



**UNIVERSITY OF
PLYMOUTH**
Faculty of Health and
Human Sciences

University of Plymouth

Faculty of Health and Human Sciences

School of Nursing & Midwifery

Programme Specification

BSc (Hons) Nursing (Adult Health)
BSc (Hons) Nursing (Mental Health)
BSc (Hons) Nursing (Child Health)

Leading to eligibility to apply for Professional Registration with
the Nursing and Midwifery Council

A handwritten signature in black ink, appearing to read 'A. Helmer'.

Date of approval: 16/07/2019

Date of implementation: September 2019

Year of first award: 2021

CONTENTS

1. Award titles.....	5
2. Awarding Institution	5
3. Accrediting Body	5
4. Distinctive Features of the Programme and the Student Experience.....	6
5. Relevant QAA Subject Benchmark Group(s)	11
6. Programme Structure and Assessment.....	12
7. Programme Aims	15
8. Programme Intended Learning Outcomes	15
9. Admissions Criteria, including RPL and DS arrangements	18
10. Progression Criteria for Final and Intermediate Awards	21
11. Non Standard Regulations.....	22
12. Transitional Arrangements	23
Appendix 1: Programme Specification Mapping: module contribution to the meeting of Award Learning.....	39
Appendix 2: Mapping to NMC Standards of Proficiency.....	42

1. **BSc (Hons) Nursing (Adult Health)**
BSc (Hons) Nursing (Mental Health)
BSc (Hons) Nursing (Child Health)

Final award title

BSc (Hons) Nursing (Adult Health)
BSc (Hons) Nursing (Mental Health)
BSc (Hons) Nursing (Child Health)

Level 4 Intermediate award title

Certificate of Higher Education

Level 5 Intermediate award title

Diploma of Higher Education

Level 6 Intermediate award title

BSc Health and Social Care

(This award does not lead to eligibility to apply for NMC registration)

UCAS code: Adult Health - B741; Mental Health – B761; Child Health – B731

JACS code: Adult Health - B740; Mental Health – B760; Child Health – B730

2. **Awarding Institution:** University of Plymouth

Teaching institution(s): University of Plymouth

3. **Accrediting body:** Nursing and Midwifery Council

4. Distinctive Features of the Programme and the Student Experience

This contemporary programme has been designed through a dynamic collaborative working relationship between the University, its students and stakeholders. It takes into consideration national drivers to provide an equitable service in the provision of mental and physical health throughout the lifespan, in an integrated approach to care delivery and treatment (NHS England's Five Year Forward (2001¹) Nursing and Midwifery Council Standards (NMC) (2018²)).

Raising the Bar "Shape of Caring". (2015³) made significant recommendations for the education and training of the future workforce including recommendations on pathways into and flexibility in nursing education. Inclusion and alignment of the Nurse Apprenticeship and Nursing Associate routes in our suite of programmes enables students to Recognise Prior Learning (RPL) into the programme. The provision of an option to progress to a 4th year of study with registration in a second field at Masters enables students to exit with a dual qualification and MNurs (Hons).

The part time route recognises the challenges a full time programme presents to some prospective students and enables students who would otherwise have not considered nursing to engage. Part time students attend a reduced number of modules each year over a two year period. Modules are offered in stage sequence, students engage first with, Being an accountable professional NRS410 and then choose two or three further modules to complete the first year, one of these must be Providing and evaluating care NRS415 which is linked to the practice assessment. Students undertake study with the full time programme hence the expectation is that they fully engage with other students in their taught modules but reduce the number of modules per year. The remaining modules are completed in year two of the stage. This pattern of study continues in stages two and three with practice linked modules completed within the first year of that stage.

Placements are therefore able to be completed on a part time basis over the academic year with assessment carried out in the first year of that stage. Students will be required to follow a cohesive plan of placement hours to enable consistent supervision and assessment agreed by the programme lead. Placement experiences will mirror that of full time students. Students complete their practice hours, in order

¹ Five Year Forward View - NHS England <https://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf> accessed 06/8/18

² Nursing and Midwifery Council (2018) Future nurse: Standards of proficiency for registered nurses. www.nmc.org.uk Accessed 06/08/18

³ Health Education England (2015) Raising the Bar Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants, Lord Willis, Independent Chair - Shape of Caring review.

to meet NMC requirement of 2300 by the end of the programme, in the second year of the stage. This mirrors the full time programme where assessment is carried out at week 46, following 12 weeks of practice, with the remaining practice hours completed over the following six weeks including three weeks of cross field practice. Assessors have opportunity, following assessment, to raise concerns and for students to be reassessed.

4.1 Student experience

The student experience assumes increasing importance in the quality monitoring of programmes and in particular in Nursing and Midwifery as this has a significant impact on patient care and in retention of students to become active citizens of the health and academic community to which they belong.

The BSc (Hons) Nursing (Adult Health) and the BSc (Hons) Nursing (Mental Health) routes will be delivered on our three campuses across the Peninsula and the BSc (Hons) Nursing (Child Health) at Plymouth. Students will access teaching of all three Fields of nursing through blended learning and delivery of shared content on all sites.

4.2 Patient engagement

The programme supports the importance of working with patients, service users and carers in a wider capacity to ensure that students gain a robust knowledge of hearing and responding to the patient voice. Our wider patient engagement initiative⁴ instigated by Kim Young won the 2017 Health Education England Award for hearing the patient voice. It enables students to participate in wider patient engagement (WPE) activities to form part of the inclusive experience of care delivery. Examples of activities and resources provided on the programme include:

- Students linking to the Care Opinion organisation (formerly Patient Opinion) which provides students with a unique log-in to access patient stories and examples of written feedback provided by health care organisations. Thus students develop their knowledge of how patient and carer feedback is responded to and see how changes are made to enhance the patient and carer experience.
- Activities linked to clinical placement e.g. joining patient representation groups in GP practices, making contact with specialist services to follow up patients' needs in the community, finding out more about patient stories from patient opinion. <https://www.plymouth.ac.uk/student-life/your-studies/academic->

⁴ Young, K., Eardley, H and Jones, R (2016) Linking students to patient participation groups. *Nursing Times*, 2016. 112: pp. 29-31

⁵ Jones R, Young K, et al (2017) Including On-Line feedback Site, Patient Opinion in the Nursing Curriculum: Exploratory Study. *Nurse Education Today*

[services/placements-and-workbased-learning/poppi/poppi-health/wider-patient-engagement-wpe](#)

- Encouragement to log WPE activity within the e Portfolio.
- Opportunity for students to showcase their WPE activity as part of practice innovation at the University of Plymouth.
- Opportunity for students to link to the Plymouth Award which is nationally recognised by employers for demonstrating achievements outside of their academic studies.

The WPE Steering Group meets during each academic year to monitor wider patient engagement activity within the programme. The group includes representation from a national patient representation organisation and patients and service users supporting external working relationships. Patient representatives contribute to the monitoring and quality aspects of the programme e.g. patient representatives have attended curriculum planning events as well as being involved in the development of the placement assessment document.

