

**Programme Specification**

**Title of Course: BSc (Hons) Children’s Nursing**

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| **Date first produced** | 17th January 2020 |
| **Date last revised** | 30/05/2023 |
| **Date of implementation of current version** | Sept 2023 |
| **Version number** | 3 |
| **Faculty** | HSCE |
| **School** | Nursing |
| **Delivery Institution** | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Award(s) and Title(s):** | BSc (Hons) Children’s Nursing |
| **Intermediate Awards:** | Cert HE in Health and Wellbeing  DipHE in Health and Wellbeing  BSc Health and Wellbeing  These awards do not enable the student to register with the NMC. |
| **FHEQ Level for the Final Award:** | Honours degree level 6 |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | School of Nursing, Kingston University |
| **Location:** | Kingston Hill Campus |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full Time |
| **Minimum period of registration:** | 3 years |
| **Maximum period of registration:** | 6 years |
| **Entry Requirements:** | The typical requirement for entry for this course is 112 UCAS points, Health and Science subjects preferred e.g.   * A Levels BBC (General Studies not accepted) * BTEC Extended Diploma Distinction, Merit, Merit * Access to HE course to value of 112 UCAS points normally achieved with 21 Distinctions and 18 Merits * Foundation degree in related programmes 65% * International Baccalaureate 27 points * FETAC Level 5 Distinction in all modules   Additional requirements:   * GCSE at grade 4 or above (or grade C or above for GCSEs taken before 2017) in English Language and Mathematics (sciences is recommended) or equivalent qualification e.g. Functional/Key skills level 2 in numeracy and literacy; Level 2 Applied Science. * GCSE Science grade 4 or above (formerly A\*-C) is not required from Access students undertaking a science or health based access course. * Wherever possible candidates are encouraged to gain practical work experience in a care setting prior to undertaking the programme.   Recognition of Prior Learning (RPL) will be considered including applicants with a relevant Foundation Degree (e.g. Nursing Associate, Healthcare Practice) for up to a maximum of 50% of the programme. More than 50% can be RPL'd if an applicant is currently registered with the NMC as a registered nurse. Applicants wishing to apply for RPL should contact the admissions team.   * International Applicants:   Non-native speakers who do not have the equivalent of GCSE English at grade 4 (formerly grade C) (e.g. Functional Skills Level 2 Literacy) require an IELTS score of 7.0 overall with 6.5 in writing and 7.0 in all other elements.      Admission is subject to occupational health screening and Disclosure Barring Service (DBS) enhanced check including checks against the Adult and Child Workforce Barring lists.  All suitable applicants are required to attend a selection day which includes a values-based interview (multiple mini interviews) and an informal assessment of the applicant’s current digital literacy skills which will provide a baseline from which to develop capability in digital and technological literacy during the programme. |
| **Programme Accredited by:** | Nursing and Midwifery Council (NMC) |
| **QAA Subject Benchmark Statements:** | The programme outcomes are referenced to the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.  There are no QAA subject benchmarks for nursing.  NMC (2018) Standards:  Standards for pre-registration nursing education  Future nurse: Standards of proficiency for registered nurses  Standards for Student Supervision and Assessment  European Directive 2005/36/EU |
| **Approved Variants:** | * It is an NMC requirement that no compensation is allowed * Only two attempts at the practice assessment document are allowed. * It is an NMC requirement that the maximum amount of Recognised Prior Learning (RPL) allowed is 50%. For nurses registered with the NMC, the NMC allows more than 50% RPL, in which case the maximum permitted by the university is up to two thirds of the total credit for the required award. |
| **UCAS Code:** | B732 BSc/Children's Nursing |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

**Overarching Aim**

The programme will prepare students to meet the NMC *Standards of Proficiency for Registered Nurses* (2018) and the European Directive 2005/36/EU, so that they may apply for entry to the NMC Register as a Registered Children’s Nurse in the field of practice they have studied.

**The Programme Aims to:**

* Provide contemporary, evidence-based nursing education which meets the needs of students, service users and local health and social care employers.
* Develop accountable, safe, compassionate and resilient practitioners who demonstrate professional attitudes and behaviours consistent with the NMC *Code.*
* Provide students with a range of learning opportunities to enable the development of nursing practice skills including assessing, planning, leading and coordinating care that is compassionate, evidence-based, and person-centred;
* Enable students to identify and critically appraise secondary and primary sources as a basis for independent study and evidence-based practice
* Prepare graduate students for employment in nursing, research, further study and lifelong learning or further by developing their intellectual, problem solving, practical and key (transferable) skills;
* Foster in students the value and benefits of collaborative working with service-users, carers and health and social care professionals, in order to achieve optimum individualised person-centred care
* Develop the student’s knowledge and skills to enable autonomous nursing practice at the point of registration.

