**Template C4**



**Programme Specification**

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

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| Date first produced | 17/10/2024 |
| Date last revised | 22/09/2025 |
| Date of implementation of current version | 01/09/2025 |
| Version number | 9 |
| Faculty | Faculty of Health, Science, Social Care & Education |
| Cross-disciplinary |  |
| School | School of Nursing |
| Department | Public Health and Children’s, Learning Disabilities and Mental Health Nursing |
| Delivery Institution |  |

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 modules 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 Degree Apprenticeship |
| Exit Award(s) and Title(s): | Cert HE in Health and Wellbeing  BSc Health and Wellbeing  DipHE in Health and Wellbeing These awards do not enable the student to register with the NMC. |
| Course Code  *For each pathway and mode of delivery* | UFNCH1NCH77 |
| UCAS code  *For each pathway* | N/A |

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| Awarding Institution: | Kingston University |
| Teaching Institution: |  |
| Location: | Kingston Hill |
| Language of Delivery: | English |
| Delivery mode: | Primarily campus based (up to 20% of scheduled L&T hours delivered online) |
| Learning mode(s): | Full-time |
| Minimum period of registration: | Full-time - 3 years |
| Maximum period of registration: | Full-time - 6 years |
| Entry requirements | Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.  Additionally, all non-UK applicants must meet our English language requirements.  Please see our course pages on the Kingston University website for the most up to date entry requirements |
| Regulated by | The University and its courses are regulated by the Office for Students |
| Programme Accredited by: | Nursing and Midwifery Council (NMC) |
| 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. |
| Is this Higher or Degree Apprenticeship course? | Yes |

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| ***For Higher or Degree Apprenticeship proposals only*** | |
| Higher or Degree Apprenticeship standard: | Registered Nurse Degree (NMC, 2018) Apprenticeship Standard ST0781 |
| Recruitment, Selection and Admission process: | * Applicants must be employed and have full agreement from their health care employer. * In appropriate employment, normally working 37.5 hours per week * Where applicable, a ‘Right to Work’ covering the full length of the course and end point assessment (3 years 2 months). * At the point of entry onto the course, applicants for the apprenticeship route must be employed within a health or care setting where they can be appropriately supervised by a registered nurse or other appropriate registered health or social care professional. * All applicants who meet the minimum requirements are required to attend an interview which includes questions focused on: their motivations to study nursing, their rationale for choosing children’s nursing, their understanding of the role of the nurse and the values and attributes required by nurses. This provides a link between the admissions processes and the NMC Code (2018)  and a values-based approach to selection that allows applicants to demonstrate their understanding of nursing and the skills and knowledge they feel they will bring to a nursing course at Kingston University. The application interview has been designed to be inclusive. * As part of the admissions process applicants will be asked to complete an Initial Needs Assessment to confirm whether they have undertaken previous certificated learning that repeats learning offered by the Registered Nurse Degree. * This declaration is a requirement for all apprenticeship applicants, as duplication of learning or assessment previously undertaken is not eligible for apprenticeship funding under the Education and Skills Funding Agency rules (ESFA, 2018) * 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. |
| End Point Assessment Organisation(s): | The EPAO is Kingston University as this is an integrated End Point Assessment. |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

* Provide contemporary, digitally enhanced, evidence-based nursing education which meets the needs of students, people who use services 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 (2018)](https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdfhttps:/www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf) *.*
* Provide students with a range of flexible learning opportunities to enable the development of nursing practice knowledge and skills including assessing, planning, leading and coordinating care that is compassionate, evidence-based, and person-centred.
* Prepare students to provide care in a digital health environment in which technology is used to enhance the care and experiences of people who use services.
* Enable students to identify and critically appraise secondary and primary sources as a basis for independent study, evidence-based practice and implementation and improvement science.
* Enable students to apply research and evidence to the care of people across a range of health and social care environments taking account of the contextual factors that may affect this.
* Prepare students for employment in nursing, research, further study and lifelong learning by developing their [Future Skills](https://www.kingston.ac.uk/aboutkingstonuniversity/future-skills/) and enabling them to develop their graduate attributes.
* Foster in students the values and understanding of collaborative working with people who use services, their families and carers and health and social care professionals, to achieve optimum individualised person-centred care
* Develop the student’s capabilities, knowledge and skills to enable autonomous nursing practice at the point of registration.
* Enable students to meet the knowledge, skills and behaviours required for the registered nurse degree apprenticeship.
* Support students to integrate British values within their professional practice.