4.3 Sustainability

Sustainability has been embedded throughout the nursing and midwifery curriculum based on the innovative research of the Sustainability, Society and Health Research Group (for example Grose *et al.* 2012⁶, Grose and Richardson, 2013a⁷,b⁸, Manzi *et al.* 2016⁹, Nichols *et al.* 2009¹⁰, Richardson *et al.* 2009¹¹). Since 2011 we have developed and evaluated evidence-based teaching and learning approaches to introduce students to the challenges of climate change in the context of health and wellbeing and sustainable healthcare provision (Grose and Richardson 2015¹²,

⁶Grose J., Bennallick M., Nichols A., Pahl S., Richardson J. (2012). Facilitating Sustainable Waste Management Behaviours Within the Health Sector: A Case Study of the National Health Service (NHS) in Southwest England, UK. *Sustainability* 4: 630 – 642; doi: 10.3390/su4040630 Open Access

⁷ Grose, J., Richardson, J. (2013a) "Managing a sustainable, low carbon supply chain in the English National Health Service: The views of senior managers", *Journal of Health Services Research & Policy*, 18(2): 83-89

⁸ Grose J., Richardson J. (2013b) Strategies to identify future shortages due to interruptions in the healthcare procurement supply chain: a method from the English National Health Service. *Journal of Health Service Research Policy and Practice*. 19/1(19-26):1355-8196

⁹ Manzi S., Nichols A., Richardson J. (2016) A comparison of waste compositions at health and social care facilities. *British Journal of Healthcare Management* 22(9):469-474

¹⁰ Nichols A., Maynard V., Goodman B., Richardson J. (2009) Health, Climate Change and Sustainability: A systematic Review and Thematic Analysis of the Literature. *Environmental Health Insights* [3]:63-88 http://www.la-press.com/article.php?article_id=1603

¹¹ Richardson J., Kagawa F., Nichols A. (2009) Health, Energy Vulnerability and Climate Change: A Retrospective Thematic Analysis of Primary Care Trust Policies and Practices. *Public Health* 123:765-770

¹² Richardson J., Goss Z., Pratt A., Sharman J., Tighe M. (2012). Building HIA approaches into strategies for green space use: an example from Plymouth's (UK) Stepping Stones to Nature Project. *Health Promotion International*

Richardson *et al.* 2015¹³). Our approach has engaged students in discussion about sustainability in the nursing curriculum (Richardson *et al.* 2016¹⁴) and won us a National Green Gown Award in 2014 for learning and teaching (Grose *et al.* 2015¹⁵, Richardson *et al.* 2014¹⁶) this year, 2018, we are again nominated for our development of the NurSusTOOLKIT and embedding the materials / content in our curriculum. Sessions have evaluated extremely well, and in turn have raised practice-related issues for further research. Thus ensuring an ongoing and dynamic relationship between research and practice, and demonstrating significant impacts on knowledge and attitudes (Richardson *et al.* 2017¹⁷). More recently, we have used research from our European funded project to compare student attitudes toward sustainability and nursing in EU countries (Richardson *et al.* 2016a¹⁸). This has contributed to the development of the NurSusTOOLKIT (www.nursus.eu). This resource provides teaching and learning materials for nurses and health professionals, focusing on the health challenges for climate change and sustainability. The materials are evidence-based and available in six languages. ¹⁹

4.4 Peer Assisted Learning Scheme (PALS)

Our award winning Peer Assisted Learning scheme (PALS) offers students the opportunity to develop their own learning through assisting those at an earlier stage of the curriculum. PALS is defined as '*the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions*' with horizontal and vertical peer support, from 2nd/3rd year students (Topping 2005²⁰, p631, Black and McKenzie 2008²¹). The School of Nursing and Midwifery PALS scheme is structured to suit the needs of all our first year students (Black and MacKenzie 2008). PALS was introduced at the University of Plymouth in 2011 and

¹³ Grose J and Richardson J. (2015) Can a sustainability and health scenario provide a realistic challenge to student nurses and lead to a commitment to making changes in practice? *Nursing and Health Sciences* (2):256-61

¹⁴ Richardson J., Grose G., O'Connor A., Bradbury M., Kelsey J., Doman M. (2015) Nursing students' attitudes towards sustainability and health care. *Nursing Standard* 29(42):36-41

¹⁵ Grose J., Doman M., Kelsey J., Richardson J., Woods M. (2015) Integrating sustainability education into nursing using an interdisciplinary approach. *Local Economy* 30(3):342-351

¹⁶ Richardson J., Grose J., Gill JL., Hertel J., Jackson B., Sadeghian H., Kelsey J. (2014). Effect of climate change and resource scarcity on health care. *Nursing Standard* 28(45):44-49

¹⁷ Richardson J., Grose J., Bradbury M., Kelsey J. (2017) Developing awareness of sustainability in nursing and midwifery using a scenario-based approach: Evidence from a pre and post educational intervention study. *Nurse Education Today* 54:51-55

¹⁸ Richardson J., Grose J., Nelmes P., Parra G., Linares M. (2016a) Tweet if you want to be sustainable: A thematic analysis of a Twitter chat to discuss sustainability in nurse education. *Journal of Advanced Nursing* Article first published online: 72(5): 1086-1096

²⁰ Topping KJ. (2005) Trends in peer learning. *Educ Psychol.* 2005;vol 25(6):631–45.

²¹ Black, F. M. and MacKenzie, J. (2008) Peer support in the first year, [online] Available at http://www.enhancementthemes.ac.uk/documents/firstyear/PeerSupport_FinalReport.pdf. [Accessed 5 January 2011].

Plymouth is an active member of a dynamic UK and Ireland peer learning network, keen to promote, trial, research and deliver the benefits associated with peer assisted learning . See <https://www.plymouth.ac.uk/student-life/services/learning-gateway/learning-development/pals>. In 2013 we hosted a PALS leaders conference and in November 2014 our Leaders won a PALS poster competition. We are in the process of engaging with our direct entry students to gain an understanding of their lived experiences of accessing the programme at level 5 in order to develop a bespoke PAL delivery for future students accessing via direct entry, sponsored or apprenticeship routes.

4.5 Digital Professionalism

Digital professionalism is introduced from week one and reinforced throughout the programme. We ensure that students have the skills needed to be effective learners (using for example: Digital Learning Environment (DLE), Pebble Pad, webinars, discussion forums, skype, online surveys, and video calls) and who understand the growing use of the Internet for e-health including the benefits and challenges for learners engaging in online activities. Our students will be encouraged to use Twitter to develop links with professionals, patient group, and other students around the world. Our approach promoting this professional use of Twitter has been researched and presented (Jones et al 2016²², Chudleigh & Jones, 2016²³, Jones & Trevena, 2017²⁴, Jones & Woolman 2017²⁵). Students' understanding of E-health links closely with Wider Patient Engagement; we are currently piloting 'citizen contacts' for second year students in which students will show volunteer citizens how to make effective use of the internet for health information.

This programme will utilise 'WeLearn' a digital learning platform linked to the social media site Twitter created by Teresa and Nick Chinn and a team from The University of Plymouth. This is a course on digital professionalism designed to support new student nurses to develop knowledge, skills and appropriate behaviours online. WeLearn' uses short bite sized pieces of written, audio, animated and video material presented in a logical and accessible format.

