

Programme Specification for Undergraduate Programme
Leading to:
BSc (Hons) Nursing (Adult)
BSc (Hons) Nursing (Mental Health)
BSc (Hons) Nursing (Child Health)

*Applicable for all undergraduate students **starting at Level 4** in September 2021*

Version No.	Date	Notes – QUALITY ASSURANCE USE ONLY	QA
0.1	April-21	Programme approved for 2021/22 start (subject to NMC approval)	RJC
1	May-21	NMC approval received	RJC

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/Department/Division	College of Health, Medicine and Life Sciences, Department of Health Sciences, Division of Nursing
4. Contributing College/Department/Division/ Associated Institution	None
5. Programme accredited by	Nursing & Midwifery Council (NMC, Statutory Body)
6. Final award(s) and FHEQ Level of Award	BSc (Hons) Nursing (Adult) FHEQ Level 6 BSc (Hons) Nursing (Child Health) FHEQ Level 6 BSc (Hons) Nursing (Mental Health) FHEQ Level 6 Leading to eligibility to apply for Professional Registration with the Nursing and Midwifery Council
7. Programme title	Registered Nurse Degree
8. Programme type (single honors/joint)	Single honors
9. Normal length of programme (in months) for each mode of study	36 months
10. Maximum period of registration for each mode of study	Normal or standard duration plus 2 years Those who are eligible have 5 years in which to register their award with the NMC
11. Variation(s) to September start	None
12. Modes of study	Full time

13. Modes of delivery	Full time
14. Intermediate awards and titles with FHEQ Level of Award	<p>BSc (Ordinary) in Health Studies (FHEQ Level 6)</p> <p>Certificate of Higher Education in Health Studies (FHEQ Level 4)</p> <p>Diploma of Higher Education in Health Studies (FHEQ Level 5)</p> <p>Intermediate awards do not lead to eligibility to apply for registration with the Nursing and Midwifery Council</p>
15. UCAS Code	TBC
16. HECoS Code	<p>BSc Nursing (Adult): 100279 Adult Nursing</p> <p>BSc Nursing (Child Health): 100280 Children's Nursing</p> <p>BSc Nursing (Mental Health): 100287 Mental Health Nursing</p>
17. Route Code	TBC
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	<p>UK Quality Code for Higher Education https://www.qaa.ac.uk/quality-code</p> <p>Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page.</p> <p>Future nurse: Standards of proficiency for registered nurse (NMC, 2018) https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/future-nurse-proficiencies.pdf</p> <p>Part 1: Standards framework for nursing and midwifery education (NMC 2018) https://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/</p> <p>Part 2: Standards for student supervision and assessment (NMC 2018) https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/</p> <p>Part 3: Standards for pre-registration nursing programmes (NMC 2018) https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/</p> <p>The Institute of Studentship Standards for the Registered Nurse Degree Studentship and the Quality Assurance (2019) https://www.instituteforstudentships.org/studentship-standards/registered-nurse-degree-nmc-2018/</p> <p>The future of healthcare: our vision for digital, data and technology in health and care (2018) https://www.gov.uk/government/publications/the-future-of-healthcare-our-vision-for-digital-data-and-technology-in-health-and-care/the-future-of-healthcare-our-vision-for-digital-data-and-</p>

	<p>technology-in-health-and-care</p> <p>The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks#</p>
<p>19. Admission Requirements</p>	<p>Details of entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on the University's language requirements pages.</p> <p>IELTS (in line with Brunel University requirements)</p> <p>Health and Character</p> <p>Brunel University London must ensure that students entering the programme meet the general entry requirements of the NMC good health and good character. As part of the requirements for entry to the programme students are required to self-declare their 'fitness to practise' at the beginning of the programme and annually thereafter at specific progression points and at the successful completion of the programme. Pre-registration nurses are expected to work towards being able to apply the NMC Code of professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018) at the point of registration. Health conditions, disabilities, convictions and cautions are not automatically incompatible with registration and the NMC recommends that each person be assessed on an individual basis.</p> <p>Brunel University London will be responsible for conducting a Disclosure and Barring Service and Occupational Health clearance including relevant immunisations. All students registered on the programme of study will be required to hold valid UK immigration permission that permits study at Brunel University London for the duration of the programme. Applicants to the programme who hold a work visa which entitles them to work legally in the UK, will have to prove that the visa covers the entire training programme. The documentation will be scrutinised by Brunel University London prior to any offer of a studentship.</p> <p>The NMC will be informed of the name of the registered nurse responsible for directing the programme. The registered nurse responsible for directing the programme or their designated registered nurse substitute, will provide supporting declarations of health and character for students who have completed the programme.</p> <p>Duration of the Programme and Student Attendance</p> <p>This full-time programme is designed to be completed in three years. In partnership with Brunel University's Trust stakeholders, the programme is designed to equip the student with generic</p>