1. **Intended Learning Outcomes**

The course outcomes are referenced to the *Framework for Higher Education Qualifications* (2014), and relate to the typical student. They are also mapped to the proficiencies detailed under the seven platforms of the NMC *Future nurse: Standards of proficiency for registered nurses* (2018). The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

**Nursing Platforms**

1. Being an accountable professional (BAP)

2. Promoting health and preventing ill health (PH)

3. Assessing needs and planning care (APC)

4. Providing and evaluating care (PEC)

5. Leading and managing nursing care and working in teams (L)

6. Improving safety and quality of care (SQ)

7. Coordinating care (CC)

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to demonstrate deep and systematic knowledge and understanding of:** |  | **Intellectual skills**  **On completion of the course students will be able to:** |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | The physical, pathological, social and psychological origins of health and illness and the effects of change on the individual / communities / society. | B1 | Analyse critically and appraise both primary and secondary sources, assembling data from a variety of sources and discern and establish connections | C1 | Perform professional behaviour as an accountable, reflective, adaptable, compassionate, skilled and confident registered nurse, demonstrating the ability to apply professional, ethical and legal frameworks to deliver evidence-based practice in all areas of practice. (BAP) |
| A2 | Relevant legal, regulatory and governance requirements, policies, ethical frameworks and mandatory reporting duties | B2 | Demonstrate critical thinking when applying evidence and drawing on experience to make evidence informed decisions across all areas of practice. | C2 | Demonstrate effective use of non-judgemental interpersonal communication skills in the development and maintenance of therapeutic, empowering and collaborative relationships acting as an advocate for people, their carers and families. (BAP, AP, PEC) |
| A3 | Health and social disorders/conditions that contribute to a change in the well-being of people. | B3 | Demonstrate the skills and attributes of an autonomous and reflexive learner and a commitment to systematic professional development. | C3 | Recognise and respond appropriately to complex and unpredictable situations in day-to-day clinical practice, demonstrating technical competence and expertise. (L, CC) |
| A4 | A contemporary range of evidence-based nursing inventions used in promoting the health and well-being of the individual. | B4 | Solve complex problems in the provision and management of nursing care applying research findings to promote and inform best nursing practice | C4 | Coordinate, lead and manage the complex nursing and integrated care needs of people through partnership, collaboration and interagency working. (CC, L) |
| A5 | Communication and relationship management skills required to ensure that individuals, their families and carers are actively involved in and understand care decisions. |  |  | C5 | Assess, manage and report risks to ensure the safety of people and contribute to quality improvement strategies to bring about continuous improvement (S&Q,CC) |
| A6 | Leadership and interdisciplinary working in order to contribute to the quality improvement of care and treatment in order to enhance health outcomes within health and social care. |  |  | C6 | Work in partnership with people, families and carers to assess needs, identify goals and plan person-centred, evidence based interventions; evaluating their effectiveness in meeting the individuals’ wishes, preferences and desired outcomes. (APC, PEC) |
|  |  |  |  | C7 | Implement strategies to promote and protect health and prevent ill health in order to improve health outcomes and reduce health inequalities (HP, CC) |

In addition to the programme learning outcomes identified previously, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | |
|  | **Self-Awareness Skills** |  | **Communication Skills** |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and autonomously plan for and record own personal development | BK1 | Express complex ideas clearly, systematically and unambiguously in writing and the spoken word | CK1 | Work effectively with multiple teams as leader or member |
| AK2 | Recognise own academic strengths and weaknesses, critically reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing – including where uncertainty and complexity exists | CK2 | Autonomously adapts performance to multiple contexts |
| AK3 | Organise self effectively, autonomously agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen, evaluate, synthesise and respond appropriately to ideas of others | CK3 | Critically discuss and debate with others and effectively negotiate to reach agreement in complex and unfamiliar contexts |
| AK4 | Work effectively with limited supervision in complex, unfamiliar and unpredictable contexts |  |  | CK4 | Act with initiative to give, accept and respond to constructive feedback, evaluating own performance |
|  |  |  |  | CK5 | Show sensitivity and respect for diverse values and beliefs, including those that are contradictory and unfamiliar |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** |  | **Management & Leadership Skills** |
| DK1 | Systematically search for, select and evaluate relevant sources of information | EK1 | Systematically collect data from a wide range of primary and secondary sources and use advanced methodological approaches to manipulate and critically analyse this data | FK1 | Autonomously determine the scope of a task (or project) |
| DK2 | Critically evaluate and appraise complex information current research and advanced scholarship in the discipline and use it appropriately | EK2 | Present and record complex, incomplete and contradictory data in a wide range of appropriate formats | FK2 | Identify resources needed to undertake the task (or project) and to autonomously schedule and manage the resources |
| DK3 | Critically apply the ethical and legal requirements in both the access and use of information | EK3 | Critically analyse, synthesise and evaluate data to inform and justify arguments and suggest alternative approaches | FK3 | Evidence confidence to successfully complete and evaluate a task (or project), autonomously revising the plan where necessary |
| DK4 | Accurately cite and reference information from a wide range of sources | EK4 | Act with confidence in the selection, accuracy and uncertainty in the collection and critical analysis of data | FK4 | Act with initiative and confidence to motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT/digital technology confidently and creatively |  |  |  |  |
|  | **Creativity and Problem Solving Skills** |  |  |  |  |
| GK1 | Apply scientific and other knowledge to critically analyse, synthesise and evaluate information and data and to find innovative solutions to complex problems |  |  |  |  |
| GK2 | Autonomously work with complex ideas and justify judgements made through systematic and critical use of evidence |  |  |  |  |

