health Nursing	5NMH1003	√	√		√	√		√	√	√	√	√		√	√		√
	Safeguarding Mental Health	5NMH1004	√			√		√		√	√	√	√		√	√		√
	Engagement in Recovery for Mental Health Nursing	5NMH1014	√	√		√	√	√	√	√	√	√	√		√	√		√
	The Personal Journey in Mental Health Nursing II	5NMH1006	√	√	√	√	√	√	√	√	√	√	√		√	√		√
	Year 3 Generic Modules																	
	Learning for Professional Development III	6NMH1024		√		√									√			
	Enhancing Health & Social Care through Inter-Professional Education	6AHP1016											√					
	Imagination and Innovation in Evidence Based Nursing Care	6NMH1040				√									√		√	
	Year 3 Adult Modules																	
	Advanced Nursing Care of the Adult Patient	6NMH1034	√			√	√	√	√	√	√	√		√				
	Transitions to Professional Practice	6NMH1031		√	√	√	√	√	√	√	√	√	√	√		√	√	√
	Year 3 Child Modules																	
	Caring for the Sick Child 3	6NMH1037			√	√	√	√	√	√	√						√	
	Professional Practice in Children's Nursing 3: Management and Leadership	6NMH1035	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√
	Year 3 Learning Disability Modules																	
	Person-centred Approaches 4: Life Transitions for Adolescents and Adults	6NMH1038	√			√	√			√	√	√	√	√				√
	Person-centred Approaches 5: Life Transitions for Adults & Older Persons	6NMH1033	√			√	√			√	√	√	√	√				√
	Building Capability & Enhancing Capacity (3) Management & Leadership	6NMH1039	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Year 3 Mental Health Modules																	
	The Challenge of Mental Health Nursing	6NMH1029	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	The Personal Journey in Mental Health Nursing III	6NMH1030	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Year 1 Generic Modules Accelerated Graduate Route																	

Biological Basis for Health and Wellbeing	5NMH1038								√	√					√			
Professional Aspects of Care	5NMH1051												√		√			
Year 1 Adult Modules Accelerated Graduate Route																		
Patient Centred Care 2	5NMH1015		√	√	√	√	√	√	√	√		√	√		√			√
Holistic Nursing Care of the Acutely Ill Patient	5NMH1017				√	√	√	√	√									
Nursing Adults with Long Term Conditions	5NMH1016	√			√	√	√		√		√							
Year 1 Child Modules Accelerated Graduate Route																		
Caring for Sick Children and Families	5NMH1036					√	√	√	√	√					√			
The Developing Child through the Age Continuum	5NMH1012	√			√					√	√							√
Professional Essence of Children's Nursing Practice	5NMH1013	√		√								√				√		
Professional Practice for Children's Nursing 2: Facilitating Family Centred Care	5NMH1011		√						√	√	√		√	√	√		√	√
Year 1 Learning Disability Modules Accelerated Graduate Route																		
Person-centred Approaches 2: Supporting People with Complex Needs	5NMH1008	√			√	√				√	√	√	√					√
Person-centred Approaches 3: Supporting Psychological Health & Wellbeing	5NMH1009	√			√	√				√	√	√	√					√
Building Capability & Enhancing Capacity: Facilitating Development & Health	5NMH1010	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Year 1 Mental Health Modules Accelerated Graduate Route																		
Engagement and Assessment in Mental Health Nursing	5NMH1003	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√
Professional Aspects of Care	5NMH1051												√		√			

Concepts and Theories of Mental health Nursing	5NMH1053	√		√	√	√						√		√			
The Personal Journey in MH Nursing	5NMH1006	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Year 2 Generic Modules Accelerated Graduate Route																	
Learning for Professional Development III	6NMH1024		√		√									√			
Enhancing Health & Social Care through Inter-Professional Education	6AHP1016											√					
Imagination and Innovation in Nursing Practice	6NMH1040																
Year 2 Adult Modules Accelerated Graduate Route																	
Advanced Nursing Care of the Adult Patient	6NMH1034	√			√	√	√	√	√	√	√		√				
Transition to Professional Practice	6NMH1031		√	√	√	√	√	√	√	√	√	√	√		√	√	√
Year 2 Child Modules Accelerated Graduate Route																	
Caring for the Sick Child 2	6NMH1037			√	√	√	√	√	√	√	√					√	
Professional Practice for Children's Nursing 3: Management and Leadership	6NMH1035	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√
Year 2 Learning Disability Modules Accelerated Graduate Route																	
Multicultural Perspectives of Contemporary Learning Disability Services	6NMH1073	√			√	√				√	√	√	√				√
International Perspectives of Contemporary Learning Disability Services	6NMH1072	√			√	√				√	√	√	√				√
Person-centred Approaches 4: Life Transitions & Partnership Working	6NMH1038	√			√	√				√	√	√	√	√			√
Person-centred Approaches 5: Life Transitions for Adult & Older Persons	6NMH1033	√			√	√				√	√	√	√	√			√
Building Capability & Enhancing Capacity 3- Management & Leadership	6NMH1039	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Year 2 Mental Health Modules Accelerated Graduate Route																	
Engagement in Recovery for MH Nursing	6NMH1085	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Safeguarding Mental Health	6NMH1086	√	√	√	√	√	√	√	√	√				√	√		