1. **Programme Learning Outcomes**

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in [‘Sector Recognised Standards in England’ (OFS 2022).](https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf%22)

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **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 |
| 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. | B4 | Solve complex problems in the provision and management of nursing care applying research findings to promote and inform best nursing practice | C7 | Implement strategies to promote and protect health and prevent ill health in order to improve health outcomes and reduce health inequalities (HP, CC) |
| A5 | Communication and relationship management skills required to ensure that individuals, their families and carers are actively involved in and understand care decisions. | B3 | Demonstrate the skills and attributes of an autonomous and reflexive learner and a commitment to systematic professional development. | 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) |
| A4 | A contemporary range of evidence-based children and young people’s nursing inventions used in promoting the health and well-being of people, their families and carers. | B2 | Demonstrate critical thinking when applying evidence and drawing on experience to make evidence informed decisions across all areas of practice. | 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) |
| A3 | Health and social disorders/conditions that contribute to a change in the well-being of children and young people, and the implications of this for them, their families and carers | B1 | Analyse critically and appraise both primary and secondary sources, assembling data from a variety of sources and discern and establish connections | C4 | Coordinate, lead and manage the complex nursing and integrated care needs of people through partnership, collaboration and interagency working. (CC, L) |
| A2 | Relevant legal, regulatory and governance requirements, policies, ethical frameworks and mandatory reporting duties that relate to the care of people in health and social care settings. | B5 | Solve complex problems in the provision and management of children and young people’s nursing care applying and evaluating research findings to promote and inform best nursing practice | C3 | Recognise and respond appropriately to complex and unpredictable situations in day-to-day clinical practice, demonstrating technical competence and expertise. (L, CC) |
| A1 | The physical, pathological, social and psychological determinants of health and illness and the effects of change on the individual / communities / society as applied to children’s nursing. | B6 | Demonstrate the academic literacy and numeracy skills required to work in a complex health and social care environment | 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) |
|  |  |  |  | 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) |

1. **Future Skills Graduate Attributes**

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness
10. **Outline Programme Structure**

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

**Professional expectations and standards**

This is a regulated professional course and it is expected that students demonstrate and maintain high levels of professionalism in their conduct, behaviours, attendance and response to support and advice.

Full attendance is required in line with the University’s Student Attendance and Engagement Policy (AP15). Where there is a cause for concern in relation to the student’s attendance, a progression plan will be created. If this does not lead to the required improvement in attendance, the student’s registration may be terminated in accordance with the University General Regulations 1: General Student Regulations (30-35).

Other issues relating to professional conduct and behaviours will be considered in accordance with the appropriate University regulations and policies.

## BSc (Hons) Children’s Nursing Degree Apprenticeship

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| **Level 4** | | | | | | | |
| **BSc (Hons) Children’s Nursing Degree Apprenticeship** | | | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Applied life sciences for nursing practice | NP4203 | 30 | 4 | TB1 |  | 1 |  |
| Introduction to children and young people's nursing | NC4200 | 60 | 4 | Year long |  | 1 |  |
| Practice Assessment Module Part 1 | NP4201 | 0 | 4 | Year long |  | 1 |  |
| Public Health | NP4202 | 30 | 4 | TB2 |  | 1 |  |

Exit Awards at Level 4

Progression to level 5 requires 90 credits at level 4.

This programme 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. The Practice Assessment Module must be passed by the end of the first placement of level 5.

**Exit Awards at Level 4**

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.