1. **Outline Programme Structure**

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| **Year One** | | | |
| Introduction to Life Sciences | Introduction to children’s nursing | Introduction to public health and health promotion | |
| Introduction to Professional Practice | | | |
| **Year Two** | | | |
| Therapeutic interventions in nursing: bio-psycho-social approaches | Assessment and process in acutely ill children | | Community and public health nursing for children |
| Developing Professional Practice | | | |
| **Year Three** | | | |
| Safe and effective quality care in children’s nursing | Co-ordinating the care of children with complex and palliative health care needs | | Leadership in children’s nursing |
| Advancing Professional Practice | | | |

Full details of each module will be provided in module descriptors and student module guides.

**BSc (Hons) Children’s Nursing**

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| **Level 4** (all core) | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Introduction to life sciences | NG4103 | 30 | 4 | 1 & 2 |
| Introduction to children’s nursing | NC4104 | 30 | 4 | 1 & 2 |
| Introduction to public health and health promotion | NG4104 | 30 | 4 | 2 |
| Introduction to professional practice | NP4100 | 30 | 4 | 1 & 2 |

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Health and Wellbeing

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| --- | --- | --- | --- | --- |
| **Level 5** (all core) | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Therapeutic interventions in nursing: bio-psycho-social approaches | NG5105 | 30 | 5 | 1 & 2 |
| Assessment and process in acutely ill children | NC5107 | 30 | 5 | 1 & 2 |
| Community and public health nursing for children | NC5108 | 30 | 5 | 2 |
| Developing professional practice | NP5100 | 30 | 5 | 1 & 2 |

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award.

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Health and Wellbeing

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| **Level 6** (all core) | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Safe and effective quality care in children’s nursing | NC6110 | 30 | 6 | 1 |
| Co-ordinating the care of children with complex and palliative health care needs | NC6111 | 30 | 6 | 1 & 2 |
| Leadership in children’s nursing | NC6112 | 30 | 6 | 2 |
| Advancing professional practice | NP6100 | 30 | 6 | 1 & 2 |

Students exiting the programme at this point who have successfully completed a minimum of 60 credits at level 6 are eligible for the award of an Ordinary Bachelor degree in Health and Wellbeing but will not be eligible to register with the Nursing and Midwifery Council. A student who is awarded an Ordinary degree having followed an honours programme:

* is not eligible for the award of the degree with distinction
* is not eligible to register subsequently and be assessed for an honours degree

To be awarded a BSc Hons Children’s Nursing AND be eligible to register with the Nursing and Midwifery Council (NMC) students must have completed and passed all modules (120 credits at levels 4, 5 and 6) and course requirements **and** have completed a minimum of 2300 hours of theory **and** 2300 hours of practice **and** have met the (NMC) requirements for Good Health and Good Character

It is essential that students meet the NMC and programme requirements for a minimum of 2300 hours of theory and 2300 hours of practice to meet NMC requirements to register as a Registered Nurse. Full attendance is therefore required on the programme including for all practice placements. A record of student hours of attendance in practice are maintained by the university. Where there is a lack of engagement with theory or practice the Course Leader will consider the individual circumstances of each student. Interruptions during the course will be viewed as a continuous period inclusive of the first day of absence regardless of any single or composite reason. Repeated or cumulative absences in or across placements may prevent a student completing their practice hours and practice assessment and therefore ability to progress at the next progression point. In these cases a student may be required to take an interruption from the programme and re-enrol on the programme at an appropriate point, subject to placement availability. Students who have leave of any type in excess of 6 weeks over the course of the programme may be required to interrupt from the programme as cumulative absences can impact on their ability to progress.