²²Jones, R., Kelsey, J., Nelmes, P., Chinn, N., Chinn, T. & Proctor-Childs (2016) Introducing Twitter as an assessed component of the undergraduate nursing curriculum. *Journal of Advanced Nursing*, 72(7), 1638-1653.

²³ Chudleigh, M. & Jones, R. (2016) How to set up and use a Twitter account professionally. *Nurs Stand*, 31(10), 40-43.

²⁴ Jones, R., Trevena, N. (2017) Be a digital professional. *RCNi Career Guide 2017* 46-47.

²⁵ Jones, R., Woolman, J (2017) Megan Betts. A healthy approach to social networking. *RCNi Career Guide* 65-66.

4.6 Practice placements

Practice experiences take place in NHS Trusts, and the voluntary and private sector across Cornwall, Devon, and Somerset. Staff within the School of Nursing and Midwifery work in partnership with practice placement providers to ensure that the practice learning environment is conducive to meeting the individual learning needs of the student; a robust process of quality monitoring and enhancement of the learning environment is in place.

The shifts that students are rostered onto will reflect that nursing care is delivered throughout a 24 hour period and on every day of the year. Shifts will include early, late, night, weekend and Bank Holiday duties. Students are informed of this at interview.

Initiatives to reduce student travel recognise the rurality and geography of the South West Peninsula, these include the 'Host Trust concept' with placement zones. On recruitment, students select their preferred placement zone, which normally include three NHS trust providers and the surrounding community. This has enabled students to plan accommodation/travel during placement periods and facilitated them to become socialised into their designated host within the zone.

5. Relevant QAA Subject Benchmark Group(s)

The programme is informed by the NMC Standards of Proficiency for Registered Nurses 2018²⁶. And the Quality Assurance Agency (QAA) Framework for Higher Education qualifications in England, Wales and Northern Ireland (2014²⁷).

²⁶ Nursing and Midwifery Council (2018) Future nurse: Standards of proficiency for registered nurses. www.nmc.org.uk Accessed 06/08/18

²⁷ Quality Assurance Agency (2014) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies UK. Quality Code for Higher Education http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14 Accessed 06/08/18

6. Programme Structure and Assessment

Full time structure

Year one Level 4	Being an accountable professional NRS410	Applied human biology across the lifespan NRS414	Communication and therapeutic relationships NRS411	Assessing healthcare needs NRS412	Planning nursing care NRS413	Providing and evaluating care NRS415 (Linked to practice)	Exit with Certificate in Higher Education
Assessment	Coursework	Exam	Coursework Reflective account of a professional interaction.	Oral presentation	Coursework essay	Practice assessment Exam	
Year two Level 5	Applied pathophysiology NRS501	Introduction to evidence informed decision making NRS502	Promoting health and preventing ill health NRS503	Co-ordinating care for complex health needs NRS505	Pharmacology and medicines optimisation NRS504	Developing nursing practice NRS506	Exit with Diploma in Higher Education
Assessment	Exam	Exam	Presentation	Coursework	Scenario based essay	Practice assessment Exam	

Year three Level 6	Nursing leadership, management and team working NRS601	Field specific modules ADN601 Primary Care in Adult Case study MHN601 Case study Coursework CHN601 Coursework case study	Field specific modules ADN602 Acute Adult Nursing Care Exam MHN602 Essay & role play CHN602 Coursework case study	Developing competence in nursing practice (field specific) ADN603 MHN603 CHN603	Developing knowledge and skills for evidence informed decision making NRS603	Transition to professional practice (field specific application) NRS602	Exit with BSc Health & Social Care Exit with BSc (Hons) and single registration (adult, child or mental health)
Assessment	Presentation	As above	As above	Exam Practice assessment MHN603 plus coursework	Structured essay	Viva	

Part time structure

Level four	Year one	Being an accountable professional (compulsory year one)	Communication and therapeutic relationships	Providing and evaluating care (compulsory year one)	Academic level 4 All modules 20 credits	
	Practice placement to include assessment					
	Year two	Assessing healthcare needs	Applied human Biology Across the lifespan	Planning nursing care	Exit with Certificate in Higher Education	
Level 5	Year three	Promoting health and preventing ill health	Introduction to evidence informed decision making (compulsory year three)	Pharmacology and medicines optimisation	Developing nursing practice (compulsory year three)	Academic level 5 All modules 20 credits
	Practice placement to include assessment					
	Year four	Applied pathophysiology		Co-ordinating care for complex health needs		Exit with Diploma in Higher Education
Level six	Year five	Nursing leadership, management and team working	Field specific module	Field specific module		Academic level 6 All modules 20 credits
	Practice placement to enable NMC 2300 hours					
	Year six	Developing knowledge and skills for evidence informed decision making		Transition to professional practice (field specific, compulsory year six)	Developing competence in nursing practice (field specific compulsory year six)	
Practice placement six to include assessment and complete 2300 NMC hours					Exit with BSc (Hons) Nursing single registration (adult health, child health or mental health)	

7. Programme Aims

The programme aims to meet the requirements of a professional education which takes account of all the relevant professional and academic benchmarks and produces a practitioner who is Fit for Practice, Fit for Purpose, Fit for Award and Fit for Professional Standing (NMC 2018) leading to registered nurses who:

- Are proficient, confident, safe, accountable practitioners whose practice is underpinned by a rigorous evidence and value base and who deliver high quality care to all people.
- Practise in a compassionate, respectful way, working within agreed professional, ethical and legal frameworks to maintain dignity and enhance wellbeing, communicating effectively with people of all ages
- Act on their understanding of how lifestyles, environments and the location of care delivery influence the health and wellbeing of people of all ages
- Use leadership skills to supervise and manage others and to contribute to planning, designing, delivering and improving future services.
- Work in partnership with other health and social care professionals and agencies, service users, carers and their families, ensuring that decisions about care are shared.

8. Programme Intended Learning Outcomes

These have been developed in conjunction with the NMC professional standards for pre-registration nursing (NMC 2018)²⁸ and our stakeholders to represent the complex requirements of this professional programme and with reference to the Framework for Higher Education Qualifications (FHEQ) (Quality Assurance Agency (2014) ²⁹to ensure that they reflect the appropriate academic level of study.

²⁸ Nursing and Midwifery Council (2018) Future nurse: Standards of proficiency for registered nurses. www.nmc.org.uk Accessed 06/08/18

²⁹ Quality Assurance Agency (2014) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies UK. Quality Code for Higher Education http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14 Accessed 06/08/18

8.1. Knowledge and understanding

On successful completion graduates should have developed the ability to:

1. Demonstrate fitness for purpose, practice, professional standing and the academic award in the appropriate field of nursing.
2. Appraise current theoretical perspectives on nursing practice.
3. Apply an in-depth knowledge of bio-psycho-social sciences in the context of nursing and critically apply this knowledge to the care of service users.
4. Evaluate legal and ethical frameworks as they apply to health and social care and critically appraise their application to the care of service users.
5. Evaluate the impact of current health and social care policy on the care of service users through knowledge and understanding of the mechanisms through which policy is generated.
6. Analyse and interpret relevant health promotion / education to promote wellbeing across the lifespan.
7. Synthesise knowledge and understanding of beliefs and cultural practices of individuals and groups and utilise this to promote equality, respect diversity and recognise and challenge discriminatory practice.
8. Use critical reflective processes for the advancement of nursing care delivery and continuing professional development.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

1. Awareness of a range of approaches to adult learning and study skills and the ability to apply these to learning situations.
2. The skills of enquiry and research to enable them to evaluate complex situations and so contribute to decision making in the planning, design, delivery and improvement of future care.
3. Significant judgment in decision-making.