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| **Level 5** | | | | | | | |
| **BSc (Hons) Children’s Nursing Degree Apprenticeship** | | | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Caring for children and young people with acute healthcare needs | NC5200 | 30 | 5 | TB1 |  | 2 |  |
| Contemporary Public Health and Community Nursing for Children | NC5201 | 30 | 5 | TB2 |  | 2 |  |
| Evidence based healthcare for nursing practice | NP5200 | 30 | 5 | Year long |  | 2 |  |
| Pharmacology for nursing practice | NP5201 | 15 | 5 | TB1 |  | 2 |  |
| Practice Assessment Module Part 2 | NP5400 | 0 | 5 | Year long |  | 2 |  |
| **Optional Modules** |  |  |  |  |  |  |  |
| Child and adolescent mental health | NP5202 | 15 | 5 | TB2 |  | 2 |  |
| Global health | NP5301 | 15 | 5 | TB2 |  | 2 |  |
| Humanities in Healthcare | NP5303 | 15 | 5 | TB2 |  | 2 |  |
| Independent Study | NP5302 | 15 | 5 | TB2 |  | 2 |  |
| Wound management | NP5300 | 15 | 5 | TB2 |  | 2 |  |

Exit Awards at Level 5

Progression to level 6 requires 90 credits at level 5

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. The Practice Assessment Module must be passed by the end of the first placement of level 6.

**Exit Awards at Level 5**

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.

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| **Level 6** | | | | | | | |
| **BSc (Hons) Children’s Nursing Degree Apprenticeship** | | | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Becoming a Registrant | NP6017 | 30 | 6 | TB2 |  | 3 |  |
| Collaborative learning and teaching in practice | NP6014 | 30 | 6 | TB2 |  | 3 |  |
| Complex care for children and young people’s nursing | NC6115 | 30 | 6 | TB2 |  | 3 |  |
| Leading care for children’s nursing | NC6113 | 30 | 6 | TB1 |  | 3 |  |
| Practice Assessment Module Part 3 | NP6018 | 0 | 6 | Year long |  | 3 |  |

Exit Awards at Level 6

Students exiting the programme without meeting the Nursing and Midwifery Council practice requirements, but have successfully completed 120 credits at level 6, are eligible for the award of BSc Health and Wellbeing, but will not be eligible to register with the Nursing and Midwifery Council.

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, and have completed the End Point Assessment for the Registered Nurse Degree (NMC 2018)  Apprenticeship Standard (ST0781).

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. As a student on an apprenticeship programme all learning (theory and practice) must be supernumerary, and these hours are recorded by the apprentice within their learning log and practice documents. 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, and these are monitored along with the learning logs by the Course Leader. 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 employer agreement and placement availability. There may also be cases of repeated non-attendance at placement where the Student Attendance Policy (AP15) is invoked and a decision is made to withdraw the student from the programme due to non-engagement with practice. Students who have leave of any type in excess of 4 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. **Teaching, Learning and Assessment**

This course uses a range of teaching and assessment methods which have been designed to support students’ learning and achievement of the learning outcomes. The course has been developed with reference to the Kingston University Academic Framework which sets-out core principles relating to Course and Credit Structure (including Module delivery Structure and Pattern, and Learning Hours and Learning Formats); Curriculum Design (inclusion Learning Design Principles and Inclusive Curriculum); and Future Skills.

Teaching and Learning on the course consist of Scheduled Learning and Teaching and Guided Independent Study (self-managed time). Scheduled Learning and Teaching includes the following, and the format for each module is set out in the module specification:

* Laboratory Sessions
* Lectures
* Seminars
* Tutorials
* Workshops
* Placements

Guidance for students on the use of independent study time is communicated through the ‘Succeed in your module’ section on the Canvas Virtual Learning Environment and through other communications during the course.

In addition to the core Scheduled Learning and Teaching activities for the course, the University may offer students additional optional opportunities for learning. Examples of these include Study abroad and Work-based learning.

