

Title of Programme: BSc (Hons) Nursing – Nursing Degree Apprenticeship

Programme Code: HSDANUR

Programme Specification

This programme specification is relevant to students entering:
25 September 2023

Associate Dean of School (Academic Quality Assurance):
Cheryl Holman



Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification

BSc (Hons) Nursing – Nursing Degree Apprenticeship

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
Programme accredited by	Nursing and Midwifery Council
Final Qualification	BSc (Hons)
All Final Award titles	Nursing
(Qualification and Subject)	
FHEQ level of award	6

A. Programme Rationale

This undergraduate programme is for students who wish to become Registered Nurses (RN) in one of the four fields of nursing; adult, child, mental health or learning disability. Registered nurses who graduate from this programme will be central in 'providing, leading and co-ordinating evidence based and person centred care' (NMC, 2018:p4). The programme will prepare students to practise in a wide array of health and social care arenas. The public and the profession expect registered nurses to act in a professional manner ensuring high standards of care (NMC, Code of Conduct, 2018). To meet these expectations our 'Future Nurses' (NMC, 2018) will value the diversity of their service users and carers in their care, whilst treating them with compassion, dignity and respect. Caring in a dynamic health and social care system will require our graduates to be accountable and able to act autonomously whilst working effectively in an interdisciplinary team.

Extensive partnership work has ensured that the programme has been co-produced with key stakeholders including service users, carers, students, academics and practice partners. This approach has led to a number of distinctive features:

- It is designed to encourage future practitioners to engage meaningfully with nursing research and evidence. It is guided by the four aspects of the Healy and Jenkins (2009) Research Informed Teaching perspectives in the teaching and learning outcomes, learning materials and proposed teaching and practice experiences. This scholarly approach will further the development of critical cognitive skills and other graduate attributes and facilitate on-going personal and professional development.
- Strength in the delivery of field specific modules and a diverse range of practice experiences whilst ensuring that the holistic care needs of all individuals encountered across the fields can be addressed.
- Programme delivery that reflects the views of service users and carers with meaningful input by them into a range of teaching and assessment activities.
- Authentic simulation activity that has been designed with service users, carers students and practice partner input.

The programme has been constructed to meet the NMC requirements as defined within the Standards Frameworks (NMC 2018, 2023). The programme has also been designed in line with the Framework for Higher Education Qualifications (QAA, 2008). The programme has been designed to include the Nursing Degree Apprenticeship Standard.

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](#). The framework aims to provide a modular structure for the following programmes, each with its own programme specification:

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.
- Develop students' skills and critical abilities in relation to theory and nursing practice, research and enquiry that will enhance nursing care and leadership in any health and social care setting
- 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 effectively engaging with the evidence and research literature, reflecting on practice and continuing life-long learning

C. Intended Learning Outcomes

The programme outcomes are referenced to the Standards for Pre-Registration Nursing (NMC, 2018) 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 (2021) have been used as a guiding framework for curriculum design. The learning outcomes for the [Nursing Degree Apprenticeship](#) have been mapped against the learning outcomes.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
A1 – Effectively respond to legal, ethical, cultural and political issues impacting on current health needs and nursing practice;	Acquisition of knowledge and understanding is based on knowledge construction and inquiry based learning.	Knowledge and understanding are assessed through a combination of assessments that are focussed on the knowledge and skills required for contemporary nursing practice. The assessments are designed to test the proficiency of the 'Future Nurse' utilising authentic and practice focussed assessments.
A2 - Use critical reflective processes for continuing professional development;	To aid this modules focus on developing all four aspects of Healy and Jenkins (2009) research informed teaching	
A3 - Utilise personal/professional knowledge and skills from theory and practice to identify developing strengths and existing learning needs.	Service user and carer involvement is integral to curriculum delivery as is inter-professional education. A combination of the following supports this: Supervised and assessed practice experiences; simulated practice sessions; reflection; portfolio development;	Activities involve critically evaluating research and evidence across the fields incorporating theory, practice, legislation and
A4- Effectively articulate the knowledge gained from a		

