



University of Brighton

PROGRAMME SPECIFICATION

PART 1: COURSE SUMMARY INFORMATION

Course summary		
Final award	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Child) BSc (Hons) Nursing (Mental Health)	
Intermediate award	BSc Nursing (Adult) BSc Nursing (Child) BSc Nursing (Mental health) BSc Health Sciences Diploma in Higher Education (Health Sciences) Certificate in Higher Education (Health Sciences)	
Course status	Validated	
Awarding body	University of Brighton	
School	School of Health Sciences	
Location of study / campus	Falmer, Eastbourne	
Partner institution(s)		
<i>Name of institution</i>	<i>Host department</i>	<i>Course status</i>
1.	N/A	

Admissions	
Admissions agency	UCAS
Entry requirements <i>Include any progression opportunities into the course.</i>	<p><i>Check the University's website for current entry requirements.</i></p> <p>300 UCAS points A Level: BBB (1x Science or Social Science A Level minimum, General studies is not accepted).</p> <p>GCSE: C or above (5 subjects including English Language, Mathematics and Science). Successful interview Successful NHS funding Evidence of study in the last 5 years is desirable</p> <p>Other suitable qualifications:</p> <ul style="list-style-type: none"> • QAA accredited Access to Higher Education Diploma: Health and Social Care 60 credits (45 credits of which 30 distinction grades must be achieved at level 3 and 15 credits at level 2) • BTEC Extended National Diploma: DDM in a health related subject • Open University: K101 • Foundation degree: 120 credits at level 4 direct entry to year 2 providing content is congruent with level 4 of the course. • Degree in any field • Other qualifications will be considered on an individual basis e.g. International Baccalaureate Diploma, Irish Leaving Certificate, Scottish Highers, OCR Nationals <p>Accreditation of Prior Learning (APL) applies to students who:</p> <ul style="list-style-type: none"> • transfer from another HEI • transfer from another nursing field • return to a programme after an extended period of absence • dual registration e.g. midwifery <p>NARIC is used to check equivalency for overseas qualifications. For applicants not previously taught and examined in English: IELTS 7.0</p> <p>Nursing and Midwifery Council (NMC) requirements:</p> <ul style="list-style-type: none"> • Completion of 10 years general education • Pass literacy and numeracy tests (assessed at selection event) • Successful DBS and occupational health screening (checked on start of course)
Start date (mmm-yy) <i>Normally September</i>	Sep-17 and Feb-18

Mode of study			
Mode of study	Duration of study (standard)	Maximum registration period	
Full-time	3 years	8 years	
Part-time	NA	NA	
Sandwich	NA	NA	
Distance	NA	NA	
Course codes/categories			
UCAS code	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Child) BSc (Hons) Nursing (Mental Health)	B7LO B730 B760	
Contacts			
Course Leader (or Course Development Leader)	Jessica Mills		
Admissions Tutor	Tina Attoe		
Examination and Assessment			
External Examiner(s)	Name	Place of work	Date tenure expires
	Jon Harrison	Birmingham City University	September 2022
	Iain Keenan	University of Essex	September 2022
	Thomas Beary	University of Hertfordshire	September 2019
	Kathy Smales	Buckingham New University	September 2019
Examination Board(s) (AEB/CEB)	Nursing Academic Programme		
Approval and review			
	Approval date	Review date	
Validation	6/4/2011 ¹	April 2019 ²	
Programme Specification	June 2016 ³ Q&S Published June 2016; Q&S published 2018	April 2019 ⁴	
Professional, Statutory and Regulatory Body 1 (if applicable): Nursing and Midwifery Council (NMC)	6/4/2011	05/05/15 ⁵	

¹ Date of original validation.

² Date of most recent periodic review (normally academic year of validation + 5 years).

³ Month and year this version of the programme specification was approved (normally September).

⁴ Date programme specification will be reviewed (normally approval date + 1 year). If programme specification is applicable to a particular cohort, please state here.

⁵ Date of most recent review by accrediting/ approving external body.

PART 2: COURSE DETAILS

AIMS AND LEARNING OUTCOMES

Aims

The aims of the course are to:

- to graduate nurses who are competent, creative and critical thinkers
- to deliver a vibrant course that is current and fit for the future
- to encourage independent learning and support for individual learners
- to engender a passion for professional nursing practice, research and education
- to develop a collaborative learning and teaching environment for students and staff

Learning outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate⁶.

Knowledge and theory	<p>The graduate nurse competent for registration according to the Nursing and Midwifery Council (NMC) Standards for Pre-registration Nursing Education (2010) will be able to:</p> <ol style="list-style-type: none">1. demonstrate a comprehensive view of the professional role of the nurse2. practice according to The Code: Professional standards of practice and behaviour for nurses and midwives (NMC 2015)3. critically apply all knowledge types to inform nursing practice4. evaluate the impact of bio-psycho-social factors on individual health and illness5. evaluate the impact of legal, political and economic factors on healthcare6. apply health improvement strategies for individuals and populations into nursing practice
Skills Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/practical skills.	<ol style="list-style-type: none">7. demonstrate skills of critical thinking, problem solving and innovation8. appraise a range of data to facilitate effective clinical decision-making9. integrate non-technical skills to support safe and effective nursing practice10. apply the principles of teaching and learning to self, colleagues and service users11. develop skills of reflection and reflexivity12. develop skills of leadership and clinical governance
QAA subject benchmark statement (where applicable) ⁷	http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Nursing.pdf

⁶ Please refer to *Course Development and Review Handbook* or QAA website for details.

