

Faculty of Health, Social Care and Education

School of Nursing

Programme Specification

**Title of Course: BSc (Hons) Nursing / Registered Nurse
(Adult, Child, Learning Disability, Mental
Health)**

Date Specification Produced: 21 January 2016

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This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Course Handbooks and Module Descriptors.

SECTION 1: GENERAL INFORMATION

Title: BSc (Hons) Nursing / Registered Nurse (Adult, Child, Learning Disability, Mental Health)

Awarding Institution: Kingston University

Teaching Institution: School of Nursing, Kingston University

Location: Kingston Hill Campus
Gibraltar (Franchised programme)

Programme Accredited by: Nursing and Midwifery Council

Professional Qualifications:

Field	Eligible to apply for entry to Professional Register Nursing and Midwifery Council (NMC)
Adult Nursing	Registered Nurse - Adult (Sub Part 1 - RNA)
Mental Health Nursing	Registered Nurse - Mental Health (Sub Part 1 - RNMH)
Learning Disability	Registered Nurse - Learning Disabilities (Sub Part 1 - RNLD)
Children's Nursing	Registered Nurse – Child (Sub Part 1 - RNC)

SECTION 2: THE PROGRAMME

A. Programme Introduction

This document sets out the curriculum designed to prepare nurses for entry onto the Nursing and Midwifery Council (NMC) register, in line with the NMC standards (NMC 2010). The four fields of nursing: Adult, Mental Health, Learning Disability and Children's Nursing are included. Successful completion will allow the students to enter as new registrants on Part 1 of the NMC professional register. The programme is directly informed by the NMC Standards for Pre-registration Nursing Education (NMC 2010) and is offered as a three-year full-time programme that includes 2,300 hours of theoretical content and 2,300 hours of practice learning opportunities leading to the award of a BSc (Hons) Nursing/Registered Nurse.

The programme allows students to qualify in a specific field of nursing. The main features of the programme are:

- The programme will be delivered in partnership with health and social care practitioners, service users and representatives from the independent and voluntary sector;
- This programme involves mandatory placements in every year of the programme and will account for at least 50% of the annual learning activity. The placements are organised by the University and will be within the Health and Social Care Sectors (NHS, Local Authority, Private, Voluntary and Independent Health sectors) and include acute, primary and tertiary settings. There is also the potential for learning opportunities for students outside of their field, which can include national or international learning opportunities;
- The programme provides opportunities for students to share learning with others in related health and social care fields, e.g. medicine, physiotherapy, radiography, midwifery, pharmacy, paramedics and social work students. This will enhance interprofessional working and collaboration in practice;

- The modules within this programme are identified as either field specific or generic in line with Nursing and Midwifery programme requirements (NMC 2010). Generic modules enable students to share learning with students across all fields of nursing;
- Our award winning simulated learning, which enables students to apply learning to a range of different scenarios within simulated hospital and community settings using both role players and high fidelity mannequins.
- The programme offers exit points for a BSc (unclassified) with registration and BSc in Health and Wellbeing (unclassified) without registration;

Academic credits gained over the three years

- Year 1 120 Credits at Level 4 (NMC Progression Point 1 end of semester 2)
- Year 2 120 Credits at Level 5 (NMC Progression Point 2 end of semester 2)
- Year 3 120 Credits at Level 6 (NMC Progression Point for registration end of semester 2)

B. Aims of the Programme

Overarching Aim

Student nurses awarded the BSc (Hons) Nursing/Registered Nurse programme will demonstrate that they are able to fulfil the requisite competencies of the Nursing and Midwifery Council's Standards and Competencies (NMC 2010) enabling them to practise independently as a registered nurse.

The Programme Aims to:

- provide the graduate student with an in-depth knowledge and critical understanding of the core elements of nursing over three years by achieving the learning outcomes as outlined in the NMC Standards for Pre-registration Nursing Education and the European Directive 2005/36/EC;
- provide all graduate students with an in-depth knowledge and understanding of the essential elements of nursing including written and oral communication skills;
- enable graduate students to identify and appraise critically secondary and primary sources as a basis for independent study and research in the final year;
- provide graduate students with a range of opportunities to enable the development of nursing practice skills;
- 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;
- provide graduate students with the opportunity to work alongside other health and social care practitioners in order to develop skills, knowledge and experience for interprofessional working;
- extend the graduate student's knowledge and skills to enable independence within nursing practice.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Nursing and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

Programme outcomes are founded on the four domains of the NMC competency framework 2010.

Nursing & Midwifery Council's Four Domains:

- Professional Values
- Communication and Interpersonal Skills
- Nursing Practice and Decision Making
- Leadership, Management and Team working