<p>wide-range of theories, frameworks and disciplines with a critical appreciation of quantitative and qualitative research evidence and application to contemporary nursing practice</p> <p>A5- Recognise the complex mental, physical, cognitive and behavioural care needs that can affect patients, service users and their carers.</p> <p>A6- Recognise the value of inter-professional education and the range of strategies that may be selected to enhance collaborative working.</p>	<p>seminar and care pathway presentations; individual and small group academic tutorials; discussion groups, problem-solving and inquiry-led learning approaches; interactive lectures; coursework; learning packages; e-technology approaches to learning and teaching including, podcasts, video, and digital storyboards.</p> <p>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 Academic Skills team and Learning Resource Centre.</p>	<p>policy, research and leadership.</p> <p>A range of formative and summative approaches are used including; examinations in the form of multiple choice questions and scenario based short answer questions, assessed in-course assessments in the form of OSCEs, vivas, essays, project work, reflective accounts and presentations.</p> <p>Practice forms 50% of the programme and assessment of practice forms a central tenet of this strategy. Assessment includes episodes of care, demonstration of professional values alongside a range of skills and attributes required for professional practice. Feedback on performance is obtained from registered nurses alongside other health and social care professionals. Service user and carer feedback is also integral to this.</p>
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1- Understand and critically appraise research findings and best available evidence to promote health, and deliver nursing care.</p> <p>B2 - Analyse the nursing care needs of individuals and groups to find 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>B4- Analyse and appraise the evidence to find innovative research informed solutions that address</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Analysis, problem solving and reflection skills are further developed by activities that encourage engagement with current research and evidence,</p> <p>Students will critically discuss research with staff and peers. They will undertake active learning, through role-play, tutorials, simulation and practice placement experiences.</p> <p>Throughout, the learner is also encouraged to develop intellectual skills further by independent study.</p>	<p>As detailed in section A above, intellectual skills are assessed through a combination of formative and summative approaches including; examinations in the form of multiple choice questions and scenario based short answer questions, assessed in-course assessments in the form of OSCEs, vivas, essays, project work, reflective accounts and presentations.</p> <p>The final Imagination and Innovation module allows students to engage intellectually with innovation service delivery and change management.</p>

problems and questions in practice.		Assessment in practice forms a central tenet of this strategy and includes episodes of care, demonstration of professional values alongside a range of skills and attributes required for professional practice. Feedback on performance is obtained from registered nurses alongside other health and social care professionals. Service user and carer feedback is also integral to this.
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1 - Utilise information technology to effectively assist in the organisation and management of nursing care;</p> <p>C2 - Systematically and comprehensively co-ordinate care by effectively assessing, planning, implementing and evaluating nursing care in partnership with patients, service users and/or carers.</p> <p>C3 - Adapt to the changing health needs of individuals and populations to 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 all patients/service users;</p> <p>C5- Uphold and promote the values expected of those of a registered healthcare professional (in accordance with the NMC Code of Conduct).</p> <p>C6-Deliver compassionate, person centred care in partnership with</p>	<p>Practical skills are developed throughout the programme by a combination of experience in the practice setting, simulated practice sessions and practice skills development, reflection sessions, seminar and scenario-based presentations, individual and small group tutorials, discussion groups, lectures, coursework and 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 and within practice.</p> <p>Two cross-School IPE modules facilitate the development of those skills and attributes required to work inter-professionally</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 other authentic assessments that relate to those skills required in practice e.g. simulation, audit; report writing, OSCEs, formulating service improvement developments.</p> <p>Assessment in practice forms a central tenet of this strategy and includes episodes of care, demonstration of professional values alongside a range of skills and attributes required for professional practice. Feedback on performance is obtained from registered nurses alongside other health and social care professionals. Service user and carer feedback is also integral to this.</p>

<p>patients/service-users and/or their carers.</p> <p>C7 - Promote partnership-working through skilful team, inter-professional and multi-agency collaboration and co-ordination.</p> <p>C8 - Demonstrate leadership, support and direction to team members in delivering efficient quality care.</p>		
Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1 - Apply confident and competent literacy, numeracy and information/digital technology skills;</p> <p>D2 - Demonstrate appropriate professional discipline, organisation, presentation and standards of conduct;</p> <p>D3 - Be resilient and able to self-manage, taking initiative for planning to meet own needs/responsibilities and facilitating those of others;</p> <p>D4 - Demonstrate effective engagement and communication and collaboration skills with service users, carers and a wide-range of personnel from a variety of organisational levels.</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.</p> <p>These are complemented by the development of specialist inter-professional transferable skills aided by two cross-School IPE modules.</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 through self-reflection and on-going professional development.</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> <p>Assessment in practice forms a central tenet of this strategy and includes episodes of care, demonstration of professional values alongside a range of skills and attributes required for professional practice. Feedback on performance is obtained from registered nurses alongside other health and social care professionals. Service user and carer feedback is also integral to this.</p>

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

The programme is offered as a 3 year full time apprenticeship route. For applicants with an appropriate foundation degree, the length of the programme will be reduced dependent on the outcome of any Accreditation of Prior Learning (APL). All pathways lead to the award of a BSc (Hons) in Nursing. The programme is divided into three parts.

Intakes will normally be in September.

Intakes for all fields for the shortened APL route with first registration will normally be in January.