The course will provide students with the opportunity to develop their knowledge and skills relating to at least two United Nations Sustainable Development Goals (UN SDGs). We are committed to empowering students with the knowledge, skills and opportunities to understand and address the UN SDGs: each course is thus also required to prepare students for at least two of the SDGs (not including Quality Education, which all courses must deliver).

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 policies and procedures for evaluating and improving the quality and standards of its provision. These include:

* Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
* Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS), Student Voice Committee
* Internal and external moderation of graded assignments
* Nursing and Midwifery Council Annual Reporting
* Key Account meetings with practice placement partners
* Apprenticeship Operations and Compliance Group meeting
* Apprenticeship Partnership Committee
* Faculty service user strategy

1. **External Reference Points**

**NMC Resources**

[Standards framework for nursing and midwifery education](https://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/)

[Standards for student supervision and assessment](https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/)

[Standards for pre-registration nursing programmes](https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/)

[Standards of proficiency for registered nurses](https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/)

**NHSE Resources**

[NHS Long Term Workforce Plan](https://www.england.nhs.uk/publication/nhs-long-term-workforce-plan/)

[NHSE Technology Enhanced Learning Platform](https://www.hee.nhs.uk/our-work/technology-enhanced-learning)

**Apprentice resources**

[Registered  nurse degree (NMC 2018) apprenticeship standard (ST0781)](https://www.instituteforapprenticeships.org/apprenticeship-standards/registered-nurse-degree-nmc-2018/)

[End-point assessment plan for Registered nurse fully integrated degree apprenticeship standard (ST0781)](https://www.instituteforapprenticeships.org/media/5919/st0781_v14_registered_nurse_l6_fullyintegrated-ap-for-publication_adjustment_15022022.pdf)

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

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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.

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| **Module Code** | | **Level 4** | | | | **Level 5** | | | | | | **Level 6** | | | | | |
| **NC4200** | **NP4202** | **NP4203** | **NP4201** | **NP5201** | | **NP5200** | **NC5201** | **NC5200** | **NP5400** | | **NP6018** | **NP6014** | **NC6113** | **NP6017** | **NC6115** |
| **Knowledge & Understanding** | A6 |  |  |  |  |  | |  |  |  |  | |  |  | S | S | S |
| A5 | S |  |  |  |  | |  | S |  |  | |  | S |  |  |  |
| A4 |  |  |  |  |  | | S | S | S |  | |  | S |  |  | S |
| A3 | S | S |  |  |  | |  | S | S |  | |  |  |  |  | S |
| A2 | S |  |  |  |  | |  | S | S |  | |  |  | S | S |  |
| A1 | S |  | S | S |  | |  | S | S |  | |  |  |  |  | S |
| **Intellectual Skills** | B4 | S |  |  | S |  | |  | S | S |  | |  |  |  | S |  |
| B3 |  |  |  |  |  | |  |  |  |  | |  |  | S | S |  |
| B2 |  |  |  |  |  | | S | S | S |  | |  |  | S | S |  |
| B1 |  |  |  |  |  | | S |  | S |  | |  |  |  |  | S |
| B5 |  |  |  |  |  | |  |  |  |  | |  |  |  |  |  |
| B6 |  |  |  |  |  | |  |  |  |  | |  |  |  |  |  |
| **Practical Skills** | C7 |  | S |  |  |  | |  |  |  |  | |  | S |  |  |  |
| C6 | S |  |  |  |  | |  | S | S |  | |  | S |  | S |  |
| C5 |  |  |  |  |  | |  | S | S |  | |  |  |  |  |  |
| C4 |  |  |  |  |  | |  |  |  |  | |  |  |  |  | S |
| C3 |  |  |  |  |  | |  | S | S |  | |  |  |  | S | S |
| C2 | S |  |  |  |  | |  | S | S |  | |  | S |  |  |  |
| C1 | S |  |  |  |  | |  | S | S |  | |  |  | S | S | S |

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

**Additional Information**

*Add information here about the number of approved entry points and for each one, except the first one, the delivery dates of the modules and which Teaching Block they’ll be delivered in. The details of the first entry point noted should be provided in the module tables above.*