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual skills		Subject Practical skills
	On completion of the course students will be able to demonstrate knowledge and understanding of:		On completion of the course students will be able to:		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	Solve complex problems in the provision and management of nursing based on evidence and conceptual understanding, and prioritise the needs of individuals and groups.	C1	Perform professional behaviour as an accountable, compassionate, skilled and confident registered nurse, demonstrating the ability to competently function within recognised professional, ethical and legal frameworks to meet evidence-based practice in health and social care.
A2	The professional, legal and ethical frameworks relating to health, social and nursing care and the development of therapeutic relationships.	B2	Critically analyse and appraise research and academic writing.	C2	Demonstrate effective non-judgemental interpersonal communication skills in the development and maintenance of therapeutic, empowering and working relationships.
A3	Health and social disorders/conditions that contribute to a change in the service user's well being.	B3	Demonstrate skills and attributes of an autonomous learner and commitment to professional development.	C3	Recognise and respond appropriately to situations in day-to-day clinical practice, demonstrating technical competence and expertise.
A4	Contemporary range of evidence based nursing interventions used in promoting the health and well being of the individual.	B4	Demonstrate critical research skills and knowledge as applied to nursing – solving nursing problems through use of contemporary evidence.	C4	Seek to empower others and in specific situations; manage risk and act as an advocate for service users, carers and their families.
A5	Management and organisation of health care systems within NHS, independent and voluntary sector.	B5	Demonstrate critical thinking, systematic thought and draw reasoned conclusion when making decisions.		
A6	Leadership and inter-professional working in the maintenance and development of quality within health and social care.				

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

Key Skills					
	Self Awareness Skills		Communication Skills		Interpersonal Skills
AK1	Take responsibility for own learning and plan for and record own personal development	BK1	Express ideas clearly and unambiguously in writing and the spoken work	CK1	Work well with others in a group or team
AK2	Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	BK2	Present, challenge and defend ideas and results effectively orally and in writing	CK2	Work flexibly and respond to change
AK3	Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	BK3	Actively listen and respond appropriately to ideas of others	CK3	Discuss and debate with others and make concession to reach agreement
AK4	Work effectively with limited supervision in unfamiliar contexts			CK4	Give, accept and respond to constructive feedback
				CK5	Show sensitivity and respect for diverse values and beliefs
	Research and information Literacy Skills		Numeracy Skills		Management & Leadership Skills
DK1	Search for and select relevant sources of information	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	FK1	Determine the scope of a task (or project)
DK2	Critically evaluate information and use it appropriately	EK2	Present and record data in appropriate formats	FK2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources
DK3	Apply the ethical and legal requirements in both the access and use of information	EK3	Interpret and evaluate data to inform and justify arguments	FK3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary
DK4	Accurately cite and reference information sources	EK4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	FK4	Motivate and direct others to enable an effective contribution from all participants
DK5	Use software and IT technology as appropriate				
	Creativity and Problem Solving Skills				
GK1	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems				
GK2	Work with complex ideas and justify judgements made through effective use of evidence				

Teaching/learning methods and strategies

The range of learning and teaching strategies include the following:

Practice Based Learning; Mentorship in practice; Formal lectures with questions and discussion; Technology Enhanced Learning; Reflection; Problem Based Learning; Inter-professional Learning; Clinical skills teaching and simulation; Seminars and workshops (staff and student led); Peer review; Scenarios and patient narratives; Group work activities and Tutorials;

Assessment strategies

The assessment strategies employed include the following:

Formative assessments; Essays; Online exams; Written exams; Posters; Presentations; Reports; Abstracts; Integrated literature review; Practice assessment; Objective Clinical Skills Assessments (OSCA's)

D. Entry Requirements

The minimum entry qualifications for the programme are:

From A levels: The standard entry grade to the programme is 280 normally obtained from three A levels/VCE Double Award/6 unit awards (grades BBC or higher). Ideally these should include a health or science related subject

BTEC: BTEC National Diploma, which must be in a health or science related subject and passed at Distinction Merit, Merit (DM from BTEC National Certificate).

Access Diploma: Access Diploma course which requires a minimum of 45 credits at Level 3 and 15 at Level 2. At least 18 of the Level 3 credits must be achieved at Distinction and 9 at merit.

Plus: ALL candidates must also have at least five GCSEs at grade C or above including English language, maths and a science subject, or equivalent qualifications, together with evidence of academic study within the last five years.

Non-native speakers who do not have the equivalent of GCSE English at grade C (e.g. key skills Level 2 Literacy) require an IELTS score of 7.0, or equivalent.

Mature applicants who do not meet the academic entry criteria may be considered on an individual basis.

Admission is subject to occupational health screening and Disclosure Barring service (DBS) enhanced check.

Currently all applicants must meet the NHS funding residency requirements and no self-funding applicants can be considered. All suitable applicants are required to attend an interview and selection day. Candidates called for interview will be required to sit both Numeracy and Literacy tests.

Ideally the UCAS personal statement should include:

1. How the applicant has researched the profession of nursing, and the specific field they are applying for.
2. Examples of how the applicant has worked with vulnerable people or worked within teams where they may have developed skills which may be relevant to nursing
3. How the applicant has gained insight into the course (e.g., Open days, speaking to other people)
4. The applicant's personal qualities that they feel relate to nursing.

RPL Arrangements

Recognition of Prior Learning may be possible for candidates who wish to access the programme and have prior learning from experience. This is normally anticipated prior to entry and may be presented at the interview or pre interview stage. When candidates present with prior learning they will need advice on the potential of a claim. For the purposes of facilitating RPL in the School of Nursing, for the Pre Registration nursing programmes the nominated RPL co coordinator receives enquiries and adheres to the Academic and Quality

Standards Kingston University 2015/16 (see section H – Accreditation processes in giving advice).

E. Programme Structure

This programme is offered in full-time mode, and leads to the award of BSc (Hons) Nursing / Registered Nurse. Intake is normally in September.