	<p>and field specific skills.</p> <p>Students are expected to attend 100% of practical's and tutorials in academic module blocks and 100% of placement blocks to fulfil the statutory requirements of the NMC for Registration on Sub Part 1 of the Professional Register and the requirements of Brunel University, London. Attendance is monitored and assessed within the module blocks at all levels. If a student is unable to attend an NMC placement they are required to inform the clinical area or placement directly. In addition, they must also inform the university placement officer and the hours would need to be made up. Any student who is absent for more than one week must also inform the Programme Lead/Personal Tutor via email. Failure to comply with this requirement will result in this episode recorded as unauthorised absence and will trigger an initial informal meeting with the personal tutor to discuss the matter. Continued absence may initiate a Level 1 concern under SR14.</p> <p>Recognised Prior Learning (RPL)</p> <p>RPL will only be considered if the applicant can demonstrate prior learning in line with the requirements of the Programme, (mapped to the Future nurse: Standards of proficiency for registered nurses, 2018) and programme outcomes, up to a maximum of 50% of the programme.</p> <p>Applicants with an existing Registered Nurse NMC registration can apply through RPL to enter the programme up to a maximum of 60%. All RPL applications will be individually mapped against the module learning outcomes. The process will be considered on an individual basis.</p> <p>Students who have completed their Nursing Associate programme at Brunel University London, will be able to enter this programme with Advanced Standing, at the beginning of year 2.</p> <p>External Examiners will be required to sign off all RPL mapping activity. The Programme is compliant with the university's Exemptions Policy and procedure.</p>
<p>20. Other relevant information (e.g. study abroad, additional information on placements)</p>	<p>The full-time programme is three years in length (minimum 4,600 hours) as required by the NMC and must be completed within five years of commencing the programme. The programme consists of 3 Programme Stages and the student will be expected to demonstrate achievement of set competencies and outcomes at the end of each stage to enable progression to the next programme stage or to complete the programme, in line with Brunel University London assessment regulation requirements.</p> <p>In exceptional circumstances, students are permitted to request to change their chosen field of study within the first 6 months of the programme, as this is a generic period. This request will be addressed on an individual basis with the Programme Leader.</p>

Overall, the NMC requires the programme to be 50% theory (minimum 2300 hours) and 50% practice (minimum 2,300 hours). The student must attend 100% of the theory component of the programme. They must complete 100% of the practice hours and they will have supernumerary status when on placement.

Assessments will be conducted by practice supervisors and practice assessors who have undertaken training that meets the NMC requirements in preparation for teaching and assessing in clinical practice. The training will ensure they have an understanding of proficiencies and outcomes they are supporting students to achieve (NMC, 2018).

All students are required to undertake specified periods of placement. Every attempt is made by Brunel University London to match students' placement needs. Students may not unreasonably reject the offer of a placement setting nor are they permitted to unilaterally discontinue a placement setting once commenced. The University may terminate a placement setting only with good cause. If a student's progress in a placement setting is judged as irredeemable, the placement setting may be terminated early by the University and placement provider. An 'irredeemable' judgement will be made only where the student's progress in the placement setting is such that it will not be possible for the student to meet the assessment requirements of the placement module within the remaining standard period of the current placement setting.

Failure to pass the range of Future Nurse Standards of proficiency required by the NMC (2018) will result in discontinuation from the BSc (Hons) Registered Nurse Programme following ratification at an exam board.

Students who have not completed placement hours at the point of progression will be able to use the Provisional Progression policy to delay completing placement hours for up to 6 weeks.

Professional Statutory and Regulatory Body Accreditation

The programme learning outcomes shown here describe the knowledge, understanding and skills that students will have demonstrated on achievement of their intended qualification award. Students who do not complete the full programme of study may qualify for an alternative award and the validated exit awards for this programme are listed at the front of this programme specification.

