



Faculty of Health, Social Care and Education

School of Nursing

Programme Specification

Title of Course: **BSc (Hons) Nursing / Registered Nurse**
(Registered Nurse: Adult, Mental Health, Learning Disability and Children's Nursing) Three-Year Programme

Date Specification Produced: **January 2011 (Programme Validated March 2011)**

Date Specification Last Revised: **23rd August 2016**

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, Mental Health, Learning Disability and Children’s Nursing)

Awarding Institution: Kingston University

Teaching Institution: School of Nursing, Kingston University

Location: Kingston Hill Campus
Gibraltar

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)

SECTION2: THE PROGRAMME

A. Programme Introduction

This document sets out the new curriculum designed to prepare nurses for entry onto the Nursing and Midwifery Council (NMC) register, in line with the new 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;
- The programme provides opportunities for students to share learning with others in related health and social care fields. This will enhance interprofessional working and collaboration in practice. Specific arrangements have been agreed for shared learning among medical, physiotherapy, radiography, midwifery and social work students;
- 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;
- Students have the opportunity to undertake practice learning opportunities in a variety of settings including primary, secondary and tertiary care settings, they will also have opportunities outside their field, which can include national or international learning opportunities

- The programme offers exit points for a BSc (unclassified) without registration and BSc (unclassified) with registration;
- In accordance with the NMC (2010) Standards for Pre Registration Nursing, there are three progression points on the BSc (Hons) Nursing/Registered Nurse programme. At the end of each academic year, students must demonstrate that they have met both the theory and practice components before progressing to the next part of the programme.

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 practice 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 new standards 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 Inter-professional 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:		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.				
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	BK2	Present, challenge and defend ideas and results effectively orally and in writing	CK2	Work flexibly and respond to change

	progress and respond to feedback				
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; Discovery Learning; Reflection; Interprofessional Learning; Clinical skills teaching and simulation; Seminars and workshops (staff and student led); Blended Learning; Scenarios and patient narratives; Group work activities and Tutorials

Assessment strategies

The assessment strategies employed in the Fields include the following:

Formative assessment; Essays; Blogs; On-line exams; Written exams; Posters; Presentations; Case Studies; Research critique; Skills audit; Briefing paper; Project plan; Portfolio; Literature review; Practice assessment; Clinical skills assessments

D. Entry Requirements

The minimum entry qualifications for the programme are:

From A levels: The standard entry grade to the programme is 240 - 280 normally obtained from three A levels/VCE Double Award/6 unit awards (grades CCC or higher). Ideally these should include a health or science related subject. Candidates may be considered with 200 points as the clearing threshold or, in other exceptional circumstances (e.g. when only 2 A Level equivalent subjects were taken). These candidates require a minimum of 200 points from at least two A levels/VCE Double Award/6 unit awards (grades BB) or equivalent qualifications.

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

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.

All applicants must meet the NHS funding residency requirements. 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 will 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 2014/15 (see section H – Accreditation processes in giving advice).

The maximum allowance for RPL is 50% of the award (NMC 2010). According to Kingston University Standards, the upper limit of RPL on a taught programme is two thirds of the total credit required. The lower limit is 15 credits, equivalent to one standard module. It is anticipated that most candidates seeking RPL will submit claims for small amounts of prior learning. All candidates who successfully become students will be required to meet the NMC standards (2010) in full, irrespective of any RPL awarded. This will apply in theory and practice and there will be no exemptions. All RPL processes in relation to RPL arrangements for this award are in accordance with NMC guidelines (NMC 2010).

The Faculty has a robust process for managing RPL. Nominated representatives from each school follow the Faculty processes that, in turn, are consistent with both institutions' processes (Kingston University and St George's, University of London). The standard criteria used to assess prior learning meets the requirements of the Quality Assurance Agency (QAA, 2013), SEEC Code of Conduct (2003) and NMC guidelines (2010):

RPL allowances will be available to nurses with a 2nd registration

Standard criteria for assessing prior learning

1. Relevancy, acceptability and validity of evidence
2. Sufficiency, adequacy and volume of evidence
3. Authenticity
4. Currency
5. Academic Level
6. Duplication

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% practice 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

of BSc Nursing Registered Nurse academic credits (330 credits) 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 (December 2010).