8.3. Key and transferable skills

On successful completion graduates should have demonstrated:

1. A commitment to values based behaviours consistent with the relevant professional standards.
2. Reflective practice and a lifelong commitment to continuing professional development and other academic and professional activities in order to become adaptable and flexible employees.
3. Effective strategies to manage transformational change effectively and respond to changing demands.
4. Confidence, competence and emotional resilience to consistently exercise personal responsibility and professional accountability to enable them to lead, supervise and appropriately challenge other nurses and healthcare professionals in the delivery of care.
5. The ability to enhance the development of professional knowledge and safe practice of others through peer support, coaching, supervision, teaching and research.
6. Effective use of current and evolving technology to access information and manipulate text and data in support of care delivery.

8.4. Employment related skills

On successful completion graduates should have developed:

1. Their role as agents of change working in partnership with health and social care professionals and agencies, service users, carers and their families.
2. The ability to prioritize their workload to enable efficient and effective use of time and resources in pressured environments.

8.5. Practical skills

On successful completion graduates should have developed:

1. Competence in the practical skills required for registration.
2. The ability to practice with confidence in accordance with the NMC Code of Professional Conduct (2018).
3. The ability to practice individualised or group patient-centred care in a compassionate, respectful way, maintaining dignity, enhancing wellbeing and communicating effectively with people of all ages.
4. Competence to act in the best interests of people to provide high quality care in diverse health and social care environments, from public health and first point of contact, to critical and continuing care and end-of-life care, appreciating the distinctiveness of all fields of nursing.
5. An awareness of the principles of transactional and transformational leadership and the ability to apply these to leadership and management in supervision of others and the delivery of health care.
6. The ability to be proactive to change in the delivery of sustainable health care.
7. Competence to safeguard the public and be responsible and accountable for safe, person-centred, evidence-based nursing practice.

9. Admissions Criteria, including RPL and DS arrangements

Applicants are screened using a values based recruitment process that builds upon and enhances an already robust application and selection process. The NMC has clear guidance on how the Approved Education Provider (AEI) must meet these criteria. This robust admissions process followed for all applicants is transparent, fair and equitable and takes account of the University Equality & Diversity Policy 2016, https://www.plymouth.ac.uk/uploads/production/document/path/7/7108/Equality_and_Diversity_policy_Aug_2016_v.1.1_2_.pdf All students will undertake a face-to-face interview with members of the programme team and clinical partners. Service users are involved in setting interview questions for each field.

Student selection is via UCAS and includes:

- A personal statement.
- References.
- Confirmation of academic attainment.

Applicants are initially screened to ensure they have the required academic qualifications, and given information on how to make a Recognition of Prior Learning (RPL) claim. The School has worked closely with local Colleges of Further Education to enable students to progress seamlessly into the programme. The Faculty has well-established mechanisms and procedures for approving RPL, programme outcomes and requirements are mapped following QAA Guidelines, and NMC requirements prior to acceptance on the programme. In line with NMC guidelines, candidates may make an RPL claim for up to a maximum of 50% of the programme. RPL candidates include those progressing from relevant Foundation Degree and Degree Apprenticeships, as well as Nursing Associates and Assistant Practitioners, and includes recognition for clinical practice as well as academic achievement.

Potential students applying through UCAS should demonstrate:

- 5 GCSEs grade C / 4 or above to include mathematics, English and science. Preference is given to applicants who have obtained these grades on application. Consideration may be given to Functional Skills Level 2 in mathematics
- Between 104-120 UCAS Tariff points, depending on field, to include 64 UCAS Tariff points from 2 A Levels. General Studies is not accepted. Health or Science profile is preferred, but not essential.
- Students not achieving mathematics GCSE at grade C on application may be offered a free online mathematics support package and an examination equivalent to C grade GCSE to enable the achievement of appropriate entry requirements prior to commencing the programme. This examination is offered twice during the recruitment cycle to all eligible candidates.
- The NMC accept an IELTS Academic examination certificate that confirms you achieved:
 - an overall score of at least 7
 - at least 6.5 in the writing section and at least 7 in the reading, listening and speaking sections.

Other qualifications will be considered including:

- BTEC in a science or health related subject.
- Access to HE Diploma with 33 Level 3 credits at Merit and/or Distinction, including 15 Level 3 credits in Science or Social Science. Extended Science Foundation Degree.
- In addition, evidence of academic study within the last five years is required.
- Other relevant non-traditional criteria are considered on an individual basis.

Recruitment of international students will comply with UKVI Compliance Tier 4 requirements in line with the University Internationalisation Strategy.

Transfers from Other Universities

External transfers from other universities require application through central admissions and interview. If there is a vacancy and suitable practice placements available, the transfer may be authorised. In addition, confirmation is required from the previous University that earlier studies have been successfully achieved without repeated referrals.

Health and Enhanced Disclosures

Offers are subject to Occupational Health clearance and Enhanced Disclosure and Barring Service (DBS) disclosure. If following an unsatisfactory Occupational Health assessment or the student reveals a change in health circumstance through the annual declaration, the Programme Lead will consult to determine continuation of the programme. Failure to meet DBS disclosure will result in the offer being withdrawn.

In addition to references, Occupational Health screening, and DBS checks students are required to complete a self-declaration form annually regarding any change in their circumstances, on enrolment. If in the process of the DBS check or students annual declaration, there is any disclosure of a positive criminal conviction, further advice is sought from the Faculty Professional Issues Committee.

Disability Service

This programme is designed to enable students through an equitable experience. We work collegiately with expert colleagues in Disability Services (within the Wellbeing Centre) to ensure students, who consider studying our BSc (Hons) receive timely advice on the support available. This is particularly important for a programme that has a professional element and specific requirements for practice. Students can declare a support requirement or disability – via the Disclosure for applicants' pages https://www.plymouth.ac.uk/uploads/.../Admissions_Self_Disclosure_Form_2018.doc... If an applicant declares a disability, an assessment is undertaken to confirm that the candidate is able to meet the learning outcomes of the programme and to identify the support requirements and adjustments.

10. Progression criteria for Final and Intermediate Awards

Students will progress through the programme in line with the University academic framework and the conditions set by the NMC Standards for pre-registration nursing. Robust Fitness to Practise (appendix 1) and academic measures are in place to act promptly to concerns raised regarding a student's conduct or progress, or where safety or learning is compromised. At the end of the period of study the Award Assessment Board will review the students' academic and practice achievements in the given period and determine progression to the next year of the programme or award offered. Both the University and programme specific regulations determine the criteria for progression. The NMC requirement that all elements of one part of the programme must be achieved and confirmed within 12 weeks of the next part of the programme are adhered to. Progression points will apply to the BSc (Hons) pre-registration nursing programmes at the end of Level four and at the end of Level five. Students who do not achieve all the outcomes for that part of the programme at the end of the 12 week period will either be required to retake the outstanding elements or be withdrawn.