The programme will normally be reduced in length (for students with a relevant foundation degree and or experience who successfully APL credits against the current programme outcomes using the APL process). The reduction in the length of the programme will be to a maximum of 50% of the programme. Entry for this route therefore will normally be at level five.

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.

To meet the Nursing Midwifery Council regulations 4,600 programme hours are required for the full three year 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 supervisors and assessors.

To complete all elements of the apprenticeship the apprentice must successfully complete an End Point assessment (EPA).

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 1c. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 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 Normally semester A September intake

Level 4 entry

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semester
Compulsory Modules Year 1						
Module Title						
1st Year Adult Modules						
BSc Level 4						
Foundations of Health and Wellbeing (Generic)	4HSK0077	30	0	100	0	AB
Communication and Relationship Management Skills for Nursing (Generic)	4HSK0072	15	0	100	0	A
An Introduction to Inter-professional Education (Generic)	4HSK0013	15	0	100	0	AB
Promoting Health and Preventing Ill Health	4HSK0070	15	0	100	0	B
Enhancing Communication in Adult Care Settings	4HSK0075	15	0	100	0	B
Fundamentals of Adult Nursing Practice	4HSK0078	30	0	0	P/F*	ABC
1st Year Child Modules						
BSc Level 4						
Foundations of Health and Wellbeing (Generic)	4HSK0077	30	0	100	0	AB
Communication and Relationship Management Skills for Nursing (Generic)	4HSK0072	15	0	100	0	A
An Introduction to Inter-professional Education (Generic)	4HSK0013	15	0	100	0	AB
Application of Anatomy and Physiology to Children and Young People's Nursing 1	4HSK0071	15	0	100	0	B
Communicating with the Developing Child	4HSK0076	15	0	0	100	B
Children and Young People's Nursing Practice 1	4HSK0079	30	0	0	P/F*	ABC
1st Year Learning Disability Modules						

BSc Level 4						
Foundations of Health and Wellbeing (Generic)	4HSK0077	30	0	100	0	AB
Communication and Relationship Management Skills for Nursing (Generic)	4HSK0072	15	0	100	0	A
An Introduction to Inter-professional Education (Generic)	4HSK0013	15	0	100	0	AB
The Lived Experience of People with a Learning Disability	4HSK0069	15	0	100	0	B
Communication and People with a Learning Disability	4HSK0074	15	0	100	0	B
Learning Disability Nursing Practice 1	4HSK0080	30	0	0	P/F*	ABC
1st Year Mental Health Modules BSc Level 4						
Foundations of Health and Wellbeing (Generic)	4HSK0077	30	0	100	0	AB
Communication and Relationship Management Skills for Nursing (Generic)	4HSK0072	15	0	100	0	A
An Introduction to Inter-professional Education (Generic)	4HSK0013	15	0	100	0	AB
Key Concepts, Theories and Debates for Mental Health Nursing	4HSK0068	15	0	100	0	B
Therapeutic Communication for Mental Health	4HSK0073	15	0	100	0	B
Mental Health Nursing Practice 1	4HSK0081	30	0	0	P/F*	ABC

NOTE

*This module is Pass/Fail, with no numeric grade awarded. Each Pass/Fail element of assessment must be successfully completed to pass the module.

For further information regarding the assessment for each module please refer to the Definitive Module Document.

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semester
Compulsory Modules Year 2						
Module Title						
2nd Year Adult Modules BSc Level 5						
Developing Health and Wellbeing (Generic)	5HSK0106	30	0	100	0	AB
Integrated Adult Nursing Care	5HSK0114	30	0	100	0*	AB
The Evidence Base for Adult Nursing Practice	5HSK0115	30	0	70	30	AB
Advancing Adult Nursing Practice	5HSK0116	30	0*	P/F	P/F*	ABC
2nd Year Child Modules BSc Level 5 COMPULSORY						
Developing Health and Wellbeing (Generic)	5HSK0106	30	0	100	0	AB
Children and Young People's Health Promotion	5HSK0107	15	0	100	0	A
Research for Children and Young People's Nursing Practice	5HSK0112	30	0	100	0	AB
Children and Young People's Nursing Practice 2	5HSK0113	30	0*	P/F	P/F*	ABC

