**Template C4**



**Programme Specification**

**Title of Course:** *BSc (Hons) Learning Disability Nursing Degree Apprenticeship*

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| Date first produced | 14/10/2024 |
| Date last revised | 11/08/2025 |
| Date of implementation of current version | 01/09/2025 |
| Version number | 6 |
| 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) Learning Disability 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* | UFNLD1NLD77 |
| UCAS code  *For each pathway* |  |

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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 |
| 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 learning disabilities nursing. | B1 | Analyse critically and appraise both primary and secondary sources, assembling data from a variety of sources and discern and establish connections | C1 | Demonstrate the professional attributes and values of an accountable, reflective, adaptable, compassionate, skilled and confident learning disabilities registrant, with the ability to apply professional, ethical and legal frameworks to deliver evidence-based practice in health and social care settings. (BAP) |
| 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. | B2 | Demonstrate critical thinking when applying evidence and draw on clinical experience to make evidence informed decisions across all areas of their practice as a learning disabilities nurse | 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 with learning disabilities and the implications of this for them, their families and carers | 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 learning disabilities nursing practice, demonstrating technical competence and expertise. (L, CC) |
| A4 | A contemporary range of evidence-based learning disabilities nursing inventions used in promoting the health and well-being of people, their families and carers. | B4 | Demonstrate the digital skills required to work in a technology enhanced health and social care environment | 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 relational skills required to ensure that people, their families and carers are actively involved in and understand decisions related to their health and wellbeing. | B5 | Solve complex problems in the provision and management of learning disabilities nursing care applying and evaluating research findings to promote and inform best nursing 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) |
| A6 | Leadership and interprofessional working that contribute to the enhancement of care and treatment in learning disabilities nursing to improve health outcomes for people, their families and carers within health and social care. | B6 | Demonstrate the academic literacy and numeracy skills required to work in a complex health and social care environment | 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) |

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) Learning Disability Nursing Degree Apprenticeship

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| **Level 4** | | | | | | | |
| **BSc (Hons) Learning Disability 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 learning disability nursing | NL4200 | 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

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** | | | | | | | |
| **BSc (Hons) Learning Disability Nursing Degree Apprenticeship** | | | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Evidence based healthcare for nursing practice | NP5200 | 30 | 5 | Year long |  | 2 |  |
| Health and Wellbeing of People with Learning Disabilities | NL5201 | 30 | 5 | TB2 |  | 2 |  |
| Pharmacology for nursing practice | NP5201 | 15 | 5 | TB1 |  | 2 |  |
| Practice Assessment Module Part 2 | NP5400 | 0 | 5 | Year long |  | 2 |  |
| Providing and Evaluating Evidence Based Care with People with Learning Disabilities | NL5200 | 30 | 5 | TB1 |  | 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

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** | | | | | | | |
| **BSc (Hons) Learning Disability 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 | Year long |  | 3 |  |
| Complex care for learning disabilities nursing | NL6114 | 30 | 6 | Year long |  | 3 |  |
| Leading care for learning disability nursing | NL6113 | 30 | 6 | TB1 |  | 3 |  |
| Practice Assessment Module Part 3 | NP6018 | 0 | 6 | Year long |  | 3 |  |

Exit Awards at Level 6

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) Learning Disabilities 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. 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 are repeating the final year of the programme due to failure to progress (60 or more credits outstanding at level 6) will be required to undertake an additional 8 to 12 week placement prior to the end of the repeating year. This is to ensure they meet the NMC standards of proficiency for registered nurses prior to their completion and registration with the NMC.  This additional placement does not require an assessment but must be completed before a student can be considered for award and registration with the NMC.

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**

Students are supported through a range of services that provide academic and wider support. These include:

* A Module Leader for each module
* A Course Leader to help students understand the course structure
* Personal Tutors to provide academic and personal support
* Technical support to advise students on IT and the use of software
* Student Voice Committee – to ensure the views of students are heard
* Canvas – Kingston University’s Virtual Learning Environment
* Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
* Disabled student support
* The Kingston Students’ Union
* Student Development and Graduate Success
* Student Advocate to provide additional pastoral and academic support to students

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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**

External reference points which have informed the design of the course. These include:

* PSRB standards
* QAA Subject benchmarks
* Apprenticeship standards
* Other subject or industry standards

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** | | | | | |
| **NL4200** | **NP4203** | **NP4201** | **NP4202** | **NP5200** | | **NP5201** | **NL5201** | **NL5200** | **NP5400** | | **NP6018** | **NL6113** | **NP6014** | **NP6017** | **NL6114** |
| **Knowledge & Understanding** | A1 | S | S |  |  |  | | S | S | S |  | |  |  |  |  | S |
| A2 | S |  |  |  |  | |  | S | S |  | |  | S |  | S |  |
| A3 | S |  |  | S |  | |  | S | S |  | |  |  |  |  | S |
| A4 |  |  |  |  | S | |  | S | S |  | |  |  | S |  | S |
| A5 | S |  |  |  |  | |  | S |  |  | |  |  | S |  |  |
| A6 |  |  |  |  |  | |  |  |  |  | |  | S |  | S | S |
| **Intellectual Skills** | B1 |  |  |  |  | S | |  |  | S |  | |  |  |  |  |  |
| B2 |  |  |  |  | S | |  | S | S |  | |  | S |  | S | S |
| B3 |  |  |  |  |  | |  |  |  |  | |  | S |  | S |  |
| B4 | S |  |  |  |  | | S | S | S |  | |  |  |  | S |  |
| B5 |  |  |  |  |  | |  |  |  |  | |  | S |  |  | S |
| B6 | S |  |  |  | S | | S | S | S |  | |  | S | S | S | S |
| **Practical Skills** | C1 | S |  |  |  |  | |  | S | S |  | |  | S |  | S | S |
| C2 | S |  |  |  |  | |  | S | S |  | |  |  | S | S |  |
| C3 |  |  |  |  |  | |  | S | S |  | |  | S |  |  | S |
| C4 |  |  |  |  |  | |  |  |  |  | |  | S |  | S | S |
| C5 |  |  |  |  |  | |  | S | S |  | |  |  |  |  | S |
| C6 | S |  |  |  |  | |  | S | S |  | |  |  | S |  |  |
| C7 |  |  |  | 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**