At the end of the programme, the Award Assessment Board will ensure that all elements of the programmes have been passed and achieved. This will include; all theory and practice elements (including assessor confirmation), confirmation of practice hours, good health and character. Designated members of staff who are Registered Nurses responsible for directing the educational programmes will confirm to the NMC the students good health and good character based on their self-declaration completed for registration. These people have been identified to the NMC.

Students are advised that they have five years to register with the NMC, furthermore if there is a delay of six months before registering with the NMC they will be required to provide a reference from a registered nurse. This supporting declaration must be signed by someone who is already registered in the same part or sub-part of the register of the applicant, must have known the applicant for at least one year, been in contact with the applicant during the preceding six months and be able to confirm the applicants declaration.

Students enrolling on the BSc (Hons) programmes via the standard route will complete the standard three-year programme requirements of 2,300 theory and 2,300 practice hours. Students who successfully complete level 4 of the programme and wish to step off are awarded a Certificate of Higher Education, students successfully completing level 5 of the programme who wish to step off are awarded a Diploma of Higher Education. Students who complete all academic components of the programme but do not succeed in the final practice element of the final year of study may be awarded a BSc Health and Social Care (not eligible for registration

with NMC). Part time students will receive exit awards pertinent to their level of study at time of exit.

Applicants with an existing health related foundation degree (or equivalent level 5 qualifications) and relevant clinical practice hours in the required field (e.g. Nursing Associate, Health Care Assistant practice in child, adult or mental health nursing) will be eligible to apply via RPL. RPL is awarded for up to 18 months of the programme where the criteria are met. Eligible students (for example an existing assistant practitioner or nursing associate) will therefore be able to enter the programme during Stage two and complete the BSc in a shortened period of time. Up to 50% of the programme may be accounted for via the RPL process, RPL guidance is available for prospective students via the University website.

<https://www.plymouth.ac.uk/your-university/about-us/university-structure/faculties/health-human-sciences/accreditation-of-prior-learning>

Students wishing to transfer to MNurs (Hons) from BSc (Hons) will be required to demonstrate achievement of at least 60% overall grade at level five. However in considering capacity, transfers will be managed on a sliding scale of achievement with those achieving higher grades prioritised. Transfers will only be offered if placement capacity permits.

Fitness to Practise

The University has a responsibility to ensure that students are fit to practise and must adhere to regulatory advice provided by the NMC. Student Handbooks and the professional body websites provide information about the standards of behaviour expected. It is the student's responsibility to familiarise him/herself with the provisions and requirements of the relevant professional bodies. Any student departing from the guidance given by regulatory bodies may be subject to consideration by the Fitness to Practise procedure of the Faculty of Health and Human Sciences (Appendix 1), information is available to students within the student regulations, policies and procedures website. <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

11. Non Standard Regulations

No exceptions to regulations. All elements and components of the programme must be achieved; there is no compensation within or across modules.

12. Transitional Arrangements

All students on the current BSc (Hons) Nursing will be informed of changes resulting from programme re-approval. The new programme will be implemented for level four and five simultaneously from Sept 2019 and rolled out on a year by year basis thereafter. Current programme modules are mapped to new to enable returning/repeating students to transition to the new programme (Table 1).

This programme has progression points at the end of Level four and Level five where students can be awarded a certificate or diploma commensurate with their completed learning. Credits achieved by a student undertaking this programme can be used, should they wish, or need, to continue their studies at another Institution.

After the Award Assessment Board for the current programme has met in July 2019, there will be a minority of students who have interrupted their studies for a variety of reasons and are still registered on nursing programmes approved in 2011. After September 2019 level four and five of the existing programme will no longer be offered therefore transparent transition arrangements have been put in place for this group of students. Each interrupting student will be seen by the field lead and current progress mapped against new modules utilising Table 1, any additional programme needs will thus be identified. All students will have access to the resources from current modules held on the DLE to enable students to review their learning. Study time is allocated prior to each programme year and students will be advised that they should use this time to review their learning to prepare for transition to the new programme. Students will be required to utilise time at Level five or Level six allocated to skills or study to undertake additional practice hours if they are recorded as having reduced practice hours.

Table 1 Mapping of current level four and level five modules against proposed modules.

Proposed modules	Existing modules
<p>NRS 410 Being an accountable professional Module learning outcomes</p>	
<p>Demonstrate a broad understanding of the professional values and standards required for nursing practice</p>	<p>NRS404 Professional Issues and clinical risk Identify and describe core ethical and legal principles in relation to nursing. Recognise how accountability and responsibility underpin safe nursing practice Explore the notion of risk and describe how it applies to nursing practice Identify how appropriate professional behaviour is intrinsic to nursing practice</p>
<p>Identify and apply methods to gather information from a variety of authoritative sources to inform nursing theory and practice</p>	<p>NRS403 Employ an evidence based approach to learning in nursing theory and nursing practice Recognise their own preferred learning style and how different teaching and learning strategies will enable them to develop successful study skills</p>
<p>Select and use a variety of electronic platforms to support learning and development, engaging with digital professionalism</p>	<p>NRS403 Select and use a variety of e – learning platforms and social media to support learning and development in engaging with digital professionalism</p>

<p>NRS 411 Communication and therapeutic relationships Module learning outcomes</p>			
<p>Identify principles and concepts of communication in the delivery of health and social care, demonstrating awareness of barriers and boundaries and ethical issues</p>	<p>MHN 401 Describe and demonstrate the principles and importance of communication in the delivery of health and social care demonstrating awareness of barriers and boundaries</p>	<p>CHN404 Demonstrate consideration of communication strategies to enhance therapeutic relationships.</p>	<p>NRS402 Consider aspects of client/patient participation/autonomy in their own healthcare situation. Identify issues to do with a person's dignity within healthcare setting Describe understanding of safe nursing practice. Recognise aspects of inter-professional teamwork.</p>
<p>Demonstrate a broad understanding of the effective application of a range of basic interpersonal skills</p>	<p>MHN 401 Describe and demonstrate effective application of a range of basic interpersonal skills Identify types of engagement skills</p>	<p>CHN404 Demonstrate consideration of communication strategies to enhance therapeutic relationships.</p>	<p>NRS406 Demonstrate competence in those nursing skills and attributes identified in the on-going achievement record.</p>
<p>Discuss and reflect on therapeutic engagement with individuals, carers and/or families identifying and discussing the strengths and weaknesses of underlying theoretical frameworks and ethical principles.</p>	<p>MHN 401 Evaluate the efficacy of their interpersonal skills Describe and demonstrate therapeutic engagement with clients, carers and families</p>	<p>CHN404 Demonstrate consideration of communication strategies to enhance therapeutic relationships.</p>	<p>ADN404 Consider aspects of client/patient participation/autonomy in their own healthcare situation.</p>