2nd Year Child Modules BSc Level 5 OPTIONAL						
Caring for Children and Young People in 'Out of Hospital Settings'	5HSK0109	15	0	0	100	B
Caring for Children and Young People with Cancer	5HSK0108	15	0	0	100	B
Caring for the Neonate and Family	5HSK0110	15	0	0	100	B
Supporting Healthcare Transitions for Children and Young People	5HSK0111	15	0	0	100	B
2nd Year Learning Disability Modules BSc Level 5 COMPULSORY						
Developing Health and Wellbeing (Generic)	5HSK0106	30	0	100	0	AB
Physical Health Needs of People with a Learning Disability	5HSK0117	15	0	50	50	A
Research for Learning Disability Nursing Practice	5HSK0119	30	0	100	0	AB
Learning Disability Nursing Practice 2	5HSK0120	30	0*	P/F	P/F*	ABC
2nd Year Learning Disability Modules BSc Level 5 OPTIONAL						
Transition of Young People with a Learning Disability to Adult Services	5HSK0118	15	0	100	0	B
European Perspectives of Young People with Learning Disabilities	5HSK0124	15	0	100	0	B
2nd Year Mental Health Modules BSc Level 5						
Developing Health and Wellbeing (Generic)	5HSK0106	30	0	100	0	AB
Essentials of Mental Health Nursing	5HSK0121	30	0	100	0	AB
Research and the Evidence Base for Mental Health Nursing	5HSK0122	30	0	100	0	AB
Mental Health Nursing Practice 2	5HSK0123	30	0*	P/F	P/F*	ABC

NOTE

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**The assessment for this module includes a Pass/Fail practice element with no numeric grade awarded. However the other element of assessment for the module will be graded. Both must be successfully completed to pass the module.

For further information regarding the assessment for each module please refer to the Definitive Module Document.

	Module Code	Credit Points	% Exam	% Coursework	% Practical	Semester
Compulsory Modules Year 3						
Module Title						
3rd Year Adult Modules BSc Level 6						

Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
Clinical Decision Making in Adult Nursing	6HSK1066	15	0	100	0	B
Leading and Managing Adult Nursing Care	6HSK1067	30	0	100	0	AB
Co-ordinating Adult Nursing Care	6HSK1068	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB
Year 3 Child Modules BSc Level 6						
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
Application of Anatomy and Physiology to Children and Young People's Nursing 2	6HSK1063	15	0	100	0	B
Leadership and Management for Children and Young People's Nursing	6HSK1064	30	0	100	0	AB
Children and Young People's Nursing Practice 3	6HSK1065	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB
3rd Year Learning Disability Modules BSc Level 6						
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
People with Learning Disabilities who Experience Mental Ill-Health	6HSK1076	15	0	100	0	B
Leading and Managing Learning Disability Nursing Practice	6HSK1069	30	0	100	0	AB
Learning Disability Nursing Practice 3	6HSK1070	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB
3rd Year Mental Health Modules BSc Level 6						
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
Medicines Management for Mental Health Nursing	6HSK1071	15	0	100	0	B
Leading and Managing Mental Health Nursing Care	6HSK1072	30	0	100	0	AB
Mental Health Nursing Practice 3	6HSK1073	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB

NOTE

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For further information regarding the assessment for each module please refer to the Definitive Module Document.

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Table 1b Outline Programme Structure

APL/APCL&APEL and degree completion from foundation degree or equivalent.

It is anticipated that some students who completed prior learning to foundation degree level may wish to APL their prior learning. They will study a minimum of 50 % of the Nursing Degree. Sixty credits will be at level five where new learning specific to their chosen field of practice will be undertaken via a field specific practice module and a field specific 30 or 2 x 15 credit academic module. They will then follow the final level six components of the Nursing Degree.

Mode of Study

Non-Registered Nurses-normally 20-24 months but determined by APL processes

Entry point

Non-Registered Nurses normally semester B January intake to complete 60 credits at level five across two semesters. Modules as below. Then join the final year of the Nursing Degree to complete level 6 modules.

PATHWAY FOR STUDENTS TO APL FOUNDATION DEGREE INCLUDES NURSING ASSOCIATE OR ASSISTANT PRACTITIONER (or Equivalent)

THE STRUCTURE WILL BE DEPENDENT ON APL PROCESSES
THE FOLLOWING IS A SAMPLE STRUCTURE FOR THIS PATHWAY

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semester
Compulsory Modules						
Module Title						
Year 2 Adult Shortened Route						
Integrated Adult Nursing Care	5HSK0114	30	0	100	0	B
Advancing Adult Nursing Practice	5HSK0116	30	0	P/F*	P/F*	BC
Year 2 Child Shortened Route						
The Context of Children and Young People's Nursing	5HSK0125	30	0	100	0	B
Children and Young People's Nursing Practice 2	5HSK0113	30	0	P/F*	P/F*	BC
Year 2 Learning Disability Shortened Route						
Physical Health Needs of People with a Learning Disability	5HSK0117	15	0	50	50	B
Transition of Young People with a Learning Disability to Adult Services	5HSK0118	15	0	100	0	B
Learning Disability Nursing Practice 2	5HSK0120	30	0	P/F*	P/F*	BC
Year 2 Mental Health Shortened Route						

Essentials of Mental Health Nursing	5HSK0121	30	0	100	0	B
Mental Health Nursing Practice 2	5HSK0123	30	0	P/F*	P/F*	BC

NOTE

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For further information regarding the assessment for each module please refer to the Definitive Module Document.