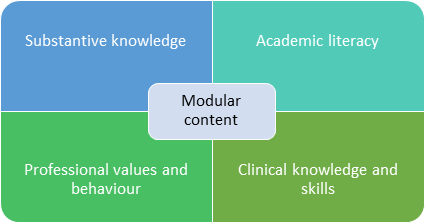
1. **Principles of Teaching, Learning and Assessment**

**Programme Design**

The course takes a blended approach to learning providing students with a flexible approach to their learning activities.

**Programme Design**

The course draws on a number of different pedagogical approaches for its design and operationalisation. Nursing students are required to meet both academic and professional learning outcomes at the end of their courses, ensuring that they have the right knowledge skills and attributes to become a nurse. In order to be successful on a nursing module and course students are required to develop four areas of knowledge, skills and attributes:



In order to ensure students are able to be successful, the course uses the following pedagogical principles to ensure that module and course content and structures support students’ learning.

**Active Learning in Online Courses:** This approach recognises that in order for students to construct their knowledge, blended learning activities need to be interactive and engaging. The principles of chunking, priming and active learning (Bodie et al 2006) underpin the School’s framework for blended learning and aim to develop a Community of Inquiry (COI) (Akyol et al 2009) for students. A COI focuses on the cognitive presence, social presence and teaching presence that need to be evident in an online learning environment in order to scaffold and support student’s learning.

**Community of learning:** Developing a community of learning is a key feature of a blended course and this is provided by drawing on the COI principles (Akyol et al 2009, Redmond et al 2018), and providing opportunities for students to interact with their peers and staff in both online and on-campus spaces. A key feature of this is the organising of personal tutor groups that will have on-campus group sessions and an MS Teams online space in which students can engage.

This programme is designed to meet the principles outlined in the Kingston University Revised Academic Framework. Practice placements are integrated across each year of the programme and in order to meet the Nursing and Midwifery Council programme standards and EU Directive 2005/36/EC requirements programme delivery is across 45 weeks in each year.

The programme is designed as a continuous process where theory and practice are interlinked and inform each other with an equal balance of theory and practice. Students engage with a number of key relationships – service users and families; teachers and practice supervisors and assessors; the learning environment (university and practice); knowledge and evidence. The seven NMC platforms (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) provide the main curriculum themes. The four areas of the NMC Code (prioritise people; practise effectively; preserve safety; promote professionalism and trust) further underpin student development. Together these provide a framework within which students will learn and practise.

Whilst the programme offers four fields of nursing it is an NMC requirement that students gain an understanding of the needs of people across the lifespan and across all care settings. The people they will meet will often have complex mental, physical, cognitive and behavioural needs and come from all ages, backgrounds and cultures. To meet these diverse needs the student will study modules which are specific to their field as well as generic modules which also consider cross-field issues.

Modules are organised in a staged approach throughout the academic year to maximise opportunities for the integration of theory and practice and to ensure a manageable student workload. Year 1 develops a broad understanding of nursing knowledge to underpin practice and enables the student to provide reasoned explanations of relevant issues. Year 2 promotes a more detailed understanding of the subject matter covered in Year 1 with a greater focus on field specific learning, developing theories and concepts to enable students to provide substantiated arguments relating to relevant issues. Year 3 prepares students for their role in providing, leading and coordinating evidence based care with a focus on improving the safety and quality of the care they deliver.

The integration of theory and practice is achieved through learning, teaching and assessment strategies which require students to reflect on their experiences in practice. Nursing knowledge and evidence is applied to these experiences, with an increasing depth of discussion and critical analysis as students progress through the academic levels.

Inclusivity bridges curriculum design and the assessment strategy to ensure that students are not unduly advantaged or disadvantaged due to their prior, or lack of prior, clinical experience/learning. Our students come from diverse backgrounds with different learning styles and educational experiences. This diversity is valued as it not only enriches the learning for all students but reflects the diversity of the people they will care for in the real world of practice.

**Service user, employer and student input to programme design and delivery**

Practice partners, service users and students have participated in programme design through a range of feedback and engagement mechanisms, including a joint engagement event which brought together all three stakeholder groups. These contributions have informed programme and module development and the new module descriptors have been, and continue to be, discussed and reviewed at ongoing service user representative meetings, to ensure that they remain fit-for-purpose and reflect stakeholder views. Practice partners, service users, user groups and carers participate in the delivery of the programme within the classroom and in skills and simulations. This approach introduces a range of perspectives and assists with theory/practice integration. Modules include scheduled time for service users to share their lived experience within taught sessions and simulated learning. Students also learn from, and with, service users through initiatives such as the ‘Baked Bean Company’ and the ‘Recovery College’. Students also receive feedback from service users in practice as part of the practice assessment process.