E1. Professional and Statutory Regulatory Bodies

The programme is designed according to the Nursing and Midwifery Councils Standards for Pre Registration Nursing Education (NMC 2010). Students undertake 50% theory and 50% practise in accordance with these standards for Pre Registration Nursing Education. The programme has incorporated the required progression points identified within the NMC Standards for Pre Registration Nursing Education (NMC 2010) and are met at the end of Semester 2 of each year.

Modules are designated to be either Field specific or Generic. This enables students undertaking a specific field to have a generic vision, skills and understanding of all fields of nursing, thereby ensuring they can identify holistic care needs for individuals within their chosen field of nursing practice.

The programme is designed to ensure students can successfully achieve the essential skills identified by the Nursing and Midwifery Council (NMC 2010). Students who complete the required minimum to achieve a BSc (unclassified) Nursing/Registered Nurse with 330 academic credits (i.e. do not complete the Module *Developing Evidenced-based Practice*) and the required practice competencies will be eligible to apply for entry to the Nursing and Midwifery Council Professional Register.

E2. Work-based learning, including sandwich programmes

The programme is, by definition, work-based learning due to the integration of theory and practice detailed below.

E3. Outline Programme Structure

The programme, in line with NMC Standards (2010), delivers 4600 hours of learning, 50% of which is theory (2300 hours) and 50% is practice (2300 hours). The theoretical component is delivered within the Kingston University Undergraduate Regulations on the basis of variation approved by the Academic Regulations Committee.

The programme includes generic and field specific modules delivered at Levels 4, 5, and 6 to meet the theoretical and practical Nursing and Midwifery Councils requirements. Each level is made up of four 30 credit modules.

Students are required to progress through the different academic levels and must complete 120 credits at each level over the 3-year period to achieve the final award. A number of final and intermediate awards are possible and are detailed below.

Academic Credits Gained over the Three Years:

- Year 1 120 Credits at Level 4 (NMC Progression Point 1 end of semester 2)
- Year 2 120 Credits at Level 5 (NMC Progression Point 2 end of semester 2)

- Year 3 120 Credits at Level 6 (NMC Progression Point for registration end of semester 2)

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

The specific variants to the Undergraduate Regulations are outlined in section J.

Programme Structure

Level 4				
Compulsory modules	Module code	Credit Value	Level	Teaching Block
Science for Nursing	NG4101	30	4	1 & 2
Nursing in Context	NG4102	30	4	1 & 2
*Foundations of Adult Nursing	NA4103	30	4	1 & 2
*Foundations of Children's Nursing	NC4103	30	4	1 & 2
*Foundations of Learning Disability Nursing	NL4103	30	4	1 & 2
*Foundations Mental Health Nursing	NM4103	30	4	1 & 2
Nursing Practice Part 1	NP4000	30	4	1 & 2
* Students will study the relevant module according to chosen field of practice				
Progression to level 5 requires 120 credits at level 4, with passes in all level 4 modules and completion of NMC requirements for progression point one.				
Intermediate Award: Students exiting the programme at this point who have successfully completed 120 credits at level 4 are eligible for the award of Certificate of Higher Education in Health and Wellbeing .				

Level 5					
Compulsory modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites
Person-centred Care	NG5104	30	5	1 & 2	Completed Progression Point One
*Care of the Acutely Ill Adult	NA5105	30	5	1 & 2	A/A
*Long Term Conditions in Adult Nursing	NA5106	30	5	1 & 2	A/A
*Care of the Acutely Ill Child	NC5105	30	5	1 & 2	A/A
*Contemporary Issues in Children's Nursing	NC5106	30	5	1 & 2	A/A
* Learning Disability: Identifying and Meeting Health Needs	NL5105	30	5	1 & 2	A/A
* Learning Disability: Promoting Improved Health Outcomes	NL5106	30	5	1 & 2	A/A
* The Care Process in Mental Health Nursing	NM5105	30	5	1 & 2	A/A
* Collaborative Working in Mental Health	NM5106	30	5	1 & 2	A/A
Nursing Practice Part 2	NP5000	30	5	1 & 2	A/A
* Students will study the relevant module according to chosen field of practice					
Progression to level 6 requires 120 credits at level 4 and 120 credits at level 5 including passes in all level 4 and level 5 modules and completion of NMC requirements for progression point Two.					
Intermediate award: Students exiting the programme at this point who have successfully completed 120 credits at level 4 and 120 credits at level 5 are eligible for the award of Diploma of Higher Education (Dip HE) in Health and Wellbeing					

Level 6					
Compulsory modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites
*Transition to Professional Practice in Adult Nursing	NA6107	30	6	1 & 2	Completion of Progression Point Two
*Transition to Professional Practice in Children's Nursing	NC6107	30	6	1 & 2	A/A
*Transition to Professional Practice in Learning Disability Nursing	NL6107	30	6	1 & 2	A/A
*Transition to Professional Practice in Mental Health Nursing	NM6107	30	6	1 & 2	A/A
Developing Evidence-based Practice	NG6108	30	6	1 & 2	A/A
*Complexities of Adult Nursing	NA6109	30	6	1 & 2	A/A
*Complexities of Children's Nursing	NC6109	30	6	1 & 2	A/A
*Complexities of Learning Disability Nursing	NL6109	30	6	1 & 2	A/A
*Complexities of Mental Health Nursing	NM6109	30	6	1 & 2	A/A
Nursing Practice Part 3	NP6000	30	6	1 & 2	A/A
* Students will study the relevant module according to chosen field of practice					
Intermediate Awards					
Following successful completion of 330 credits, of which 120 credits must be at Levels 4 and 5 and 90 credits at Level 6, plus successful completion of summative practice/clinical skills assessments and meeting all NMC requirements, but following unsuccessful completion of the final honours module <i>Developing Evidence-based Practice</i> students are eligible for the award of BSc (Unclassified) Nursing/Registered Nurse					
Students may exit with an intermediate award: BSc (unclassified) Health and Wellbeing on successful completion of 300 credits, of which 120 credits must be at Levels 4 and 5 and 60 credits at Level 6.					