	Module Code	Credit Points	% Exam	% Coursework	% Practical	Semester
Compulsory Modules Year 3						
Module Title						
3rd Year Adult Modules						
BSc Level 6						
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
Clinical Decision Making in Adult Nursing	6HSK1066	15	0	100	0	B
Leading and Managing Adult Nursing Care	6HSK1067	30	0	100	0	AB
Co-ordinating Adult Nursing Care	6HSK1068	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB
Year 3 Child Modules						
BSc Level 6						
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
Application of Anatomy and Physiology to Children and Young People's Nursing 2	6HSK1063	15	0	100	0	B
Leadership and Management for Children and Young People's Nursing	6HSK1064	30	0	100	0	AB
Children and Young People's Nursing Practice 3	6HSK1065	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB
3rd Year Learning Disability Modules						
BSc Level 6						
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
People with Learning Disabilities who Experience Mental Ill-Health	6HSK1076	15	0	100	0	B

Leading and Managing Learning Disability Nursing Practice	6HSK1069	30	0	100	0	AB
Learning Disability Nursing Practice 3	6HSK1070	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB
3rd Year Mental Health Modules BSc Level 6						
Enhancing Health & Social Care through Inter-Professional Education (Generic)	6AHP1016	15	0	100	0	A
Imagination & Innovation in Evidence Based Nursing Practice (Generic)	6HSK1062	30	0	100	0	AB
Medicines Management for Mental Health Nursing	6HSK1071	15	0	100	0	B
Leading and Managing Mental Health Nursing Care	6HSK1072	30	0	100	0	AB
Mental Health Nursing Practice 3	6HSK1073	30	0	100	P/F**	ABC
Final Numeracy Exam	6HSK1089	0	0	P/F*	0*	AB

NOTE

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**The assessment for this module includes a Pass/Fail practice element with no numeric grade awarded. However the other element of assessment for the module will be graded. Both must be successfully completed to pass the module.

For further information regarding the assessment for each module please refer to the Definitive Module Document.

There is equal weighting in the assessment of theory and practice.

Progression

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

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

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.

There is equal weighting in the assessment of theory and practice.

Honours classification

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

Table 1c Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
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	A1, A2, A3, A4, A5, A6 B1, B2, B3, B4, B5, C1, C2, C3, C4, C5, C6, C7, C8, D1, D2, D3, D4

Interim Award	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate - Untitled (without professional qualification)	45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education in Health Studies (without professional qualification)	120 credit points at level 4	4, 5	A1, A3, B2, B3, C1, C4, D1, D2, D3, D4
Diploma of Higher Education in Health Studies (without professional qualification)	240 credit points including at least 120 at level 5	5, 6	A1,A3, B2, B3, C1, C2, C3, C4, D1, D2, D3, D4
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	A1, A3, B2, B3, C1, C2, C3, C4, C5, C6, D1, D2, D3, D4

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

- Final compensatory credit (exemption from UPR AS14 section D4.4) and or inter-modular compensation is not permissible within the programme.
- 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 (exemption from UPR AS14 section D3). Where applicable, the employer will be informed of the failure to meet these requirements (normally, as part of the student's progress review).

Further programme-specific regulations (requiring School-level approval) are given below:

- Normally students cannot undertake further study at higher levels on the same programme of study if they have more than **30** credit points of failure outstanding from previous levels (Exemption from UPRAS14 D3.6) In these circumstances students may be able to undertake further study at a higher level on the same programme trailing up to 30 credits of module failure.
- Students will be expected to attend all theory and 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. The employer will be informed of the failure to meet these requirements (normally, as part of the student's progress review).
- Failure to achieve a pass grade in relation to those attributes associated with professionalism within the practice document (as stated in 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. The employer will be informed of the failure to meet these requirements (normally, as part of the student's progress review).

- Students must pass with 100% a health numeracy assessment in their final year before the student may be recommended for entry to the professional nursing register.
- 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.
- All assessment outcomes must be completed and results confirmed at an examination board by the progression point normally at the end of each academic year or part of the programme.