**Teaching and Learning**

Teaching and learning is delivered through the integration of a variety of face-to-face sessions in small and large groups, lectures, conferences, seminars, group work, problem-based learning, clinical skills and simulated learning

Technology is used to enhance and support learning. Canvas a virtual learning environment (VLE) is utilised to provide students with information about the programme, modules and teaching /learning materials and enables virtual discussions on topics to take place or students to collaborate on learning activities. Those with mobile devices, such as Smart Phones can download the Canvas App and E-learning resources (e.g. nursing textbooks) are made available to students via the VLE and learning resources centre, to enable flexible student access. MS Teams is also used to support student learning and engagement. It is used as the main channel for synchronous online learning activities and also as part of the personal tutor support strategy. Examples of other e-learning resources include use of You-Tube film extracts to enhance / illustrate concepts raised in lectures; drug calculation app; electronic workbooks; Box of Broadcasts; classroom-based technologies such as voting clickers and the used of social media spaces.

The integration of theory and practice is achieved through learning, teaching and assessment strategies which require students to reflect on their experiences in practice. Nursing knowledge and evidence is applied to these experiences, with an increasing depth of discussion and analysis as students’ progress through the academic levels. Furthermore, a wide variety of practice partners, service users, carers and other professional colleagues contribute to the delivery of the programme within the classroom.

Research Informed Teaching is delivered in a number of ways to ensure students achieve the appropriate academic skills and engage with evidence-based practice (EBP). Newell and Burnard’s (2011) 5 stages of EBP inform the development of these skills within curriculum:

1. Asking answerable questions from practice
2. Find the best available evidence
3. Appraising the evidence for validity and applicability
4. Applying the results of appraisal to clinical practice
5. Evaluate the effect of applying the evidence

Research informed teaching is delivered through the integration of the significant body of research generated through the Faculty professors, visiting professors, doctoral staff and students and the interprofessional course team. This approach supports students to consolidate their learning and develop an enquiry-based approach to learning. In addition a range of strategies are used to encourage and develop our students as researchers, e.g. working with academics on SADRAS (Student Academic Development Research Associate Scheme) to research an area of educational research focused on enhancing the academic experience of under-represented groups of students at the University, publishing assignments, presenting their elective experience to peers and presenting poster assignments to practice colleagues.

In Year 3 of the programme, students undertake shared learning with their colleagues who are enrolled on the MSc pre-registration nursing programme. The concurrent delivery of academic levels 6 and 7 in year 3 is facilitated through a mixture of joint and separate sessions for each group of students. This maximises the benefits of intraprofessional, shared learning, but also ensures that appropriate learning and teaching strategies are employed providing opportunities to critically evaluate current research and advanced scholarship in the discipline and demonstrate a comprehensive understanding of techniques applicable to their own advanced scholarship.

Students benefit from a wide range of Interprofessional Learning (IPL) opportunities during the programme. The primary opportunity for IPL is during clinical placements where students learn from, and with, a range of health and social care students and professionals. Furthermore, a number of learning activities are undertaken within practice, the classroom and within the Clinical Skills and Simulation Suite with different professional groups including: medicine, physiotherapy, midwifery, pharmacy, social work and paramedics.

Critical thinking skills are recognised as being essential both for academic achievement and future professional employment. These are developed through the ‘Critical Thinking Skills Toolkit’ which is embedded throughout the programme. This toolkit contains activities that develop the skills students need to become thoughtful, objective and reasoned thinkers. It helps students to tackle assignments confidently, understand marking criteria, use evidence, take a reasoned approach, make structured arguments and engage with other points of view.

Guided independent study activities are designated for each module and are identified on Canvas, along with information on the expectations for the activities and the time that should be allocated.

Each module is led by a Module Leader and delivered by an academic team who are responsible for planning and delivering the module and supporting students to achieve the module learning outcomes. The module team are the primary means of academic support for students undertaking the module assessment through the provision of tutorial support for the formative and summative submissions, feedback and feed forward. There are also identified academic staff who, with the Course Leader, are responsible for managing both the operational and the quality aspects of assessment for the programme.

Academic skills development is provided throughout the curriculum alongside the theory content and assessment tutorials. Support is tailored to the academic level undertaken to ensure students develop their skills appropriately. Students are directed to online resources to provide further support. Dedicated academic skills lecturers provide small group and one to one support in the Academic Skills Centres (ASCs). Learning Resources Centre (LRC) support staff also provide academic skills development both within the LRC and are also integrated into module delivery. Numeracy skills are developed through theory, practice, skills and on-line content and there are also academic staff that specialise in offering numeracy support.

The clinical skills and simulation practice modules integrate theory and the course vertical threads to equip students with skills that are transferrable to clinical practice. The clinical equipment used includes a range of basic and more advanced equipment including high fidelity manikins, 12-lead ECGs, consumable equipment as well as adult, child and infant skills training manikins, full body advanced life support manikins, full body nursing manikin, part task manikins and patient handling equipment.