F. Principles of Teaching Learning and Assessment

The programme is designed as a continuous process where theory and practice are linked and inform each other. Students engage with a number of key relationships – Service Users and Families; Teachers and Mentors; The Learning Environment (University and Practice); Knowledge and Evidence. The four NMC Domains (Professional Values; Communication and Interpersonal Skills; Nursing Practice and Decision Making; Leadership, Management and Teamworking) provide the main themes of the curriculum. The four areas of the NMC Code (Prioritise People; Practise Effectively; Preserve Safety; Promote Professionalism and

Trust) further underpin student development. Additionally, The Chief Nursing Officer's '6Cs' (Care, Compassion, Competence, Communication, Courage, Commitment) provide a framework within which students will practice. Finally, a number of curriculum threads are developed throughout the programme through a spiralling approach. These include Evidence-based Practice, Public health/health promotion, Numeracy, Pharmacology, Employability, Global health, Safeguarding and Academic skills.

Modules are organised in a staged approach throughout the academic year to maximise the opportunities for integrating theory and practice and to ensure a manageable workload. All students undertake Generic Modules which focus upon shared learning relevant to all fields of nursing. There is an emphasis on the relationship between physical and mental health, care throughout the lifespan and the wider influences on health and wellbeing. Students also undertake Field Specific modules which focus upon learning relevant to their chosen field, but which also consider cross-field issues.

Teaching and learning is delivered through the integration of a variety of face-to-face activities and Technology Enhanced Learning (TEL). Face-to-face teaching occurs in small and large groups and includes lectures, conferences, seminars, groupwork and problem-based learning. Technology Enhanced Learning includes online activities supported by the University's Virtual Learning Environment (VLE) and classroom-based technologies such as voting clickers.

Students undertake an individualised practice learning pathway which provides them with the opportunity to gain the breadth and depth of clinical experience relevant to their field. Students provide direct care to service users, families and carers under the guidance and supervision of qualified mentors and a variety of interprofessional colleagues. Students also undertake a wide range of clinical experiences in our award-winning Clinical Skills and Simulation Suite. Clinical skill acquisition is developed in a safe and supportive environment and there are numerous opportunities for undertaking simulated learning with role players representing all fields of practice. Clinical Skills and Simulation also utilises Technology Enhanced Learning through the use of patient simulators, live video streaming and Electronic Patient Records (EPR). Students also have the opportunity to undertake an International or National Learning Opportunity (elective) at the end of year 2.

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 and carers contribute to the delivery of the programme within the classroom. Each placement has a designated Link Tutor from the University who is available to provide guidance to mentors and students where required.

Research Informed Teaching (RIT) is delivered in a number of ways to ensure graduates achieve the appropriate skills and also to engage with evidence-based practice (EBP). Newell and Burnard's (2011) 5 stages of EBP are used as a framework to structure the curriculum:

1. Asking answerable questions from practice (Y1)
2. Find the best available evidence (Y1)
3. Appraising the evidence for validity and applicability (Y2)
4. Applying the results of appraisal to clinical practice (Y3)
5. Evaluate the effect of applying the evidence (Y3)

The Y3 module Developing Evidence-based Practice allows students to consolidate this learning through the development of an integrative literature review. Furthermore, the use of an enquiry-based approach to learning and teaching, particularly in Year 3, fosters the

development of relevant skills. Research informed teaching is also delivered through the integration of the significant body of research generated by the Faculty and course team.

In Year 3 of the programme, students undertake shared learning with post-graduate students undertaking the PGDip Nursing/Registered Nurse programme. The concurrent delivery of academic levels 6 and 7 is facilitated through a mixture of joint and separate sessions. This maximises the benefits of shared learning, but also ensures that appropriate learning and teaching strategies are employed.

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 variety of health and social care 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. Examples of professional groups that students learn with include medicine, physiotherapy, midwifery, pharmacy, social work, paramedics and radiography. Students also learn from and with service users through initiatives such as Heritage2Heath and The Recovery College.

The assessment strategy is organised in a staged way throughout the academic year to ensure coherence and a manageable workload. Each assessment has both a formative and summative element which allows students to develop their ideas, seek feedback and maximise success at the final submission. Students are provided with feed forward at the formative and summative points, which clarifies what the student needs to do to develop their future assignments and academic skills and achieve their full potential. Assignments are assessed using a marking rubric to ensure transparency and facilitate feedback and feed forward. A range of assessment types are employed and include exams, coursework and practical assessments. Theoretical assessments build upon experiences in practice and are used to demonstrate clear linkages between theory and practice. Students develop a portfolio of evidence throughout the programme and this is used to develop a capstone project in Year 3. 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.