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 two 30 credit and four 15 credit modules, except level 4 which is made up of four 30 credit modules. Students are required to progress through the different academic levels and must complete 120 credits over the 3-year period at each level to achieve the final award. A number of final and intermediate awards are possible and are detailed below.

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

All students will be provided with the Undergraduate regulations. The specific variants to the Undergraduate Regulations are outlined in section J.

Programme Structure

Year 1. Semester One	Year 1. Semester Two
Module: Establishing and Maintaining Relationships: Therapeutic Communication in Nursing (Level 4 Generic Credits 30)	Module: Health and Society (Level 4 Generic Credits 30)
Module: Science for Nursing (Level 4 Generic Credits 30)	Module: Foundation of Nursing (Adult/Learning Disability/ Mental Health/Children’s Nursing) (Level 4 Field Credits 30)
Practice (Placements and Skills and Simulations) Formative assessment of practice outcomes First aid assessment	Practice (Placements and Skills and Simulations) Summative assessment of practice outcomes Clinical skills assessment (OSCA/CSP) NMC Progression Point
Year 2. Semester One	Year 2. Semester Two
Module: Needs Assessment in Nursing (Level 5 Generic Credits 30)	Module: Applying Clinical Reasoning and Decision-Making in Nursing (Adult/ Mental Health/Learning Disability/Children’s Nursing) (Level 5 Field Credits 15)
Module: Clinical Reasoning and Decision Making in Nursing (Level 5 Generic Credits 15)	Module: Implementation and Evaluation of Nursing (Adult/Mental Health/ Learning Disability/Children’s Nursing) (Level 5 Field Credits 30)
Module: Therapeutic Pharmacology for Nursing (Adult/Learning Disability/ Mental Health/ Children’s Nursing) (Level 5 Field Credits 15)	Module: Evidence for Effective Nursing (Level 5 Generic Credits 15)
Practice (Placements and Skills and Simulations) Summative assessment of practice outcomes and Clinical skills assessment (OSCA/CSP) NMC Progression Point	
Year 3. Semester One	Year 3. Semester Two
Module: Leadership, Management and Team Working (Level 6 Generic Credits 30)	Module: Complexities of Service Provision in Nursing (Adult/Learning Disability/Mental Health/Children’s Nursing) (Level 6 Field Credits 15)
Module: Personal and Professional Development of the Nurse (Level 6 Generic Credits 15)	Module: Developing Nursing Practice Through Research and Innovation (Level 6 Generic Credits 30)
Module: Complexities of Nursing (Adult/Learning Disability/Mental Health/ Children’s Nursing) (Level 6 Field Credits 15)	Module: Health Improvement in Nursing (Level 6 Generic Credits 15)
Practice (Placements and Skills and Simulations) Summative assessment of practice outcomes and Clinical skills assessment (OSCA/CSP) Progression to NMC Registration	

Level 4 (all core)

Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Establishing and Maintaining Relationships: Therapeutic Communication in Nursing	NG1001	30	4			100	1
Science for Nursing	NG1007	30	4	100			1
Health and Society	NG1006	30	4			100	2
Foundations of Nursing (Adult/Learning Disability/Mental Health/Children's Nursing)	NA1008/ NM1008/ NL1008/ NC1008	30	4			100	2

Progression to level 5 requires 120 credits at level 4 including passes in all level 4 modules plus successful completion of formative and summative practice/clinical skills assessments

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 (Cert HE) Health & Wellbeing.