NRS 412 Assessing healthcare needs Module learning outcomes			
Identify, recognise and interpret signs of changing health	MHN402 Identify, recognise and interpret signs of mental and physical wellbeing across the lifespan	CHN404 Identify and recognise the consequences of determinants of health related behaviour of individuals and societal groups and their relevance for health professionals.	ADN401 Identify theories, including the biopsychosocial approach, underpinning the concept of health as applied in Adult nursing.
Demonstrate an understanding of biopsychosocial healthcare assessment	MHN402 Discuss and explore the biological, physiological and social needs of individuals and communities	CHN404 Understand fundamental concepts from psychology and sociology and relate these to the health and health care of children, young people and others.	ADN401 Discuss a nursing approach to assessing, planning, implementing and evaluating the health care needs of adults.
Demonstrate a broad understanding of the wider determinants of health in individuals, communities and populations	MHN402 Discuss and explore the biological, physiological and social needs of individuals and communities	CHN404 Understand fundamental concepts from psychology and sociology and relate these to the health and health care of children, young people and others.	ADN401 identify the determinants of health and well-being for individuals, communities and populations.
NRS 413 Planning nursing care Module learning outcomes			
Utilise a structured problem solving approach in planning the delivery of evidenced based person centred nursing care	MHN402 Discuss the delivery of collaborative, person centred care across the lifespan	CHN403 Contribute to meeting the core health needs of children and young people by using a range of therapeutic interventions	ADN402 Use a structured problem solving approach to explore client/patient care in community or hospital settings

Demonstrate a broad understanding of the legal and ethical principles relating to safe and effective care planning	MHN402 Demonstrate an understanding of protective legislation for vulnerable people across the lifespan NRS404 Identify and describe core ethical and legal principles in relation to nursing	CHN401 Recognise the rights of individuals and families to be involved in decisions about their health and social care NRS404 Identify and describe core ethical and legal principles in relation to nursing	NRS404 Identify and describe core ethical and legal principles in relation to nursing
Explore patient participation/autonomy within the framework of family/person centred care	MHN402 Discuss the delivery of collaborative, person centred care across the lifespan	CHN401 Demonstrate an understanding of the needs of children, young people and their families in the context of contemporary health care CHN401 Recognise the rights of individuals and families to be involved in decisions about their health and social care	ADN402 Consider aspects of client/patient participation/autonomy in their own healthcare situation.

NRS 414 Applied human biology across the lifespan Module learning outcomes		
Demonstrate a broad understanding of the basic structure of major human body systems	NRS405 (adult & mental health) Define the basic structure of major human body systems Describe the function of these body systems	CHN402 Discuss the needs of the child and family when caring for a child utilising evidence-based care
Understand the development of major human body systems from infant to adult	Define the basic structure of major human body systems Describe the function of these body systems	CHN402 Discuss the needs of the child and family when caring for a child utilising evidence-based care.

Demonstrate a broad understanding of the major control mechanisms used by the body to maintain homeostasis	Describe control mechanisms used by the body to maintain homeostasis Understand how fundamental nursing activities relate to these body systems	CHN401 Demonstrate an understanding of the needs of children, young people and their families in the context of contemporary health care
--	--	---

NRS 415 Providing and evaluating care Module learning outcomes		
Meet the Nursing and Midwifery Council standards of proficiency (platforms and annexes) as outlined in their practice assessment document. Commensurate with their level of study (level 4)	NRS 406 (adult and mental health) Demonstrate competence in those nursing skills and attributes identified in the on-going achievement record.	CHN403 Contribute to meeting the core health needs of children and young people by using a range of therapeutic interventions Achieve competence in those nursing skills identified in the practice portfolio
Demonstrate broad knowledge and understanding of the knowledge base related to the practical skills introduced in simulated practice	Demonstrate competence in those nursing skills and attributes identified in the on-going achievement record. Outline the role of assessment in healthcare practice Contribute to meeting the core health needs of patient/client/user by using a range of therapeutic interventions Respond appropriately to emergency situations Describe the importance of infection control and prevention in health care practice.	Achieve competence in those nursing skills identified in the practice portfolio Describe the importance of infection control & prevention in health care practice
Demonstrate effective medication calculation skills	Demonstrate competence in those nursing skills and attributes identified in the on-going achievement record.	Demonstrate numeracy and related skills in the safe administration of medicines to children and young people

Year two (level 5)

NRS 501 Applied pathophysiology Module learning outcomes			
Demonstrate detailed knowledge and understanding of pathophysiological processes	MHN402 Develop knowledge of signs, symptoms and aetiology of a range of mental health problems including psychosis, affective disorders, anxiety and sleep problems.	CHN201 Discuss the principles of safe and effective practice in the acute hospital setting	ADN203 Demonstrate a detailed knowledge of the biological basis of specific conditions
Synthesize information to be able to determine the required nursing assessment/interventions for altered physiology	MHN402 Discuss and explore the biological, physiological and social needs of individuals and communities	CHN203 Discuss the pathophysiological, developmental and environmental effects in relation to a child with long term health needs.	ADN203 Analyse a range of information related to pathophysiology, pharmacology and associated therapies within the context of adult nursing.
Explore the impact of psychosocial factors on health outcomes	MHN402 Discuss and explore the biological, physiological and social needs of individuals and communities	CHN404 Understand fundamental concepts from psychology and sociology and relate these to the health and health care of children, young people and others.	ADN203 Examine contemporary issues related to the pathophysiology and pharmacological/ therapeutic management of identified conditions

NRS 502 Introduction to evidence informed decision making Module learning outcomes	NRS204 all fields. Introduction to evidence informed decision making
Demonstrate a sound understanding of the concept and process of EIDM	Demonstrate a sound understanding of the concept and process of EIDM

Demonstrate detailed knowledge of how to search and retrieve appropriate research-based evidence	Demonstrate detailed knowledge of how to search and retrieve appropriate research-based evidence
Identify the key features and methods associated with RCTs, survey designs and qualitative research	Identify the key features and methods associated with RCTs, survey designs and qualitative research
Identify sources of bias in RCTs, survey designs and qualitative research	Identify sources of bias in RCTs, survey designs and qualitative research

NRS 503 Promoting health and preventing ill health Module learning outcomes			
Drawing on global, national and local data, demonstrate a critical awareness and understanding of contemporary public health issues within a policy context.	MHN402 Demonstrate a critical awareness of the key socio-economic, ethical, professional and clinical themes arising from mental health and social care policy and practice.	CHN402 Recognise the needs of the child and family requiring primary intervention. Utilise and evaluate health promotion strategies related to the child and family in the community setting	ADN205 Using appropriate data demonstrate the impact that a health condition can have upon society, policy, health services, the population and individuals.
Analyse the social, economic, political and ecological challenges in implementing public health initiatives at an international, national and local level	MHN202 Identify current policy imperatives and legislation which impact upon mental health and social care delivery.	CHN402 Recognise the needs of the child and family requiring primary intervention	ADN205 Analyse how nurses use health promotion theory in practice to enhance the health and wellbeing of a particular population group and individuals

Demonstrate detailed understanding of the wider determinants of health that may lead to inequalities in health outcomes	MHN402 Discuss and explore the biological, physiological and social needs of individuals and communities	CHN404 Identify and recognise the consequences of determinants of health related behaviour of individuals and societal groups and their relevance for health professionals.	ADN205 Critically explore how the wider determinants of health impact upon local health inequalities and predisposition to disease.
Provide an analysis of the principles of health promotion, protection and improvement of the principles of health promotion, protection and improvement	MHN202 Demonstrate a critical awareness of the key socio-economic, ethical, professional and clinical themes arising from mental health and social care policy and practice	CHN402 Utilise and evaluate health promotion strategies related to the child and family in the community setting	ADN205 Analyse how nurses use health promotion theory in practice to enhance the health and wellbeing of a particular population group and individuals