Students benefit from a wide range of activities which allows them to engage with opportunities both within and beyond the realms of the course. There is a very active Nursing Society which provides extra-curricular activities for students and has facilitated a number of collaborations with staff. The SNAP (Student Nurse Academic Partner) conference is a student led conference for students, staff and clinical partners. Students develop their work with a member of academic staff for presentation and publication. SADRAS (Student Academic Development Research Associate Scheme) is a KU initiative which allows students to undertake a research project with an academic partner. KU Ambassador is 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 and 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.

G. Support for Students and their Learning

Personally and academically, a nursing degree is a demanding course, 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.

The primary means of support is provided through the Personal Tutor Scheme (PTS). A group of field specific students are allocated to a member of staff for the duration of the course. Regular personal tutor group (PTG) tutorials are timetabled to facilitate group

support at key points. Students are also frequently timetabled for seminars and clinical skills sessions in their PTG. 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. In addition, Academic Mentors who are Year 2 students are assigned to a Year 1 PTG and provide peer support and facilitation.

Two other key support roles are the Field Lead and Year Lead. The Field Lead provides support and monitors student progression for a field specific cohort for the duration of the programme. The Field Lead is responsible for coordinating support across the cohort and works with the Personal Tutors. The Year Lead is responsible for the organisation and management of the programme for that year. They also coordinate support alongside the Field Lead and Personal Tutor and monitor student progression. Both roles focus on academic and pastoral support.

There is also a Faculty Student Support Officer which is a non-academic role, specifically providing pastoral support. Students can arrange a one to one meeting or attend drop in appointments. The Student Support Officer offers advice and support and is able to sign-post students to the wide range of services offered by the university-wide Student Services. These include Finance, Accommodation, Disability and Dyslexia (including mental health), Health and Wellbeing (including counselling), Faith and Spirituality, Union of Kingston University Students. Furthermore, there are a number of other key non-academic roles which provide support for students, such as Professional Support Staff and the Admissions Team.

Each module is led by a Module Leader and delivered by an academic team. The module team are responsible for planning, delivering and evaluating the module and enable students to achieve the module learning outcomes. The module team are the primary means of academic support for students undertaking the module assessment. They coordinate tutorial support for the formative and summative submissions and ensure appropriate feedback and feed forward is provided. There are also identified academic staff who 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. Specific 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 also integrated into module delivery. Numeracy skills development is supported through theory, practice and skills content. There are academic staff who specialise in offering numeracy support. Students are also directed to online support.

In clinical practice, students are supported by qualified mentors and a range of other nursing and interprofessional staff. Students are always allocated to a registered mentor in each placement who is available to the student for at least 40 percent of the time during periods of practice learning. Further specific support may also be available such as Practice Educators and student placement coordinators. Each clinical area is supported by a Link Tutor: 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 and coordinating support provided by Link Tutors. We have a very close relationship with practice partners and this maximises students' opportunities for gaining employment at the end of the course.

H. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Staff Student Consultative Committee
- Faculty Forum
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies
- NMC/QAA Major Review of Nursing and Midwifery approved programmes
- Health Education South London Quality Contract Performance Monitoring
- National Student Survey
- University Level 4 and 5 Surveys
- Consultation with practice partners and service users

I. Employability Statement

As a vocational programme, which results in both academic and professional qualifications, this course is highly oriented towards employment. In addition, the architecture of the course, but particularly aspects of the final year, is designed as direct preparation for employability. Careers advice is made available to students throughout the programme KU Careers & Employability Service - KU Talent, with a job fair held in partnership with practice placement providers in the final year.

99% of our graduates students are working in professional or managerial posts 6 months after the end of the course The average salary of graduates 6 months after completing the course is £25,000

J. Approved Variants from the Undergraduate Regulations/Post Graduate Regulations

- In order to comply with the Nursing and Midwifery Council standards for pre-registration nursing education (NMC, 2010) it is a requirement that a student must complete 4,600 hours of theory and practice within a minimum three year period in order to be able to register as a nurse. In order to comply with Kingston University Undergraduate Regulations for an honours degree, students are required to achieve 120 credits at Levels 4, 5 and 6 totalling 360 credits, including 30 credits from the final honours module: "*Developing Evidence-based Practice*". As long as all practice assessments are also passed this then enables students to receive the award of BSc (Hons) Nursing/Registered Nurse and eligible to apply for entry to the Nursing and Midwifery Council professional register (Part 1- Adult / Children's Nursing / Learning Disability/ Mental Health).
- Approved variation to the above rule allows a student to fail the final honours module "*Developing Evidence-based Practice*" and achieve 330 credits and still apply for entry to the Nursing and Midwifery Council professional register (Part 1- Adult / Children's Nursing / Learning Disability/ Mental Health). With 330 credits (and all practice assessments passed) and not having achieved the 30 credits at Level 6

attached to the final honours module, students are only eligible for a **BSc Nursing/Registered Nurse** degree (unclassified).

- Students with a total of 120 credits at Level 4 and 120 credits at Level 5 and who achieve 60 credits at Level 6 are eligible for an unclassified **BSc in Health and Wellbeing**, but are not eligible to apply for entry to the Nursing and Midwifery Council professional register.
- In line with Nursing and Midwifery requirements (NMC, 2010) students must have completed all Nursing & Midwifery progression outcomes within 12 weeks of progressing into the next 'part/year' of the programme. This is clearly identified within the student's course plan. Failure to have completed all outcomes within this time period will mean that the student will be discontinued/interrupted from their programme of study.
- Students are only permitted two attempts at the practice assessment document
- The 30 credit Practice Module in each year/part will be a Pass/Fail and a revised algorithm is provided for calculation of the degree classification.