Further points and clarifications

- We will use every reasonable effort to provide your educational and other related services in the manner and to the standards set out in our prospectuses, on our website, and in our other published materials. At times there may be circumstances outside our reasonable control which have a detrimental effect on how we provide our services to you. If circumstances such as these arise, we cannot make an absolute commitment that your studies will not be disrupted, but we will use every reasonable effort to minimise any disruption to you.
- Due to the nature of certain programmes of study, we advise applicants who will be under 18 years of age on or after the date of registration that this may mean there are financial implications and/or an impact on the structure, timing and trajectory of their studies, since the legislative requirements for safeguarding students under the age of 18 may present challenges in securing an appropriate range and scope of practice placements. If you have any concerns, we would be pleased to discuss the issues outlined above with any potential applicants.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- 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 Programme Lead, responsible for the strategic management and organisation of the Programme
- Field tutors who are responsible for the day to day management of the programme
- A Pathway Tutor for those students undertaking the shortened route
- 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
- A designated administrative team to support the day to day administration associated with the programme
- Programme Admissions Tutors, including admissions Tutors for each field
- An APL co-ordinator who is responsible for advising prospective candidates regarding the production and submission of an APL claim
- A University Link Lecturer and Academic Assessor with responsibility for providing support and facilitating communication between the University and specific practice placements and/or practice assessors
- Employee Liaison Tutor
- A programme committee, the membership of which includes:
 - Programme Officers (Chair, Programme Lead)
 - Academic group representatives
 - Field representatives
 - Practice Placement Office representative
 - Admissions representative

APL co-ordinator
Knowledge & Business Information Consultant (KIBC)
Practice Partnership representatives
Student representatives (from the Student Forum)

Support

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
- Overseas Orientation
- You will have a Personal Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying
- Link Lecturers, Academic Assessors, Practice Assessors and Practice Supervisors for academic and pastoral support in practice
- Module Leaders for specific academic support in relation to identified modules
- A designated programme administrator
- Hertfordshire Student's Union
- Attractive modern study environments in 2 Learning Resources Centres
- 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
- Office of the Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy and Day Nursery
- Medical centre
- University Disability Advisors
- An Equal Opportunities Officer
- Careers and Employment
- Guided student-centred learning on Canvas module sites
- A versatile online inter-active intranet and learning environment
- Student Success Hubs, which include a Mathematics Drop-In Centre
- A Student Forum with representatives on programme committee

Practice support

In addition to the support mechanisms available to the students at the University, they will be supported in practice by practice assessors, practice supervisors and other individuals such as Practice Experience Facilitators

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module;
- Course factsheet

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information

on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

The normal entry requirements for the programme are:

For All Routes

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

Employers will ensure that the apprentice is employed full time at 37.5 hours per week and meets ESFA funding eligibility.

Where the International English Language Testing System (IELTS) is offered, the programme will normally require an overall score of 6.5, with a minimum score of 6.5 for every component (listening, reading, writing and speaking). Where the Occupational English Test (OET) is offered it must be at least a B grade in listening and reading, and at least a B grade in writing and speaking. In addition, English language qualifications that are recognised by the University as equivalent to the IELTS and OET bands specified above will also be accepted.

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 and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

Full Time/Part Time Routes

The normal entry requirements for the programme are:

5 GCSE's/ O' Levels at grade C/4 or above (or equivalent). To include: English, and mathematics (and science for some fields) or equivalent at grade C/4 or above.

Plus

A levels:

At least 96-104 UCAS tariff points to include 2 'A' levels (N.B. The tariff points are dependent on the chosen field).

OR

BTEC Diploma (96-104) (equivalent tariff, dependent on field) in a Science or health-related subject.

OR

BTEC National Certificate (96-104) (equivalent tariff, dependent on field) in a Science or health-related subject.

OR

Access Courses

Access to nursing course (96-104) equivalent tariff.

OR

Other equivalent qualifications

Shortened APL Routes

The normal entry requirements for the programme are:
English and Mathematics GCSE grade C/4 or equivalent.

The completion of a foundation degree in health care achieved while working as a health care assistant/support worker OR an equivalent academic qualification and/or relevant practice experience.

Successful accreditation of any prior learning and/or practice experience against the current programme outcomes.

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>

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact:

icaq@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

BSc (Hons) Nursing

Table 2: Development of Intended 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.

Table 2a Undergraduate Route

		Programme Learning Outcomes (as identified in section 1 and the following page)																					
		Knowledge & Understanding						Intellectual Skills				Practical Skills								Transferable Skills			
Module Title	Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4
Year 1 Generic Modules																							
An Introduction to Inter-professional Education	4HSK0013				X	X	X			X				X						X		X	
Introduction to Communication and Relationship Management Skills for Nursing	4HSK0072			X	X	X												X		X			
Foundations of Health and Wellbeing	4HSK0077	X	X		X	X		X	X											X			
Year 1 Adult Modules																							
Promoting Health and Preventing Ill Health	4HSK0070	X			X		X							X						X			
Enhancing Communication in Adult Care Settings	4HSK0075			X	X		X					X	X	X	X		X	X		X	X		X
Fundamentals of Adult Nursing Practice	4HSK0078	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Year 1 Child Modules																							
Application of Anatomy and Physiology to Children and Young People's Nursing 1	4HSK0071				X	X								X	X					X	X		
Communicating with the Developing Child	4HSK0076			X	X	X						X	X		X	X		X		X	X		X
Children and Young People's Nursing Practice 1	4HSK0079	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X
Year 1 Learning Disability Modules																							
The Lived Experience of People with a Learning Disability	4HSK0069	X			X	X				X		X			X	X	X			X			X
Communication and People with a Learning Disability	4HSK0074			X	X	X						X		X	X					X			X
Learning Disability Nursing Practice 1	4HSK0080	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Year 1 Mental Health Modules																							