Level 5 (all core)

Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Needs Assessment in Nursing	NG2007	30	5			100	1
Clinical Reasoning and Decision Making	NG2008	15	5			100	1
Therapeutic Pharmacology in Nursing (Adult/ Learning Disability/ Mental Health/ Children's Nursing)	NA2009/ NM2009/ NL2009/ NC2009	15	5	100			1
Applying Clinical Reasoning and Decision-Making in Nursing (Adult/Mental Health/Learning Disability/Children's Nursing)	NA2010/ NM2010/ NL2010/ NC2010	15	5			100	2
Implementation and Evaluation of Nursing (Adult/Mental Health/Learning Disability/Children's Nursing)	NA2011/ NM2011/ NL2011/ NC2011	30	5	100			2
Evidence for Effective Nursing	NG2012	15	5			100	2

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 plus successful completion of summative practice/clinical skills assessments

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) Health and Wellbeing

Level 6 (all core)							
Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Leadership, Management and Team Working	NG3013	30	6			100	1
Health Improvement in Nursing	NG3014	15	6			100	2
Complexities in Nursing (Adult / Mental Health/ Learning Disability/ Children's Nursing)	NA3015/ NM3015/ NL3015/ NC3015	15	6			100	1
Complexities of Service Provision in Nursing (Adult / Mental Health/ Learning Disability/ Children's Nursing)	NA3016/ NM3016/ NL3016/ NC3016	15	6			100	2
Personal and Professional Development of the Nurse	NG3017	15	6			100	1
Developing Nursing Practice through Research and Innovation	NG3018	15	6			100	2

Students successfully completing 120 credits at level 4, 120 credits at level 5 and 120 credits at level 6, plus successful completion of summative practice/clinical skills assessments are eligible for the award of BSc (Hons) Nursing/Registered Nurse

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 formative and summative practice/clinical skills assessments, but following unsuccessful completion of the final honours module "Developing nursing practice through research and innovation", students are eligible for the award of BSc (Unclassified) Nursing/Registered Nurse

Students may exit with an intermediate award: A 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

Underpinning the specific philosophical basis of the programme is the value that the service user is at the heart of interprofessional health care and education. The centrality of the service user's life in the student's learning experience will be enshrined within this nursing programme. This has influenced the design and delivery of the programme.

The programme is designed as a continuous process where theory and practice are linked and inform each other.

The Integration of theory and practice will be achieved through:

- Evidence-based teaching within both the classroom and the practice learning environments. It favours methods reflecting activities which students are likely to undertake in their practice environments and module leaders will be encouraged to use creative ways of linking teaching to practice-orientated learning outcomes.
- Cross exchange of practice teaching and lecturers through clinical liaison and management forums.
- Opportunities for students to acquire clinical skills in both the skills laboratories and practice learning opportunities in a variety of field specific and generic settings. There has been an

explicit effort to link theory with simulated learning, which is underpinned by theory. Transference of theory to practice is tested through assessment of both theory and practice. This assessment strategy also includes explicit reflective work that aims to develop critical thinking within students.

- Opportunity for students to reflect on practice, engage in values clarification and develop a portfolio of evidence. For example, students are required within practice to undertake an activity in Year 1 that involves them thinking about the needs of service users and what is important to them. This can be added to their portfolio and aligns with the theoretical assessment for Foundations of Nursing, which is a blog entry discussing the learning in practice.
- Professional guidance and mentor support in the identification of individual learning needs, challenges and development.
- Interprofessional learning opportunities with other health and social care students.
- Theoretical assessments will build upon experiences in practice and will be used to demonstrate clear linkages in practice. For example in Applying Clinical Reasoning and Decision-Making in Nursing the summative assessment is an essay, based on a client they have cared for whilst in practice.
- Theory and practice have equal weighting within the programme. Students have to achieve a pass in all elements of both theory and practice to achieve their final award.

The student hours of effort are equally aligned for both theory and practice. In order to encourage engagement of students, there are opportunities to gain academic credit during formative assessment, where appropriate.

G. Support for Students and their Learning

Personally and academically, nursing is a demanding course, and in recognition of that, a strong emphasis is placed on student support. Students are supported by:

- Regular 'Academic, Personal and Professional Learning' (APPL) Group tutorials
- Regular one to one meetings with their APPL personal tutor to assist students in monitoring their progression and development
- Year Leads and Field Leads
- Module teams
- Academic skills lecturers
- Practice mentors
- Faculty Student Support Officer
- The university-wide system of support: Professional Support Staff, Admissions Team, KUSU, Counselling Service, Chaplaincy, Disability and Dyslexia Support Service, Learning Resources Centre Support Staff

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
- 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 also made available to students in their final year by the KU Careers & Employability Service - KU Talent.