Awards

Students undertaking the three year full-time programme who successfully complete all NMC and Kingston University requirements are eligible for the award of **BSc (Hons) Nursing/Registered Nurse** from Kingston University and are eligible for recommendation to the NMC for registration on Sub Part 1 of the Professional Register for Nurses and Midwives.

Students who terminate their studies before the end of the programme are eligible for a statement of credit for any passed modules.

Students who complete 120 credits at Level 4 and then discontinue their studies are eligible for the award of a **Certificate of Higher Education in Health and Well-being** (Cert HE). They will not be eligible to register as a Registered Nurse with the NMC.

Students who complete 120 credits at Level 4 and 120 credits at Level 5 and then discontinue their studies are eligible for the award of a **Diploma of Higher Education in Health and Well-being** (Dip HE). They will not be eligible to register as a Registered Nurse with the NMC.

Students who complete 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6 are eligible for the award of **BSc Health and Well-being (unclassified)** and are not eligible to register as a Registered Nurse with the NMC.

Students who complete 120 credits at Level 4, 120 credits at Level 5 and 90 credits at Level 6 and pass all practice assessments but do not pass '*Developing Evidence-based Practice*' are eligible for the award of **BSc Nursing/Registered Nurse (unclassified)** and to register as a Registered Nurse with the NMC subject to completion of 2300 hours of theory and 2300 hours of practice and satisfactory reports of good health and good character.

Students who complete 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6 and pass all practice assessments are eligible for the award of **BSc (Hons) Nursing/Registered Nurse** and to register as a Registered Nurse with the NMC subject to completion of 2300 hours of theory and 2300 hours of practice and satisfactory reports of good health and good character.

Calculation of the honours classification

The calculation of the honours classification will be determined using the following algorithm:

- a pass in the Pass/Fail 30 credit module at level 5
- **plus**, the average percentage mark in the best 75 credits from the remaining 90 credits at level 5 x 0.2
- a pass in the Pass/Fail 30 credit module at level 6
- **plus** the average percentage mark in the best 75 credits from the remaining 90 credits at level 6 x 0.8

within the following framework:

- an overall result of 70 – 100% First Class honours
- an overall result of 60 – 69% Upper Second Class honours
- an overall result of 50 – 59% Lower Second Class honours
- an overall result of 40 – 49% Third Class honours

Credit achieved at Level 4 does not count towards degree classification.

Registration

Students must register on an approved three-year full-time programme, of study leading to a BSc (Hons) Nursing/Registered Nurse in order to apply to enter Sub Part 1 of the Nursing & Midwifery Council Professional Register.

The minimum period of registration on the BSc (Hons) Nursing/Registered Nurse Programme is three years. The maximum period of registration on the 3-year full-time BSc (Hons) Nursing/Registered Nurse programme is six years. Within the minimum and maximum period of registration on the programmes students must fulfil the course requirements of Kingston University and the NMC for registration on Sub Part 1 of the Professional Register for Nurses, Midwives and Health Visitors.

Duration of the Programme and Student Attendance

The full-time programme is designed to be completed in three years of full-time study with integrated nursing practice experience and is designed to equip the student with generic and field specific skills.

Students must attend all elements of academic and practice modules in order to fulfil the statutory requirements of the NMC for Registration on Sub Part 1 of the Professional Register for Nurses, Midwives and Health Visitors and the requirements of Kingston University.

Interruptions during the course

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. Where the interruption is more than 21 days but less than six weeks, practice should be completed before the next progression point of the programme.

Should it be necessary for a student to interrupt attendance on the programme for a period of more than six weeks, either in composite periods of leave, or in a single period of leave, the student may be discontinued from the programme. Where the period of interruption is more than six weeks in total, students may be allowed to re-register and rejoin the programme at an appropriate point, subject to School policy and availability of practice

learning opportunities. The Head of Programmes will consider the individual circumstances of each student: pre-registration nursing.

Assessment

The assessment regulations are as specified in the Kingston University, Academic Regulations 2: Undergraduate Regulations (2015-16). The regulations conform to the regulations of the NMC. Variations from the Undergraduate Regulations relating to the BSc (Hons) Nursing/Registered Nurse are specified:

The Nursing & Midwifery Council delegates authority for the assessment of performance in nursing practice to the School of Nursing. Such assessments will be conducted by *mentors* who have undertaken an NMC approved programme of preparation in teaching and assessing in clinical practice, or its equivalent, NMC (2010).

If unsatisfactory performance in achieving the required standard of proficiency results in failure, a student may only be re-assessed once in the practice assessment document. Failure to pass the standard of proficiencies required by the NMC will result in discontinuation from the BSc (Hons) Nursing/Registered Nurse Programme.

Compensation for failure

In accordance with NMC requirements set out in the Standards for Pre-registration Nursing Education (NMC, 2010) no compensation for assessments is permitted.