Level 4

Module Title		Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4
Key Concepts, Theories and Debates for Mental Health Nursing		4HSK0068	X			X	X								X						X			X
Therapeutic Communication for Mental Health		4HSK0073			X	X	X														X			
Mental Health Nursing Practice 1		4HSK0081	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Year 2 Generic Modules																								
Developing Health and Wellbeing		5HSK0106	X			X	X		X	X											X			
Year 2 Adult Modules																								
Integrated Adult Nursing Care		5HSK0114	X			X	X											X			X			
The Evidence Base for Adult Nursing Practice		5HSK0115	X			X	X		X		X	X	X	X	X	X					X			
Advancing Adult Nursing Practice		5HSK0116	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X
Year 2 Child Modules																								
Children and Young People's Health Promotion		5HSK0107	X			X	X				X					X	X				X			X
Caring for Children and Young People with Cancer		5HSK0108	X			X	X			X								X			X	X		
Caring for Children and Young People in 'Out of Hospital Settings'		5HSK0109				X	X														X			
Caring for the Neonate and Family		5HSK0110				X	X														X			
Supporting Healthcare Transitions for Children and Young People		5HSK0111				X	X			X	X		X	X	X	X	X				X			
Research for Children and Young People's Nursing Practice		5HSK0112				X	X		X			X									X			
Children and Young People's Nursing Practice 2		5HSK0113	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X
Year 2 Learning Disability Modules																								
Physical Health Needs of People with a Learning Disability		5HSK0117				X	X				X		X			X	X	X	X		X			X
Transition of Young People with a Learning Disability to Adult Services		5HSK0118				X	X				X		X			X	X	X	X		X			
European Perspectives of Young People with Learning Disabilities		5HSK0124	X		X					X					X						X			X
Research for Learning Disability Nursing Practice		5HSK0119	X			X	X		X		X	X	X			X	X	X	X		X			
Learning Disability Nursing Practice 2		5HSK0120	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X

Level 5

Module Title		Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4
Year 2 Mental Health Modules																								
Essentials of Mental Health Nursing	5HSK0121		X			X					X		X		X	X	X	X	X		X	X		X
Research and the Evidence Base for Mental Health Nursing	5HSK0122		X			X			X		X	X		X		X	X	X	X		X	X		X
Mental Health Nursing Practice 2	5HSK0123		X	X	X	X				X	X		X	X	X	X	X	X	X	X	X	X	X	X
Year 3 Generic Modules																								
Enhancing Health & Social Care through Inter-Professional Education	6AHP1016		X	X	X	X		X				X									X			
Imagination and Innovation in Evidence Based Nursing Practice	6HSK1062		X	X		X			X		X	X									X			
Final Numeracy Exam	6HSK1089																							
Year 3 Adult Modules																								
Clinical Decision Making in Adult Nursing	6HSK1066			X	X	X	X		X		X	X	X	X	X	X	X	X		X	X			
Leading and Managing Adult Nursing Care	6HSK1067		X	X	X	X	X		X		X	X									X			
Co-ordinating Adult Nursing Care	6HSK1068		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Year 3 Child Modules																								
Application of Anatomy and Physiology to Children and Young People's Nursing 2	6HSK1063					X	X			X			X	X	X	X	X				X		X	
Leadership and Management for Children and Young People's Nursing	6HSK1064		X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Children and Young People's Nursing Practice 3	6HSK1065		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Year 3 Learning Disability Modules																								
People with Learning Disabilities who Experience Mental Ill-Health	6HSK1076		X		X	X	X		X		X	X	X			X	X	X	X	X	X			X
Leading and Managing Learning Disability Nursing Practice	6HSK1069		X		X	X	X		X		X	X	X			X	X	X	X	X	X			X
Learning Disability Nursing Practice 3	6HSK1070		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Year 3 Mental Health Modules																								
Medicines Management for Mental Health Nursing	6HSK1071		X			X	X		X	X			X	X	X	X	X	X	X	X	X	X	X	X
Leading and Managing Mental Health Nursing Care	6HSK1072				X	X	X		X		X	X									X			
Mental Health Nursing Practice 3	6HSK1073		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Level 6