The skills and simulation environment enables students to build self-confidence by providing the opportunity for them to acquire, develop and refine clinical skills in a safe and supportive environment. It encourages hands-on thinking as well as developing decision-making, communication, dexterity and critical thinking skills to support the holistic approach to person-centred care delivery. The spiral approach to the modules allows students to be taught core principles and skills through exploratory and practical sessions through to them developing competence in more complex integrated skills. The clinical skills facilities are a range of flexible classrooms and include a simulated 6 bedded ward area and a clinical classroom. Role players (a group of service users) are trained to play the role of a patient with physical and/or mental health conditions, or their relatives, to support students in the development of their clinical and communication skills. Actors from the Baked Bean Co. collaborate with us for learning disability and intra-professional simulations. The simulation suite is equipped with audio visual equipment to enable skills and simulation to be videoed for use in debrief sessions as feedforward to encourage students to reflect on areas such as specific clinical skills, positioning, verbal and non-verbal communication. The cameras can also record the telephone calls which are used within simulation; this is a beneficial learning tool for practice when looked at in the debriefing session. There is also the facility to stream live footage from one room to another, so groups can observe each other looking at areas such as team work and leadership in a resuscitation scenario. The groups then attend a debrief session where peer and lecturer feedback is given. The streamed footage is recorded and given to students to they can reflect in their own time about their and their team’s performance.

Students have access to online learning facilities including comprehensive clinical skills packages via clincialskills.net, videos, quizzes, MOOC to further support skills development. These are all updated annually or more frequently if needed. Blended learning is integrated to engage students, increase their knowledge and be a resource for further learning.

The programme design and delivery enables the development of students’ digital and technological skills as outlined by Health Education England (NHS, 2018) and meet the needs of people in their care to ensure safe and effective nursing practice (NMC, 2018).

**Practice learning**

Practice learning is an integral part of the programme and students undertake practice learning placements across a range of settings. It is a requirement of the Nursing and Midwifery Council that students undertake a minimum of 2300 hours of practice and are they are supernumerary in practice placements. Placements are selected to ensure breadth of clinical experience and exposure to diverse client groups so that students become proficient in meeting the holistic needs of people and can successfully demonstrate the communication, relationship management skills and nursing procedures defined in Annexes A and B of the Nursing and Midwifery Council’s *Standards of Proficiency for Registered Nurses* (NMC, 2018). Each placement has a designated Link Lecturer from the University who is available to provide guidance to practice supervisors and practice assessors and students where required.

All placements are preceded by timetabled preparation sessions which enable students to consider their aims for the placement and the possible learning opportunities available, so that students are able to recognise the full potential of learning situations. The session also covers the assessment of practice learning which is achieved using a Practice Assessment Document (PAD). The document provides a framework to guide, direct and assess placement learning at each stage of the programme and is used to assess professional values, proficiencies and skills relating to the seven NMC platforms. It also includes sections for the student to record and reflect on their practice placement and any outreach activities they may have undertaken during the placement.

Completion of a professional portfolio during the final year Advancing Professional Practice module augments preparedness for both clinical placements and the transition to registered nurse. This is achieved through continuous assessment of the module content via a series of summative, short multiple-choice question (MCQ) exams, achievement of a numeracy test, and completion of E-Learning for Health quizzes relating to safe and effective care.

During their practice placements students learn to provide direct care to service users, families and carers under the guidance and supervision of appropriately prepared practice supervisors and, where appropriate, registered health and social care professionals from other disciplines. At the end of each placement the Practice Assessment Documents are reviewed in order to identify students’ achievements and the range of workplace activities undertaken. The course team use this information to inform module teaching and programme development and to ensure theory and practice remain well aligned. Students also have the opportunity to undertake an International or National Learning Opportunity (elective) at the end of year 2 which can also include clinical research placements.

**Assessment Method**

The assessment of students’ learning is staged throughout the academic year to ensure coherence and an even, manageable workload. Each assessment has a formative element which allows students to develop their ideas, seek feedback and maximise success at the summative submission. Students are also provided with feed-forward at the summative points, which clarifies what they need to do to develop their future assignments and academic skills, and achieve their full potential. The first assessment has a low weighting and is scheduled early in the first semester of Year 1, with the aim of providing early feedback and guidance. Assignments are assessed using an online marking rubric to ensure transparency and facilitate feedback and feed-forward. A range of assessment types are employed and include examinations, essays, reports, presentations and practical assessments which take place in both the Clinical Skills and Simulation Suite and the workplace. Wherever possible, theoretical assessment tasks aim to be authentic, building upon experiences in practice and are used to demonstrate clear linkages between theory and practice. Students build a portfolio of evidence throughout the programme and this is used to prepare a capstone assignment in Year 3 which reflects part of the requirements for the revalidation process all Registered Nurses are required to undertake by the Nursing and Midwifery Council to maintain their registration.