K. Other sources of information that you may wish to consult

- QAA Benchmark Statement for Nursing: <http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/nursing.pdf>
- NMC (2010) Standards for pre-registration nursing education: <http://standards.nmc-uk.org/Pages/Welcome.aspx>

Development of Programme Learning Outcomes in Modules

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

Programme Learning Outcomes	Level 4							Level 5							Level 6													
	NG4101	NG4102	NA4103	NC4103	NL4103	NM4103	NP4000	NG5104	NA5105	NA5106	NC5105	NC5106	NL5015	NL5016	NM5105	NM5106	NP5000	NA6107	NC6107	NL6107	NM6107	NG6108	NA6109	NC6109	NL6109	NM6109	NP6000	
A1.	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S						F/S	F/S	F/S	F/S	F/S	F/S
A2.		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
A3.	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S						F/S	F/S	F/S	F/S	F/S	F/S
A4.				F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S					F/S	F/S	F/S	F/S	F/S	F/S	F/S
A5.		F/S	F/S	F/S	F/S	F/S	F/S										F/S	F/S	F/S	F/S	F/S		F/S	F/S	F/S	F/S	F/S	F/S
A6.											F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S		F/S	F/S	F/S	F/S	F/S	F/S

S indicates where a summative assessment occurs.

F where formative assessment/feedback occurs.

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

Intellectual skills:	NG4101	NG4102	NA4103	NC4103	NL4103	NM4103	NP4000	NG5104	NA5105	NA5106	NC5105	NC5106	NL5015	NL5016	NM5105	NM5106	NP5000	NA6107	NC6107	NL6107	NM6107	NG6108	NA6109	NC6109	NL6109	NM6109	NP6000	
B1.								F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S		F/S	F/S	F/S	F/S	F/S	F/S
B2.																		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
B3.								F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
B4.																		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
B5.																		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
Subject Practical Skills:	NG4101	NG4102	NA4103	NC4103	NL4103	NM4103	NP4000	NG5104	NA5105	NA5106	NC5105	NC5106	NL5015	NL5016	NM5105	NM5106	NP5000	NA6107	NC6107	NL6107	NM6107	NG6108	NA6109	NC6109	NL6109	NM6109	NP6000	
C1.		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S		F/S	F/S					F/S	F/S	F/S	F/S	F/S							F/S
C2.		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S		F/S	F/S	F/S	F/S	F/S	F/S
C3.																	F/S											F/S
C4.							F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S						F/S	F/S	F/S	F/S	F/S	F/S

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Key Skills	Level 4							Level 5							Level 6												
	NG4101	NG4102	NA4103	NC4103	NL4103	NM4103	NP4000	NG5104	NA5105	NA5106	NC5105	NC5106	NL5015	NL5016	NM5105	NM5106	NP5000	NA6107	NC6107	NL6107	NM6107	NG6108	NA6109	NC6109	NL6109	NM6109	NP6000
Self Awareness Skills																											
AK1.	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
AK2.	F	F	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
AK3.	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
AK4.																											F/S
Communication Skills:	NG4101	NG4102	NA4103	NC4103	NL4103	NM4103	NP4000	NG5104	NA5105	NA5106	NC5105	NC5106	NL5015	NL5016	NM5105	NM5106	NP5000	NA6107	NC6107	NL6107	NM6107	NG6108	NA6109	NC6109	NL6109	NM6109	NP6000
BK1.		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
BK2.																	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
BK3.	F	F	F	F	F	F	F/S	F	F	F	F	F	F	F	F	F	F/S	F	F	F	F	F	F	F	F	F	F/S

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Interpersonal Skills:	NG4101	NG4102	NA4103	NC4103	NL4103	NM4103	NP4000	NG5104	NA5105	NA5106	NC5105	NC5106	NL5015	NL5016	NM5105	NM5106	NP5000	NA6107	NC6107	NL6107	NM6107	NG6108	NA6109	NC6109	NL6109	NM6109	NP6000	
CK1.							F/S										F/S	F/S	F/S	F/S	F/S							F/S
CK2.																	F/S											F/S
CK3.	F	F	F	F	F	F	F/S	F	F	F	F	F	F	F	F	F	F/S	F	F	F	F	F	F	F	F	F	F	F/S
CK4.	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F/S	F	F	F	F	F	F	F	F	F	F	F/S
CK5.		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
Research and Information Literacy Skills:	NG4101	NG4102	NA4103	NC4103	NL4103	NM4103	NP4000	NG5104	NA5105	NA5106	NC5105	NC5106	NL5015	NL5016	NM5105	NM5106	NP5000	NA6107	NC6107	NL6107	NM6107	NG6108	NA6109	NC6109	NL6109	NM6109	NP6000	
DK1.	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
DK2.																		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
DK3.		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
DK4.		F/S	F/S	F/S	F/S	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	
DK5.	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S

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Numeracy Skills:	NG4101	NG4102	NA4103	NC4103	NL4103	NM4103	NP4000	NG5104	NA5105	NA5106	NC5105	NC5106	NL5015	NL5016	NM5105	NM5106	NP5000	NA6107	NC6107	NL6107	NM6107	NG6108	NA6109	NC6109	NL6109	NM6109	NP6000
EK1.	F						F/S	F/S	F/S	F	F/S	F	F	F	F	F	F/S					F/S					F/S
EK2.							F/S										F/S					F/S					F/S
EK3.								F/S	F/S		F/S						F/S					F/S					F/S
EK4.							F/S	F/S									F/S					F/S					F/S
Management and Leadership Skills:	NG4101	NG4102	NA4103	NC4103	NL4103	NM4103	NP4000	NG5104	NA5105	NA5106	NC5105	NC5106	NL5015	NL5016	NM5105	NM5106	NP5000	NA6107	NC6107	NL6107	NM6107	NG6108	NA6109	NC6109	NL6109	NM6109	NP6000
FK1.																		F/S	F/S	F/S	F/S						F/S
FK2.																		F/S	F/S	F/S	F/S						F/S
FK3.																		F/S	F/S	F/S	F/S						F/S
FK4.																		F/S	F/S	F/S	F/S						F/S