NRS 504 Pharmacology and medicines optimisation Module learning outcomes			
Describe the general principles of drug action, pharmacokinetics and pharmacodynamics.	MHN206 Introduce and examine pharmacological interventions for a range of mental health problems including psychosis, affective disorders, anxiety and sleep problems.	CHN205 Evaluate the principles of pharmacokinetics and pharmacodynamics	ADN203 Discuss the pharmacological/ therapeutic management of specific conditions

Apply knowledge of pharmacology to medicines encountered in practice.	MHN206 Introduce and examine pharmacological interventions for a range of mental health problems including psychosis, affective disorders, anxiety and sleep problems.	CHN205 Analyse the effects and side effects of drugs on children and young peoples' development and pathophysiology including drug interactions	ADN202 Demonstrate an understanding of medicines management in relation to patient/client care
Recognise responses to administered medications including therapeutic and adverse effects;	MHN206 Develop competence in comprehensive assessment of a client including mental health, relevant lifestyle factors, attitudes towards treatment and health, side effects and barriers to adherence.	CHN205 Analyse the effects and side effects of drugs on children and young peoples' development and pathophysiology including drug interactions	ADN203 Analyse a range of information related to pathophysiology, pharmacology and associated therapies within the context of adult nursing.
Explore ways of working collaboratively with patients and service users with particular reference to informed choice in client decision making and supporting adherence.	MHN206 Explore ways of working collaboratively with service users with particular reference to informed choice in client decision making and supporting adherence. MHN207 Demonstrate an understanding the patient's attitude to a range of mental health treatments.	CHN205 Discuss the nurse's role in the safe prescription and administration of medicines for children and young people.	ADN201 Critically analyse the concept of consumer involvement in health care.

<p>NRS 505 Co-ordinating care for complex health needs Module learning outcomes</p>			
<p>Identify and analyse current policy imperatives which impact upon health and social care delivery.</p>	<p>MHN202 Identify and analyse current policy imperatives which impact upon health and social care delivery.</p>	<p>CHN203 Examine the holistic health needs of children with long term care</p>	<p>ADN 205 Using appropriate data demonstrate the impact that a health condition can have upon society, policy, health services, the population and individuals.</p>
<p>Explore and analyse the principles of partnership, collaboration and interagency working</p>	<p>MHN206 Explore ways of working collaboratively with service users with particular reference to informed choice in client decision making and supporting adherence.</p>	<p>CHN203 Evaluate a range of strategies, resources and support mechanisms used in caring for the child and their family to maximise wellbeing and development.</p>	<p>ADN201 Critically examine multidisciplinary team, inter-professional and intra-professional working in health and social care.</p>
<p>Demonstrate detailed understanding of care coordination for complex needs</p>	<p>MHN202 Discuss the importance of collaborative and recovery focused evidence based practice MHN207 Demonstrate detailed knowledge and understanding of established concepts of mental health and mental illness, diagnostic category systems and the principles of a biopsychosocial understanding of mental health analysing a range of</p>	<p>CHN203 Analyse the potential effects on the family of living with a child who has long term health needs</p>	<p>ADN201 Critically examine multidisciplinary team, inter-professional and intra-professional working in health and social care.</p>

	information and theoretical models.		
Demonstrate detailed knowledge of legislation pertinent to care co-ordination	MHN202 Identify current policy imperatives and legislation which impact upon mental health and social care delivery.	CHN203 Evaluate a range of strategies, resources and support mechanisms used in caring for the child and their family to maximise wellbeing and development.	ADN201 Critically examine multidisciplinary team, inter-professional and intra-professional working in health and social care.

NRS506 Developing nursing practice Module learning outcomes			
Meet the Nursing and Midwifery Council standards of proficiency (platforms and annexes) as outlined in their practice assessment document. Commensurate with their level of study (level 5)	MHN205 Implement and evaluate effective communication in a range of situations. Articulate decision making and problem solving skills. Work in a collaborative, recovery focused way	CHN202 Demonstrate application of appropriate communication skills within a variety of situations. Discuss the professional issues inherent in care delivery.	ADN204 Demonstrate the use of effective communication skills within a variety of clinical settings Rehearse and competently perform a range of clinical skills. Employ effective infection prevention and control techniques. Identify indicators of patient deterioration and take appropriate actions
Demonstrate broad knowledge and understanding of the knowledge base related	MHN205 Demonstrate competence in those nursing skills and attributes identified in the practice portfolio.	CHN202 Demonstrate a range of nursing skills safely and competently, within a supported environment.	ADN204 Demonstrate competence in those nursing skills and attributes identified in the practice portfolio.

to the practical skills introduced in simulated practice			
Demonstrate effective medication calculation skills	MHN205 Demonstrate competence in a range of interventions to work effectively with clients' needs.	CHN202 Achieve competence in those nursing skills identified in the practice portfolio Demonstrate effective team working	ADN204 Safely administer medicines and demonstrate effective medicines management.

Year 3 level 6

NRS601 Nursing leadership, management and team working Module learning outcomes	
<p>Critically analyse theories and principles of effective leadership and management and their application to team working and decision making</p> <p>Critically discuss the role of clinical governance in health care service delivery</p> <p>Demonstrate a systematic understanding of principles of change management.</p>	<p>NRS301 All fields Critically analyse the use and effectiveness of different management and leadership theories in achieving clinical and personal objectives.</p> <p>Evaluate provision of care through the utilization of quality frameworks and clinical governance to enhance service delivery.</p> <p>Analyse approaches to the management of change within practice to enable positive response to professional and political initiatives.</p>
NRS603 Developing Knowledge & Skills for Evidence-Informed Decision Making Module learning outcomes	
Identify and formulate clinical questions derived from practice-based topics using appropriate frameworks	NRS302 All fields Identify and formulate clinical questions derived from practice-based topics using appropriate frameworks.