The NMC are the regulators in law for Registered Nurses (September 2018). Brunel University London will inform the NMC of those students who have successfully completed the programme in order to facilitate application to the Professional Register for Registered Nurse. The process of how to gain entry to the NMC Nursing Associate Register will be communicated to students during the consolidation period at the end of the programme when the student has successfully completed the Registered Nurse Degree Programme. Brunel University London

	<p>will seek the permission of the student to share the students email address and this, along with the confirmation of health and character in line with the NMC Guidance on health and character, (2018) will be sent electronically to the NMC.</p> <p>The NMC will communicate the process thereafter directly with the individual. Successful students have five years in which to register their award with the NMC. Students failing to register their qualification within five years will be required to undertake additional education and training or gain experiences as specified within the NMC standards. Students will be notified during and before completion of the programme that they have five years in which to register their award with the NMC.</p> <p>Interruptions during the course</p> <p>Brunel University London will monitor and manage interruptions during the course. Interruptions will be viewed as a continuous period inclusive of the first day of absence, regardless of any single or composite reason, where the interruption is more than 21 days but less than six weeks. Practice hours should be completed before the next progression point of the programme. For short term sickness (less than 3 days) and any individual missed sessions, these will be repeated with the next cohort (or catch up will occur via VLE). The delivery of this can be flexible and will be negotiated with the student. Should it be necessary for a student to interrupt attendance on the programme for a period of more than six weeks, either in composite periods of leave, or in a single period of leave, the student may go into abeyance, and then return to the programme at a suitable time. Students will not be able to return to the programme when they have been withdrawn due to failure.</p> <p>Compensation for failure</p> <p>In accordance with NMC requirements set out in The Future nurse: Standards of proficiency for registered nurses (NMC, 2018) no compensation for assessments across theory and practice learning is permitted.</p>
<p>21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.</p>	<p>This programme has the following variations to SR2:</p> <p><u>Reassessment</u> At FHEQ levels 5 and 6 (years 2 and 3) – maximum reassessment limit of 60 credits.</p> <p><u>Ungraded Credits</u> 30 credits at each level (Nursing Practice stage 1, 2, and 3) will be pass/fail, and will not contribute a grade to the student's overall classification.</p> <p><u>Progression</u> Where a practice placement has not been completed at the normal time due to organisational issues, or has been deferred due to accepted Extenuating Circumstances, the exam board</p>

	may permit a student with up to 40 hours of practice outstanding to progress to the next level of study. Students with more than 40 hours of practice outstanding will be considered on a case by case basis.
22. Further information about the programme is available from the College website.	https://www.brunel.ac.uk/study/undergraduate/nursing-adult-bsc https://www.brunel.ac.uk/study/undergraduate/nursing-child-health-bsc https://www.brunel.ac.uk/study/undergraduate/nursing-mental-health-bsc

23. EDUCATIONAL AIMS OF THE PROGRAMME

The aim of the programme is to enable the student to develop into a competent practitioner who meets the requirement for entry onto the NMC Register in their chosen field of practice and a higher education degree awarded by Brunel University London. The programme aims to provide the knowledge and skills for the student to provide high quality, evidence-led, compassionate nursing care. The programme aspires to provide the specialised knowledge the student needs to develop future nursing practice and health care through confident proactive leadership, practice development aided by technology, a global perspective, and research. This dynamic and innovative programme uses a person-centred care approach as a focus to prepare the student to obtain a BSc (Hons) Nursing (RN/ Pre- registration) (Adult) (Children's Nursing) (Mental Health) which will lead to eligibility to apply for Professional Registration with the Nursing and Midwifery Council.

YEAR 1: This is a generic year and introduces the basics of nursing. It will aid the student to develop key skills and knowledge to prepare for practice. They will be able to discuss underlying foundation concepts and principles associated with nursing practice and apply these to their chosen field of nursing practice (Adult, Children's Nursing, and Mental Health).

YEAR 2: This stage will encourage the student to make more contributions to assessing, planning and delivering safe and compassionate person-centred care. They will have an increased responsibility in practice and will develop competence in core skills in hospital and community settings, public health and acute care. They will learn to critically analyse and interpret data then apply it to professional practice, enabling the student to evaluate and deliver high quality care. Modules in year 2 and 3 are designed to be either field specific or generic. This enables students undertaking a specific field of nursing to gain a generic focus in skills and the required understanding across all fields of nursing. This ensures that students can identify holistic care needs for individuals within their chosen field of nursing practice.