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

Creativity and Problem Solving Skills:	NG4101	NG4102	NA4103	NC4103	NL4103	NM4103	NP4000	NG5104	NA5105	NA5106	NC5105	NC5106	NL5015	NL5016	NM5105	NM5106	NP5000	NA6107	NC6107	NL6107	NM6107	NG6108	NA6109	NC6109	NL6109	NM6109	NP6000	
GK1.								F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
GK2.																		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S

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F where formative assessment/feedback occurs.

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

Indicative Module Assessment Map

This map identifies the elements of summative assessment for each module.

- Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods and to facilitate 'feed-forward' as stipulated in the [Curriculum Design Principles](#)

Module					Assessment Method 1		
Level	Module Name	Module code	Credit value	Core/Option	Type	Word length/Duration	Weighting %
4	Science for Nursing	NG4101	30	Core	Written Examination	1 Hour	100%
4	Nursing in Context	NG4102	30	Core	Coursework	2000	100%
4	*Foundations of Adult Nursing	NA4103	30	Core	Coursework	2000	100%
4	*Foundations of Children's Nursing	NC4103	30	Core	Coursework	2000	100%
4	*Foundations of Learning Disability Nursing	NL4103	30	Core	Coursework	2000	100%
4	*Foundations Mental Health Nursing	NM4103	30	Core	Coursework	2000	100%
4	Nursing Practice Part 1	NP4000	30	Core	Practical Examination	N/A	100%
5	Person-centred Care	NG5104	30	Core	Coursework	2500	100%
5	*Care of the Acutely Ill Adult	NA5105	30	Core	Written Examination	2 Hours	100%
5	*Long Term Conditions in Adult Nursing	NA5106	30	Core	Coursework	2500	100%
5	*Care of the Acutely Ill Child	NC5105	30	Core	Written Examination	2 Hours	100%
5	*Contemporary Issues in Children's Nursing	NC5106	30	Core	Coursework	1500	100%
5	* Learning Disability: Identifying and meeting health needs	NL5105	30	Core	Written Examination	2 Hours	100%
5	* Learning Disability: promoting improved health outcomes	NL5106	30	Core	Coursework	1500	100%
5	* The Care Process in Mental Health Nursing	NM5105	30	Core	Written Examination	2 Hours	100%
5	* Collaborative working in Mental Health	NM5106	30	Core	Coursework	2500	100%
5	Nursing Practice Part 2	NP5000	30	Core	Practical Examination	N/A	100%

6	*Transition to Professional Practice in Adult Nursing	NA6107	30	Core	Coursework	3000	100%
6	*Transition to Professional Practice in Children's Nursing	NC6107	30	Core	Coursework	3000	100%
6	*Transition to Professional Practice in Learning Disability Nursing	NL6107	30	Core	Coursework	3000	100%
6	*Transition to Professional Practice in Mental Health Nursing	NM6107	30	Core	Coursework	3000	100%
6	Developing Evidence-based Practice'	NG6108	30	Core	Coursework	4000	100%
6	*Complexities of Adult Nursing	NA6109	30	Core	Coursework	1500	100%
6	* Complexities of Children's Nursing	NC6109	30	Core	Coursework	1500	100%
6	* Complexities of Learning Disability Nursing	NL6109	30	Core	Coursework	1500	100%
6	* Complexities of Mental Health Nursing	NM6109	30	Core	Coursework	1500	100%
6	Nursing Practice Part 3	NP6000	30	Core	Practical Examination	N/A	100%

Key

Type: Specify whether coursework, written examination, practical etc.

* Students will study the relevant module according to chosen field of practice

Technical Annex

Final Award(s):	BSc (Hons) Nursing/Registered Nurse (Adult, Child, Learning Disability, Mental Health)
Intermediate Award(s):	<ul style="list-style-type: none">• Certificate of Higher Education Health and Well-being (Cert HE)• Diploma of Higher Education Health and Well-being (Dip. HE)• BSc (Unclassified) Nursing/Registered Nurse (Adult, Child, Learning Disability, Mental Health)• BSc (Unclassified) Health and Well-being
Minimum period of registration:	3 years
Maximum period of registration:	6 years
FHEQ Level for the Final Award:	BSc (Hons) Nursing/Registered Nurse – Level H
QAA Subject Benchmark:	Nursing
Modes of Delivery:	Full-time
Language of Delivery:	English
Faculty:	Health, Social Care and Education
School:	Nursing
JACS Codes:	B740 Adult Nursing (BSc/AN) B732 Children's Nursing (BSc/CN) B763 Learning Disability Nursing (BSc/LDNu) B765 Mental Health Nursing (BSc/MHNU)
UCAS Codes:	B740 Adult Nursing (BSc/AN) B732 Children's Nursing (BSc/CN) B763 Learning Disability Nursing (BSc/LDNu) B765 Mental Health Nursing (BSc/MHNU)
Course Code:	KNUKUDH3F
Route Code:	KFADNU (Adult) KFCHNU (Child) KFLDNU (Learning Disability) KFMHNU (Mental Health)