<p>Develop an effective search strategy to identify and retrieve appropriate research-based evidence.</p> <p>Critically evaluate a body of research-based evidence using appropriate critical appraisal tools and draw conclusions from the review</p> <p>Develop materials and present workplace-related implications relevant to the conclusions drawn from the review.</p>	<p>Develop an effective search strategy to identify and retrieve appropriate research-based evidence.</p> <p>Critically evaluate a body of research-based evidence using appropriate critical appraisal tools and draw conclusions from the review.</p> <p>Develop materials and present workplace-related implications relevant to the conclusions drawn from the review</p>
---	---

NRS602 Transition to Professional Practice	Insufficient RPL applicable module learning will be supported tutorial support
ADN, MHN, CHN 603 Developing competence in nursing practice	Final sign off practice module No RPL applicable
ADN601 Primary Care in Adult Nursing Module learning outcomes	No RPL applicable module learning at this level transition will be supported tutorial support
ADN602 Acute Adult Nursing Care	No RPL applicable module learning at this level transition will be supported tutorial support
MHN601 Lived experience	No RPL applicable module learning at this level transition will be supported tutorial support
MHN602 Psychosocial interventions to meet complex mental health needs Module learning outcomes	
Demonstrate confidence and flexibility in identifying and formulating complex problems and appropriate solutions alongside a critical analysis of related concepts	MHN 602 Demonstrate confidence and flexibility in identifying and formulating complex problems and appropriate solutions alongside a critical analysis of related concepts

<p>Demonstrate a range of psychological, psychosocial and other complex therapeutic skills;</p> <p>Critically appraise the evidence for the use of psychosocial interventions for people with serious mental health problems or complex needs.</p> <p>Demonstrate and reflect upon communication skills that enable psychosocial education, problem- solving and other interventions which promote recovery and help vulnerable people manage their lives</p>	<p>Demonstrate a range of psychological, psychosocial and other complex therapeutic skills;</p> <p>Critically appraise the evidence for the use of psychosocial interventions for people with serious mental health problems or complex needs.</p> <p>Demonstrate and reflect upon communication skills that enable psychosocial education, problem- solving and other interventions which promote recovery and help vulnerable people manage their lives.</p>
<p>CHN601 Care of the highly dependent child Module learning outcomes</p>	
<p>Recognise and respond to the seriously ill child and identify and prioritise their nursing care needs.</p> <p>Critically analyse and evaluate appropriate evidence including pathophysiology and apply this to the assessment and care of the seriously ill child/young person.</p> <p>Demonstrates confidence and flexibility when responding to the changing needs of critically ill children/young people and their family/carers.</p> <p>Evaluate the role of the multidisciplinary team in the care of the critically ill child</p>	<p>CHN303 Recognise the seriously ill child and identify and prioritise their nursing care needs.</p> <p>Critically analyse and evaluate appropriate evidence including pathophysiology and apply this to the assessment and care of the seriously ill child/young person.</p> <p>Respond appropriately to the changing needs of critically ill children/young people and their family/carers.</p> <p>Evaluate the role of the multidisciplinary team in the care of the critically ill child</p>
<p>CHN602 Care of the child and family in the Community Module learning outcomes</p>	<p>No RPL applicable module learning at this level transition will be supported tutorial support</p>
<p>Critically examine the holistic health needs of the child in the community taking into account the wider determinants of health</p>	<p>CHN301 Demonstrate a critical awareness and understanding of public health issues for child health and the broader healthcare arena.</p>

<p>Critically evaluate the skills required by the nurse to engage and involve children/young people and their families in decisions, planning and implementation in the community.</p> <p>Critically analyse the skills required to coordinate assessment and care delivery in a multidisciplinary and multi- agency setting in the community</p>	<p>Critically analyse the political factors that impinge on the provision of child healthcare services on a local, national and international basis.</p> <p>Assess the need to work in partnership with individuals, families and communities together with relevant healthcare professionals.</p>
---	--

Appendix 1: Programme Specification Mapping: module contribution to the meeting of Award Learning Outcomes

Module Code	Award Learning Outcomes																												Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
	8.1 Knowledge & understanding								8.2 Cognitive & intellectual skills				8.3 Key & transferable skills						8.4 Employment related skills				8.5 Practical skills						
	1	2	3	4	5	6	7	8	1	2	3	4	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	6	
Level 4																													
NRS410	X							X	X									X											
NRS411		X					X					X	X									X							
NRS412		X					X															X							

Appendix 2: Mapping to NMC Standards of Proficiency

Level 4	
Being an accountable professional	Being an accountable professional 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9,1,15
Communication & Therapeutic relationships	Being an accountable professional 1.11, 1.17 Promoting health and preventing ill health 2.8
Applied human biology across the lifespan	Promoting health and preventing ill health 2.2 Assessing needs and planning care 3.1, 3.2
Assessing healthcare needs	Assessing needs and planning care 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9. 3.10.
Planning nursing care	Assessing needs and planning care 3.15, 3.16, 3.9 Providing and evaluating care 4.1, 4.2, , 4.4, Providing and evaluating care 4.9, 4.10, 4.11, Coordinating care 7.1
Providing and evaluating care	Being an accountable professional 1.12, 1.14, 1.15 1.16, 1.17 1.19, 1.20 Promoting health and preventing ill health 2.9, 2.10 Assessing needs and planning care 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9. 3.10. 3.11 ,3.12, 3.15, 3.16 Providing and evaluating care 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.12, 4.13, 4.18 Leading and managing nursing care and working in teams 5.4, 5.7, 5.10, 5.11 Improving safety and quality of care 6.3, 6.5
Level 5	
Pharmacology and medicines optimisation	Assessing needs and planning care 3.2 Providing and evaluating care 4.5, 4.14, 4.15, 4.16, 4.17
Promoting health and preventing ill health	Promoting health and preventing ill health 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7. 2.11, 2.12 Coordinating care7.2, 7.3, 7.4
Developing nursing practice	Being an accountable professional 1.5, 1.9, 1.12, 1.14, 1.15, 1.16, 1.17, 1.18 1.19, 1.20 Promoting health and preventing ill health 2.4, 2.8, 2.9, 2.10, 2.12 Assessing needs and planning care 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9. 3.10. 3.11 ,3.12, 3.15, 3.16 Providing and evaluating care 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.18 Leading and managing nursing care and working in teams 5.4, 5.6, 5.7, 5.9, 5.10, 5.11 Improving safety and quality of care 6.3, 6.5, 6.6 Coordinating care 7.10. 7.11

Applied pathophysiology	Promoting health and preventing ill health 2.2, 2.11, 2.12 Assessing needs and planning care 3.11, 3.12, 3.13 Providing and evaluating care 4.10
Introduction to evidence informed decision making	Being an accountable professional 1.7, 1.8
Co-ordinating care for complex health needs	Assessing needs and planning care 3.13, 3.14, 3.15, 3.16 Coordinating care 7.1, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10
Level 6	
Nursing leadership, management and team working	Being an accountable professional 1.10, 1.13, 1.18 Leading and managing nursing care and working in teams 5.1, 5.2, 5.3, 5.4, 5.12 Improving safety and quality of care 6.1, 6.2, 6.4, 6.6, 6.8, 6.10, 6.11, 6.12 Co-ordinating care 7.2, 7.3, 7.4, 7.12, 7.13
Transition to professional practice	Improving safety and quality of care 6.7, 6.9, 6.11 Coordinating care 7.1, 7.12, 7.13,
Developing knowledge and skills for evidence informed decision making	Improving safety and quality of care 6.4, 6.7 Being an accountable professional 1.7, 1.8
Field specific	Field specific modules will integrate and apply the seven platforms to the students fields of practice Being an accountable professional Promoting health and preventing ill health Assessing needs and planning care Providing and evaluating care Leading and managing nursing care and working in teams Improving safety and quality of care Coordinating care
Developing competence in nursing practice	Being an accountable professional 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20 Promoting health and preventing ill health 2.8, 2.9, 2.10, 2.12 Assessing needs and planning care 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.15, 3.16 Providing and evaluating care 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.18 Leading and managing nursing care and working in teams 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11 Improving safety and quality of care 6.3, 6.5, 6.6, 6.9 Coordinating care 7.10, 7.11