Table 2b PATHWAY FOR STUDENTS TO APL FOUNDATION DEGREE INCLUDES NURSING ASSOCIATE OR ASSISTANT PRACTITIONER (or Equivalent)

		Programme Learning Outcomes (as identified in section 1 and the following page)																						
		Knowledge & Understanding						Intellectual Skills				Practical Skills						Transferable Skills						
Module Title		Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4
Level 5	Year 2 Adult Modules Shortened Route																							
	Integrated Adult Nursing Care	5HSK0114	X			X	X										X			X				
	Advancing Adult Nursing Practice	5HSK0116	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	
	Year 2 Child Modules Shortened Route																							
	The Context of Children and Young People's Nursing	5HSK0125															X							
	Children and Young People's Nursing Practice 2	5HSK0113	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X
	Year 2 Learning Disability Modules Shortened Route																							
	Physical Health Needs of People with a Learning Disability	5HSK0117				X	X				X		X			X	X	X	X		X			X
	Transition of Young People with a Learning Disability to Adult Services	5HSK0118				X	X				X		X			X	X	X	X		X			
	Learning Disability Nursing Practice 2	5HSK0120	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X
	Year 2 Mental Health Modules Shortened Route																							
	Essentials of Mental Health Nursing	5HSK0121	X			X					X		X		X	X	X	X	X		X	X		X
Mental Health Nursing Practice 2	5HSK0123	X	X	X	X				X	X		X	X	X	X	X	X	X	X	X	X	X	X	
Level 6	Year 3 Generic Modules Shortened Route are the same as year 3 listed above in table 2a																							

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1. Effectively respond to legal, ethical, cultural and political issues impacting on current health needs and nursing practice;

A2. Use critical reflective processes for continuing professional development;

- A3. Utilise personal/professional knowledge and skills from theory and practice to identify developing strengths and existing learning needs.
- A4. Effectively articulate the knowledge gained from a wide-range of theories, frameworks and disciplines with a critical appreciation of quantitative and qualitative research evidence and application to contemporary nursing practice
- A5. Recognise the complex mental, physical, cognitive and behavioural care needs that can affect patients, service users and their carers.
- A6. Recognise the value of inter-professional education and the range of strategies that may be selected to enhance collaborative working.

Intellectual Skills

- B1. Understand and critically appraise research findings and best available evidence to promote health, and deliver nursing care.
- B2. Analyse the nursing care needs of individuals and groups to find collaborative solutions which enable safe, effective, person and family-centred care;
- B3. Evaluate risk management strategies that promote a safe and therapeutic environment.
- B4. Analyse and appraise the evidence to find innovative research informed solutions that address problems and questions in practice.

Practical Skills

- C1. Utilise information technology to effectively assist in the organisation and management of nursing care;
- C2. Systematically and comprehensively co-ordinate care by effectively assessing, planning, implementing and evaluating nursing care in partnership with patients, service users and/or carers.
- C3. Adapt to the changing health needs of individuals and populations to 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 all patients/service users;
- C5. Uphold and promote the values expected of those of a registered healthcare professional (in accordance with the NMC Code of Conduct)..
- C6. Deliver compassionate, person centred care in partnership with patients/service-users and/or their carers.
- C7. Promote partnership-working through skilful team, inter-professional and multi-agency collaboration and co-ordination.
- C8. Demonstrate leadership, support and direction to team members in delivering efficient quality care.

Transferable Skills

- D1. Apply confident and competent literacy, numeracy and information/digital technology skills;;
- D2. Demonstrate appropriate professional discipline, organisation, presentation and standards of conduct;
- D3. Be resilient and able to self-manage, taking initiative for planning to meet own needs/responsibilities and facilitating those of others;
- D4. Demonstrate effective engagement and communication and collaboration skills with service users, carers and a wide-range of personnel from a variety of organisational levels.

Section 2

Programme management

Relevant QAA subject benchmarking statements	Nursing
Type of programme	Undergraduate - Degree
Date of validation/last periodic review	June 19
Date of production/ last revision of PS	March 21
Relevant to level/cohort	Level 4 entering September 2023
Administrative School	School of Health and Social Work
Language of Delivery	English

Table 3 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
HSDANURA	BSc (Hons) Nursing (Adult) (Degree Apprenticeship)	100279	N/A
HSDANURC	BSc (Hons) Nursing (Child) (Degree Apprenticeship)	100280	N/A
HSDANURLD	BSc (Hons) Nursing (Learning Disabilities) (Degree Apprenticeship)	100286	N/A
HSDANURMH	BSc (Hons) Nursing (Mental Health) (Degree Apprenticeship)	100287	N/A