YEAR 3: The learning, teaching and practice in the final year becomes more challenging, with opportunities for the student to demonstrate their commitment to delivering a high standard of care. Their knowledge will be more specialised, demanding higher level skills of synthesis, analysis and evaluation. They will develop vital management and leadership skills and have the opportunity to play a proactive role in interdisciplinary teams. The student will be prepared for registration so that they can influence, manage, co-ordinate and lead care delivery across health and social care. Stage 3 promotes inter-professional working and cross field working alongside developing more advanced skills in their field of practice. Successful completion of Programme Stage 3 allows the student to be awarded a BSc (Hons) in Nursing (RN/ Pre-registration) (Adult) (Children's Nursing) (Mental Health) and they will be eligible to register with the NMC and therefore practice as a nurse.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
LEVEL 4 GENERIC MODULES: ALL FIELDS					
4	K	Evaluate knowledge and understanding of global and public health priorities, and the role of the nurse in reducing health inequalities, promoting health and preventing disease.			NS1c NS1d
4	K	Demonstrate responsibility for own learning and development using reflection and feedback to evaluate own capabilities, appraise alternatives and plan and implement actions.			NS 1a NS 1b NS 1d
4	C	To demonstrate evidence of knowledge and understanding of applied human anatomy, physiology and pathophysiology associated with key body systems.			NS1a NS1d NS1e
4	C	Demonstrate digital literacy and competence in using a range of technology to effectively support learning and practice.			NS 1a NS 1d
4	S	To exhibit safe practice in delivery of fundamental care in a range of care settings.			NS 1a NS 1d NS 1e
LEVEL 5 GENERIC MODULES					
5	C	To demonstrate critical knowledge of research methods, ethics and governance in order to share and apply research findings that will promote best nursing practice.			NS 2a NA/NC/NM 2a NA/NC/NM 2b
5	K	To demonstrate a critical			NS 2b

		understanding of pharmacodynamics, pharmacokinetics and the role of the nurse in the safe and effective medicines management.			NA/NC/NM 2a NA/NC/NM 2b
LEVEL 5 ADULT FIELD MODULES					
5	K	Demonstrate a critical understanding and evaluate how peoples' lifestyles, cultures, environments and choices influence their health and well-being and adapt practice to meet the changing needs of service users.			NA 2a NA 2b NA 2c
5	S	Demonstrate critical thinking and apply decision-making skills in the assessment, interpretation and documentation of a comprehensive systematic assessment in adult nursing.			NA 2a NA 2b NA 2c
5	S	Apply the principles of safe practice for adult nursing, which is informed by best available evidence and through a critical understanding of risk management strategies, local and national guidelines.			NA 2a NA 2b
LEVEL 5 CHILD FIELD MODULES					
5	K	Demonstrate a critical understanding and evaluate how lifestyles, cultures, environments and choices influence health and well-being and adapt practice to meet the changing needs of infants, children and young people.			NC 2a NC 2b NC 2c
5	S	Demonstrate critical thinking and apply decision-making skills in the assessment, interpretation and documentation of a comprehensive systematic assessment in children's nursing.			NC 2a NC 2b NC 2c
5	S	Apply the principles of safe practice for children's nursing, which is informed by best available evidence and through a critical understanding of risk management strategies, local and national guidelines.			NC 2a NC 2b

LEVEL 5 MENTAL HEALTH FIELD MODULES

5	K	Demonstrate a critical understanding and evaluate how peoples' lifestyles, cultures, environments and choices influence their health and well-being and adapt practice to meet the changing needs of service users			NM 2a NM 2b NM 2c
5	S	Demonstrate critical thinking and apply decision-making skills in the assessment, interpretation and documentation of a comprehensive systematic assessment in mental health nursing.			NM 2a NM 2b NM 2c
5	S	Apply the principles of safe practice for mental health nursing, which is informed by best available evidence and through a critical understanding of risk management strategies, local and national guidelines.			NM 2a NM 2b

LEVEL 6 GENERIC MODULES

6	C	Critically apply theoretical and research evidence in the evaluation of nursing interventions and health care provision and ensure the use of findings to improve peoples' experience in order to shape future services.			NS 3b NA/NC/MN 3a NA/NC/MN 3b
6	K	Critically appraise the political and professional influences on health and social care policy in achieving excellence in care and driving change.			NS 3a NA/NC/MN 3a NA/NC/MN 3b