The Challenge of Mental Health Nursing	6NMH1029	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
The Personal Journey in Mental Health Nursing III	6NMH1030	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Year 3 Adult Second Field Registration																	
Patient Centred Care 2	6NMH1084		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Advanced Care of the Adult Patient	6NMH1034	√			√	√	√	√	√	√	√	√	√	√	√	√	√
Holistic Nursing Care of the Acutely Ill Adult	6NMH1082				√	√	√	√	√	√	√	√	√	√	√	√	√
Nursing Adults with Long Term Conditions	6NMH1083	√			√	√	√	√	√	√	√	√	√	√	√	√	√
Year 3 Child Second Field Registration																	
The Developing Child through the Age Continuum	6NMH1058	√			√				√	√							√
Caring for Sick Children and their Families	6NMH1059			√		√	√	√	√			√		√			
The Professional Essence of Children's Nursing	6NMH1032	√		√							√				√		
Caring for the Sick Child and Family 2	6NMH1037			√	√	√	√	√	√	√							
Professional Practice in Children's Nursing 2: Facilitating Family Centred Care	6NMH1068		√					√	√	√		√	√	√		√	√
Year 3 Learning Disability Second Field Registration																	
Person-centred Approaches 2: Supporting People with Complex Needs	6NMH1065	√			√	√			√	√	√	√					√
Person-centred Approaches 3: Supporting Psychological Health & Wellbeing	6NMH1066	√			√	√			√	√	√	√					√
Person-centred Approaches 4: Life Transitions for Adolescents and Adults	6NMH1038	√			√	√			√	√	√	√	√				√
Person-centred Approaches 5: Life Transitions for Adults and Older Persons	6NMH1033	√			√	√			√	√	√	√	√				√
Building Capability & Enhancing Capacity 2: Facilitating Development and Health	6NMH1079	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

**Year 3 Mental Health
Second Field Registration**

Engagement & Assessment in Mental Health Nursing	6NMH1087	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√
The Challenge of Mental Health Nursing	6NMH1029	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Engagement in Recovery for Mental Health Nursing	6NMH1085	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√
The Personal Journey in Mental Health Nursing III	6NMH1030	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Key to Programme Learning Outcomes

Knowledge and Understanding e.g.

- A1. Respond to legal, ethical, cultural and political issues underpinning health needs and nursing practice
- A2. Use critical reflective processes for continuing professional development
- A3. Underpin personal/professional knowledge and skills from theory and practice to identify developing strengths and existing learning needs

Intellectual Skills e.g.

- B1. Understand and critically appraise research findings and best available evidence to inform strategies that promote health and the delivery of nursing care
- B2. Analyse nursing care needs and collaborative solutions which enable safe, effective, person and family-centred care
- B3. Evaluate risk management strategies that promote a safe and therapeutic environment

Practical Skills e.g.

- C1. Utilise information technology to assist in the organisation and management of nursing care
- C2. Employ comprehensive and systematic approaches to assess, plan, implement and evaluate nursing care in partnership with patients/service-users and/or their 'carers'
- C3. Adapt to changing health needs and make decisions which are ethically sound and based on best available evidence
- C4. Adopt anti-discriminatory and anti-oppressive practice whilst promoting the dignity and rights of patients/service users
- C5. Promote partnership-working through skilful team, inter-professional and multi-agency collaboration
- C6. Demonstrate appropriate leadership, support and direction to team members in delivering efficient quality care

Transferable Skills e.g.

- D1. Apply confident and competent literacy, numeracy and information technology skills
- D2. Demonstrate appropriate professional discipline, organisation, presentation and standards of conduct
- D3. Be able to self-manage and take initiative for planning to meet own needs/responsibilities and facilitating those of others
- D4. Demonstrate effective engagement and communication skills