DLHE data indicates that:

97% of graduates 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 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 nursing practice through research and innovation”*. 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 /Mental Health/ Learning Disability/Children’s Nursing).
- Approved variation to the above rule allows a students to fail the final honours module *“Developing nursing practice through research and innovation”* and achieve 330 credits and still apply for entry to the Nursing and Midwifery Council professional register (Part 1- Adult/Mental Health/ Learning Disability/Children’s Nursing). 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 at 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 degree in Health and Wellbeing, but are not eligible to apply for entry to the Nursing and Midwifery Council processional register.

Students must have completed all Nursing & Midwifery progression outcomes within 12 weeks of progressing into the next ‘part/component’ of the programme. This is clearly identified within the student’s course plan. Failure to have completed all outcomes within this time period will be discontinued/interrupted from their programme of study.

Students are only permitted two attempts at practice learning opportunities and clinical assessments (OSCA's)

Awards

Students undertaking the three year full-time programme who successfully complete all 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, Midwives and Health Visitors dependent upon the programme field studied.

Students who terminate their studies before the end of the programme are eligible for the award of academic credits under the Kingston University Credit Accumulation and Transfer Scheme for those modules successfully completed.

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 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 character and professional behaviour.

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 character and professional behaviour.

Calculation of the honours classification

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

- the average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.2
- plus the average percentage mark based on the best 105 credits from 120 credits at level 6 multiplied by a weighting of 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 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 (2010).

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. The student must complete 120 credits at Levels 4, 5 & 6 to achieve a BSc (Hons) in Nursing/Registered Nurse.

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. Head of Programme 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 (2014-15). 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 *practice supervisors*, who have undertaken an NMC mentor 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 be only be re-assessed once in each assessment of nursing practice. Failure to pass the standard of proficiencies required by the NMC will result in discontinuation from the BSc (Hons) Nursing/Registered Nurse Programme.

Following failure at first attempt a student is permitted reassessment by retake in a maximum of 60 failed credits at level 4, level 5 and level 6. Where a student fails more than 60 credits, a Programme Assessment Board may require a student to:

- be reassessed by repeat
- transfer from the honours route to an Ordinary degree

Alternatively, a PAB may judge that no further reassessment can be permitted and terminate a student's registration. This is in accordance with Kingston University, Academic Regulations 2: Undergraduate Courses Undergraduate Regulations (2014-15).

Compensation for failure

In accordance with NMC requirements set out in the Standards for Pre-registration Nursing Education (NMC, 2010) and NMC QA Framework (NMC, 2014) no compensation for assessments is permitted.

Viva Voce Examination

The Programme Assessment Board and External Examiners have a right to examine by viva voce in addition to the assessment regulations specified in this document.

This is normally only offered once during a programme, normally at the yearly progression points in year 1

This form of assessment may be used:

- a. To determine difficult or borderline cases; such additional assessment being used only to raise and not to lower a student's marks;
- b. As an alternative or additional assessment where valid reasons for poor performance have been established.

Progression throughout the 3-Year Programme

The Programme Assessment Board will agree recommendations for awards and the progression of the student. It will determine the suitability of students to proceed at each progression point and where necessary terminate the students` registration on the BSc (Hons) Nursing/Registered Nurse Programme. When a Programme Assessment Board determines that a student may not continue/progress, credit will be awarded for modules that have been awarded a pass grade.

Completion of the 3-Year Programme

Both academic and practice learning experiences are acknowledged as being important in the preparation of BSc (Hons) students for their nurse registration. As such the Nursing and Midwifery Council mandates, and requires evidence, that students on a pre-registration nursing programme must complete 4,600 hours of theory and practice. Application for admission to the NMC professional register cannot be made until all requirements of the programme are successfully completed.

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. Include both core and option modules.