LEVEL 6 ADULT FIELD MODULES

6	K	Systematically examine and apply in-depth knowledge of anatomy, physiology, pathophysiology, pharmacology and psychosocial factors that underpin the holistic care of adults, in complex and unpredictable situations in a variety of healthcare settings.			NA 3a NA 3b
6	S	Critically appraise and apply comprehensive knowledge of leadership in the			NS 3a NA 3a NA 3b

		management and delivery of adult nursing care, and through collaborative working as an active and equal partner in the interdisciplinary team.			
LEVEL 6 CHILD FIELD MODULES					
6	K	Systematically examine and apply in-depth knowledge of anatomy, physiology, pathophysiology, pharmacology and psychosocial factors that underpin the holistic care of infants, children and young people, in complex and unpredictable situations in a variety of healthcare settings.			NC 3a NC 3b
6	S	Critically appraise and apply comprehensive knowledge of leadership in the management and delivery of caring for infants, children and young people, and through collaborative working as an active and equal partner in the interdisciplinary team.			NS 3a NC 3a NC 3b
LEVEL 6 MENTAL HEALTH FIELD MODULES					
6	K	Systematically examine and apply in-depth knowledge of anatomy, physiology, pathophysiology, pharmacology and psychosocial factors that underpin the holistic care of people in complex and unpredictable situations in a variety of mental healthcare settings.			NM 3a NM 3b
6	S	Critically appraise and apply comprehensive knowledge of leadership in the management and delivery of caring for people in complex and unpredictable situations in a variety of mental healthcare settings, and through collaborative working as an active and equal partner in the interdisciplinary team.			NS 3a NM 3a NM 3b

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

The learning and teaching strategy within the programme have been devised for the education and training of degree students utilising blended learning approaches. University based teaching will take place in blocks throughout the academic year. The programme is learner-centred, flexible and combines face-to-face learning activities with on-line learning.

The students will develop knowledge and theory through a wide variety of teaching and learning strategies whilst attending the university. These have been designed to build a range of academic skills in order to develop the learner, promoting active learning and creating autonomous learners. These strategies are based on a facilitative approach to learning which recognises the divergent educational backgrounds of the learners. Digital technology is incorporated throughout the curriculum to enhance the learner's digital literacy for academia and practice.

There will be opportunities for students throughout the programme to engage with inter professional learning with a range of students from physiotherapy, social work, physicians associates, occupational therapy and medical students. Service users and carers are embedded within the whole curriculum cycle and therefore students will engage with service users and carers in variety of activities including: simulation, scenario based learning and interprofessional study days.

Seminars focus on interactive experiential learning activities such as small group work, group presentations and team based learning. These incorporate technologies and learning through interactive polling tools and digital quizzes. The Virtual Learning Environment provides core information relating to the programme and each module, including learning resources, e-learning packages and discussion forums. These modules allow the individual learner to take responsibility for identifying their needs and managing the learning process.

The programme assessments are designed to support learning through wide ranging, balanced approaches which are relevant to the level of study. The assessments are aligned to the module learning outcomes and the choice of assessment task are intended to reflect the learning and teaching activities engaged within each module. Both formative and summative assessments are included within the modules and have been created in order to provide a consistent approach to the student's workload integrating theory and practice.

Formative Activities

The formative activities have been designed to support the learners in activities which prepare and progress the student towards the summative assessments:

- On-line discussion forums
- Interactive polling tools and classroom response systems
- Team based learning events
- Group presentations
- Tutorials
- Simulation
- Viva Voce
- Peer assessment

Summative Assessment

The methods of assessment are varied across the programme and aim to evaluate the learning throughout the programme:

- Written assignments
- Examinations
- Drug calculations examinations

- Practice based assessments
- OSCE's
- Portfolio
- Case study
- Reflective accounts
- Dissertation

Pan London Practice Assessment Document (PLPAD)

The students will be assessed both formatively and summatively in practice utilising the NMC approved Pan London Practice Assessment Document. There are three Practice Assessment Documents in total, representing parts 1-3. These incorporate the range of Future Nurse Standards of proficiency (NMC 2018).

Students must achieve a pass in:

- **Professional Values:** Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code (NMC 2018). All must be achieved *by the end of each placement*.
- **Assessment of Future Nurse Proficiencies:** These reflect aspects of the 7 Platforms, communication and relationship management skills and nursing procedures (NMC 2018). These can be assessed in a range of placements but must be achieved at least once *by the end of the Part*.
- **Episodes of Care:** This holistic assessment(s) facilitates and demonstrates the student's progress and must be achieved *by the end of each part*.
- **Medicines Management:** There is one assessment included in each part and each must be achieved *by the end of the specific Part*.
- Completion of required clinical hours.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (40)
Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)
Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

Level 4	
Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
N/A	N/A
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
N/A	N/A
Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
<p>Year 1 is generic. All 3 pathways complete the below modules:</p> <p>(NS indicates a generic module for all pathways)</p> <p>NS 1a Developing Skills for Practice (30 credits) Core: All</p> <p>NS 1b Research Methods (1) (20 credits) Core: All</p> <p>NS 1c Health and wellbeing across the continuum (20 credits) Core: All</p> <p>NS 1d Nursing practice for year 1 (30 credits) Core: All</p> <p>NS 1e Human Sciences (20 credits) Core: All</p>	N/A
Level 4 Progression and Award Requirements	
As per Senate Regulation 2	
<u>Intermediate Award</u>	
Students exiting the programme at this point who have successfully completed 120 credits at level 4 are eligible for the award of Certificate of Higher Education (Cert HE) in Health Studies.	