All students are allocated a different academic assessor for each year of the programme in accordance with NMC requirements. The academic assessor will collate and confirm student achievement of proficiencies and programme outcomes in the academic environment at each progression point.

Assessment of practice is achieved through successful completion of the practice assessment document in each year and an Observed Structured Clinical Assessment (OSCA) in year one, in conjunction with successful sign-off in practice by a practice assessor and an academic assessor at the end of each year. Theory and practice have equal weighting within the programme. Students **have** to achieve a pass in both theory and practice to achieve their final award and register with the NMC

1. **Support for Students and their Learning**

The School of Nursing recognises that the nursing programme is a demanding course both personally and academically and in recognition of that, a strong emphasis is placed on student support. Students are supported by a number of roles which provide a matrix approach throughout the programme.

Students have a range of support resources upon which to draw, which includes the following:

* Course Leader: The Course Leader helps students to understand the structure and requirements of the course, in association with the course team. The Course Leader is responsible for the organisation and management of the programme and overall monitoring of student progression.
* Year Leads: The Year Lead provides support and monitors student progression for the student cohort throughout the relevant academic year and works with the Personal Tutors to coordinate support across the cohort.
* Module leader and teaching team: the module team are the primary source for academic support and assignment supervision. They coordinate tutorial support for the formative and summative submissions and ensure appropriate feedback and feed forward is provided. The module team will refer students in need of additional support.
* Personal Tutor Scheme: Pastoral care is a strong feature of the BSc Nursing degree. It is recognised that the combination of work, study and personal family commitments can be challenging. Every student is allocated a named personal tutor who provides a constant presence and continuity of support throughout the programme, encouraging and motivating their tutees. Regular personal tutor group tutorials are timetabled to facilitate group support at key points. Students have regular one-to-one meetings with their personal tutor to monitor their progression and development. Students are also able to contact their personal tutor for further academic and pastoral support, as required. Where appropriate, the personal tutor will refer students to the School’s dedicated specialist lecturer for academic support who can provide one-to-one assistance with academic skill development or other university support services as required.
* Specialist lecturer with a remit for academic support: students are able to self-refer or be referred by any member of academic staff for one-to-one tutoring to support writing/academic skills; English language development; learning difference needs (e.g. dyslexia)
* Academic Skills Centres: self-referral drop-in centres staffed by specialist academic support lecturers who provide small group and one to one support.
* Canvas: The University uses Canvas as its virtual learning environment which provides a versatile, interactive learning platform.
* IT support: Canvas has its own dedicated 24-hour support available to students. Additional IT support can be accessed via ‘My Kingston’.
* Faculty Student Achievement Officer: This is a non-academic role which provides pastoral support and advice. Students can arrange a one-to-one meeting or attend drop-in appointments. The Student Achievement Officer is able to sign-post students to the wide range of services offered by the University. These include finance, accommodation, disability and dyslexia, health and wellbeing, counselling, faith and spirituality, Union of Kingston University Students.
* Access to high quality learning resource centres (LRC), online learning facilities and other learning support. LRC support staff offer academic skills development both within the LRC and also integrated into module delivery.
* Qualified disability advisor who gives guidance on reasonable adjustments and support for the student and advises academic staff.
* Confidential counselling and pastoral support, including mental health support services.
* Comprehensive occupational health services if required.
* Academic Mentors: Second year students provide academic support to students in the 1st year and in turn, academic mentors are supported by a 3rd year student/senior mentor.
* Student support facilities that provide advice on issues such as finance, Health and Wellbeing (including counselling), Faith and Spirituality regulations, legal matters, accommodation, international student support etc.
* The Students’ Union
* Careers and Employability Service for support CV development and preparation for interviews and employment.
* Dyslexia and disability support (including support for Mental Health concerns). Students with dyslexia and/or disability have access to support at both universities.

In addition, there are a number of other key non-academic roles which provide support for students, such as Professional Support Staff and the Admissions Team.

In clinical practice, students are supported by practice supervisors and practice assessors and a range of other nursing and health and social care professionals. Students are allocated to suitably prepared practice supervisors and practice assessors in each placement. Further specific support may also be available such as Practice Educators and student placement coordinators. Each clinical area is supported by a Link Lecturer, a member of Faculty staff, who is available to provide support to students and clinical staff if required. Academic Zone Leads are responsible for liaising with each organisation within a zone and coordinating support provided by Link Lecturers. We have a strong collaborative relationship with practice partners which maximises students’ opportunities for gaining employment at the end of the course.