		Level 4				Level 5						Level 6						
Module Code		NG1001	NG1007	NG1006	N_1008	NG2007	NG2008	N_2009	N_2010	N_2001	NG2012	NG3013	NG3017	N_3015	N_3016	NG3018	NG3014	
Programme Learning Outcomes	Knowledge & Understanding	A1		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
		A3		F/S	F/S	F/S	F/S	F/S	F/S	F/S					F/S			F/S
		A4			F/S	F		F/S	F/S	F/S	F/S	F/S	F/S		F/S		F/S	F/S
		A5			F/S	F	F/S	F/S	F/S			F/S	F/S	F/S	F/S	F/S	F/S	F/S
		A6				F		F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	Intellectual Skills	B1			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
		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
		B4									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
	Practical Skills	C1	F/S			F/S	F/S			F/S	F/S							
		C2	F/S			F/S							F/S					F/S
		C3						F/S	F/S	F/S	F/S		F/S					
		C4				F/S					F/S	F/S	F/S		F/S	F/S	F/S	F/S
	Transferable Skills	D1	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
		D2										F/S	F/S	F/S	F/S	F/S	F/S	F/S
		D3	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
		D4	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.

Indicative Module Assessment Map

This map identifies the elements of assessment for each module. Course teams are reminded that:

- There should be no more than three elements of assessment per module
- There should be no more than one formal examination per module.
- Synoptic assessments that test the learning outcomes of more than one module are permitted

Module					Coursework 1				Coursework 2				Examination			
Level	Module Name	Module code	Credit value	Core/option	Type of coursework	Word Length	Weighting %	S/F*	Type of coursework	Word Length	Weighting %	S/F*	Written/practical	Duration	Weighting %	S/F*
4	Establishing and Maintaining Relations: Therapeutic Communication in Nursing	NG1001	30	Core	Skills audit	200	10%	F/S	Skills audit and action plan	2000	90%	S				
4	Science for Nursing	NG1007	30	Core									On-line	1 hour	100%	S
4	Health and Society	NG1006	30	Core	Project plan	N/A	10%	F/S	Project plan and poster	N/A	90%	S				
4	Foundations of Nursing (Adult/Learning Disability/ Mental Health/Children's Nursing)	NA1008 NM1008 NL1008 NC1008	30	Core	Reflective essay	2000	100%	S								
5	Needs Assessment in Nursing	NG2007	30	Core	Concept map	N/A	10%	F/S	Concept map and case study	2000	90%	S				
5	Clinical Reasoning and Decision Making in Nursing	NG2008	15	Core	Essay	2000	100%	S								
5	Therapeutic Pharmacology for Nursing (Adult/Learning Disability/Mental Health/ Children's Nursing)	NA2009 NM2009 NL2009 NC2009	15	Core									On-line	1 hour	100%	S
5	Applying Clinical Reasoning and Decision-Making in Nursing (Adult/Mental Health/Learning	NA2010 NM2010 NL2010 NC2010	15	Core	Essay	2000	100%	S								

	Disability/Children's Nursing)															
5	Implementation and Evaluation of Nursing (Adult/Mental Health/Learning Disability/Children's Nursing)	NA2011 NM2011 NL2011 NC2011	30	Core								Written	2 hours	100%	S	
5	Evidence for Effective Nursing	NG2012	15	Core	Research critique	2000	100%	S								
6	Leadership, Management and Team Working	NG3013	30	Core	Briefing paper	N/A	100%	S								
6	Personal and Professional Development of the Nurse	NG3017	15	Core	Job application	N/A	100%	S								
6	Complexities of Nursing (Adult/Learning Disability/Mental Health/Children's Nursing)	NA3015 NM3015 NL3015 NC3015	15	Core	Poster and abstract	N/A	100%	S								
6	Complexities of Service Provision in Nursing (Adult/Learning Disability/Mental Health/Children's Nursing)	NA3016 NM3016 NL3016 NC3016	15	Core	Essay	2500	100%	S								
6	Developing Nursing Practice Through Research and Innovation	NG3018	30	Core	Literature review	5000	100%	S								
6	Health Improvement in Nursing	NG3014	15	Core	Resource and supporting essay	N/A	100%	S								

Technical Annex

Final Award(s):	BSc (Hons) Nursing/Registered Nurse; (Adult, Mental Health, Learning Disability and Children's Nursing)
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 Nursing (Unclassified): Registered (Adult, Mental Health, Learning Disability and Children's Nursing)• 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)