Level 5	
Compulsory assessment block codes, titles and credits N/A	Optional assessment block codes, titles and credits N/A
Compulsory study block codes, titles and credit volume N/A	Optional Study block codes, titles and credit volume N/A
Compulsory modular block codes, titles and credits Nursing (Adult) pathway NA 2a Enhancing skills for adult nursing (30 credits) Core: All NA 2b Nursing practice for year 2 (Adult) (30 credits) Core: All NA 2 Nursing in society (Adult) (20 credits) Core: All Nursing (Child Health) pathway NC 2a Enhancing skills for child nursing (30 credits) Core: All NC 2b Nursing practice for year 2 (Child) (30 credits) Core: All NC 2 Nursing in society (Child) (20 credits) Core: All Nursing (Mental Health) pathway NM 2a Enhancing skills for mental health nursing (30 credits) Core: All NM 2b Nursing practice for year 2 (Mental Health) (30 credits) Core: All NM 2 Nursing in society (Mental Health) (20 credits) Core: All All pathways NS 2a Research Methods (2) (20 credits) Core: All NS 2b Pharmacology and Prescribing Ready (20 credits) Core: All	Optional modular block codes, titles and credits
Level 5 Progression and Award Requirements As per Senate Regulation 2 <u>Intermediate Award</u> Students exiting the programme at this point who have successfully completed 120 credits at level 4 and 120 credits at level 5 are eligible for the award of Diploma of Higher Education in Health Studies. Students will need to achieve 120 credits at level 5 to progress to level 6 (unless they have outstanding placement hours as stated in section 21).	

Level 5 – Sandwich Placement	
Compulsory assessment block codes, titles and credits N/A	Optional assessment block codes, titles and credits N/A
Compulsory study block codes, titles and credit volume N/A	Optional study block codes, titles and credit volume N/A
Compulsory modular block codes, titles and credits N/A	Optional modular block codes, titles and credits N/A
Level 5 Placement Progression and Award Requirements N/A	

Level 6	
Compulsory assessment block codes, titles and credits N/A	Optional assessment block codes, titles and credits N/A
Compulsory study block codes, titles and credit volume N/A	Optional study block codes, titles and credit volume N/A

Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
<p>Nursing (Adult) pathway NA 3a Skills for registration (Adult) (30 credits) Core: All NA 3b Nursing practice for year 3 (Adult) (30 credits) Core: All</p> <p>Nursing (Child Health) pathway NC 3a Skills for registration (Child) (30 credits) Core: All NC 3b Nursing practice for year 3 (Child) (30 credits) Core: All</p> <p>Nursing (Mental Health) pathway NM 3a Skills for registration (Mental Health) (30 credits) Core: All NM 3b Nursing practice for year 3 (Mental Health) (30 credits) Core: All</p> <p>All pathways</p> <p>NS 3a Transition to registered nurse (20 credits) Core: All</p> <p>NS 3b Reviewing the literature to inform practice (40 credits) Core: All</p>	<p>N/A</p>

Level 6 Progression and Award Requirements

As per [Senate Regulation 2](#) To achieve a BSc (Ordinary) in Health Studies (without NMC registration) students will need to achieve 120 credits level 4, 120 credits from level 5 and 80 credits for level 6.

Five-year applicant:

Students are expected to register with the NMC within 5 years of being awarded the BSc. There are specific standards to be met by those who first apply for NMC registration more than five years after being awarded an approved qualification. Under NMC regulations, a five-year applicant must be able to demonstrate, at the point of registering the approved qualification, that NMC standards which currently apply to that qualification are met. A five-year applicant must undertake either an approved test of competence or an approved programme that leads to initial registration on a part of the register in order to demonstrate they meet the current standards which apply to that qualification.

<https://www.nmc.org.uk/globalassets/sitedocuments/registration/registering-more-than-five-years-after-qualifying.pdf>

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a 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 learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.