**Extra-Curricular activities**

Students benefit from a wide range of activities which allows them to engage with opportunities both within and beyond the realms of the course:

* The Nursing Society provides extra-curricular activities for students and has facilitated a number of collaborations with staff.
* The Student Academic Development Research Associate Scheme (SADRAS) is a Kingston University (KU) initiative which allows students to undertake a research project with an academic partner.
* KU Ambassadors are a paid role in which students provide support for open days, welcome events and induction.
* There are numerous other opportunities for paid and unpaid roles through volunteering, sports and societies. The Kingston Award is a scheme that allows students to gain recognition for this work and can be used to enhance student CVs when applying for those all-important first jobs.

1. **Ensuring and Enhancing the Quality of the Course**

The University has a number of approaches for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Staff Student Consultative Committee
* Boards of study with student representation
* Annual Monitoring and Enhancement
* Internal Subject Review
* Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys, the National Student Survey (NSS) and evaluation of practice placement experience
* Moderation policies
* Consultations and feedback with practice partners and service users

1. **Employability and work-based learning**

This programme has been designed to fulfil the requirements of the Nursing and Midwifery Council and as such prepares students for employment as registered nurses. The close partnership with stakeholders, including service users and practice partners in developing and evaluating our curriculum helps to ensure our students are appropriately prepared Professional values are embedded and assessed throughout the programme, so that students’ understanding is enhanced, e.g. in respect of accountability, compassion and respect, confidentiality and person-centred care. In addition, aspects of the final year taught content, provides direct preparation for employability. An employability fair is held in the final year with a large number of employers attending. Careers advice is made available to students throughout the programme by KU Careers & Employability Service - KU Talent i.e. application process, portfolio development, career options, writing CVs and interview techniques and staff from practice attend employability sessions to help prepare students for their interviews. Many of our placement partners also offer a fast track application process for our students. There are also opportunities both within placement learning and university-based learning to meet with past students and local employers.

Over 99% of our students are working in professional or managerial posts 6 months after the end of the course. The average salary for graduates 6 months after completing the course is £25,000. Posts in the London area attract additional London weighting.

Career progression can be achieved through experience and post-qualifying education.

**Registration with the Nursing and Midwifery Council**

On successful completion of the programme students have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in the NMC standards.

1. **Other sources of information that you may wish to consult**

Newell, R. and Burnard, P. (2011) *Research for Evidence-Based Practice in Healthc*are. 2nd Ed. Chichester: John Wiley & Son.

NMC (2018) Future Nurse: Standards of proficiency for registered nurses

NMC (2018) Part 2: Standards for student supervision and assessment

NMC (2018) Part 3: Standards for pre-registration nursing programmes

All available at: <https://www.nmc.org.uk/standards/standards-for-nurses/>

NHS (2018) A Health and Care Digital Capabilities Framework: <https://www.hee.nhs.uk/sites/default/files/documents/Digital%20Literacy%20Capability%20Framework%202018.pdf>

1. **Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module code** | | **Level 4** | | | | **Level 5** | | | | **Level 6** | | | |
| NG4103 | NC4104 | NG4104 | NP4100 | NG5105 | NC5107 | NC5108 | NP5100 | NC6110 | NC6111 | NC6112 | NP6100 |
| **Knowledge & Understanding** | A1 | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |  |
| A2 |  | **X** |  | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** |
| A3 | **X** | **X** |  | **X** | **X** | **X** |  | **X** |  |  |  |  |
| A4 |  | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |  | **X** |
| A5 |  | **X** | **X** |  | **X** | **X** | **X** |  |  | **X** | **X** |  |
| A6 |  |  |  |  |  |  |  |  | **X** | **X** | **X** |  |
| **Intellectual Skills** | B1 |  |  |  |  |  |  |  |  | **X** | **X** | **X** |  |
| B2 |  |  |  |  |  |  |  |  | **X** |  | **X** |  |
| B3 |  | **X** | **X** | **X** |  | **X** |  | **X** |  |  | **X** |  |
| B4 |  |  |  |  |  |  |  |  | **X** | **X** |  |  |
| **Practical Skills** | C1 |  | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** |  | **X** |
| C2 |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  | **X** |
| C3 |  |  |  |  |  | **X** |  |  |  | **X** | **X** | **X** |
| C4 |  |  |  |  |  |  | **X** | **X** |  | **X** | **X** | **X** |
| C5 |  |  |  |  |  |  |  |  | **X** | **X** |  |  |
| C6 |  |  |  |  |  | **X** | **X** | **X** |  | **X** |  |  |
| C7 |  |  | **X** |  | **X** |  | **X** | **X** |  | **X** |  | **X** |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**