⁷ Please refer to the QAA website for details.

PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)

Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake are included.

The course is accredited by the Nursing and Midwifery Council (NMC). The course fully complies with the ten standards for education outlined in the NMC Standards for Pre-registration Nursing Education (2010).

The student is required to undertake 4600 hours (2300 theory and 2300 practice) and the competencies for entry to the register: Adult, Children's or Mental health nursing.

LEARNING AND TEACHING**Learning and teaching methods**

This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/ clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.

The overarching purpose of the chosen learning and teaching methods used on this course are to enable students to develop a sound and critical understanding of nursing theory and practice and the academic skills commensurate with Level 6 study. In order to gain registration as a professional nurse, successful transition into employment and to encourage life-long learning. Learning and teaching is a high priority within the School of Health Sciences. Three Specialist Support Units coordinate and manage research and improvements having a direct impact on learning and teaching methods. These are 'Innovation and Development', 'Interprofessional Learning, Teaching and Assessment' and 'Practice Learning and Liaison'.

The learning and teaching methods, other than guided independent study, include:

Induction	Lecture
Seminar	Workshop
PASS (Peer Assisted Study Sessions)	Clinical skills teaching
Student presentation (individual/group)	Student conference/ chaired meeting
Experience Based Learning group	Personal Tutorial
Module tutorial (individual/group)	Dissertation supervision
Literature searching and critique	Personal development activity
E-learning (student central and on-line resources)	Learning and mentoring in practice
Interprofessional Education (IPE)	Reflection

The three year course is divided into nine trimesters (three per year). Each trimester consists of **timetabled sessions** at university and **placements** in practice. The learning experiences at university and in practice are integrated in Experience Based Learning (EBLs) groups scheduled regularly throughout each year. The student studies a modular curriculum consisting of generic modules taken by all students in each year and field specific modules taken by the corresponding nursing field students in the second and third year.

Students are introduced to the course and the university in induction week. Students have a greater proportion of direct teaching time in the first year to support their transition into higher education and to equip them with the academic skills required for study at Level 4, 5 and 6. Each year of the course starts with preparation weeks at the university in which students are introduced to their new modules and to the level of study expected of them at university and in practice. In year two students choose an optional module and in year three specific study leave has been scheduled to prepare students for the dissertation submission. During the placements students are supervised by a mentor who is a qualified nurse. The placements consist of a range of clinical settings e.g. acute and community and NHS and independent sectors.

Each 10, 20, 30 or 40 credit module encompasses 100, 200, 300 or 400 hours of student learning activity respectively. The specific details of how these hours are allocated are set out in each module descriptor. 15% of these hours are timetabled sessions with the remainder achieved through independent guided study.

ASSESSMENT

Assessment methods

This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

The course contains some compulsory assessments not included in the breakdown provided on the KIS because they cannot be directly linked to credit. For example a pass/fail skills test included in one of the modules or as a course requirement. Full details of assessments within a module can be found on the University's VLE, student central.

The assessment methods are aligned to the module learning outcomes and vary according to each module. The specific assessment details are set out in each module descriptor. The assessment methods are designed to link to the learning and teaching methods and include:

Coursework	Assess ability to analyse and written communication skills
Examination (open book, unseen)	Assess application of knowledge and understanding within a fixed time
Literature review	Assess ability to summarise, contextualise and criticise scholarship and research findings
Dissertation	Assess ability to develop a sustained argument and to manage work independently.
Presentation	Assess ability to present material succinctly in a formal setting and verbal communication skills
Objective Structured Clinical Examination	Assess ability to perform a skill with the requisite knowledge and professionalism
Assessment of Practice book	Assess evidence of achieving NMC competency

A number of transferable skills, such as information technology, digital literacy, problem-solving, team-working, and self-motivation are embedded but not necessarily separately assessed. However, satisfactory achievement of the learning outcomes requires that such skills are developed to an appropriate level. Feedback on student achievement and progress is provided for each module. The assessment criteria is the university wide Level 4/5/6 criteria.

Assessment Schedule

Year 1 – generic modules only

Course Learning outcome	Credits	Module	Assessment method
1,3,7,10,11	20	NI401 The Nurse as a Professional – an Introduction	<p><u>Part One</u> (pass/fail) The student will submit an essay plan of no more than 300 words plus an annotated bibliography. The essay will be based on a discussion of the role of the nurse in relation to the four subject areas taught during the module.</p> <p><u>Part Two</u> (100% of overall mark) The student will submit an essay of no more than 2500 words based on the previously submitted essay plan. Part One must be submitted in order to be permitted to submit Part Two.</p>

2,3,7,8,9,11	20	NI402 Human Qualities in Nursing	The student will submit a reflective account of no more than 3000 words. The reflective account will be based on a significant clinical encounter the student has experienced. Using the theoretical concepts introduced in the module the student will describe how these concepts interrelate and enable the student to make sense of the clinical experience.
4,7,8	20	NI403 Introduction to Human Structure and Function Applied to Nursing	The student will sit 8 online tests scheduled at set points throughout the module. Once submitted the student will be unable to resit a test. A minimum of 50% of the questions must be answered correctly in all 8 online tests to pass the module. Students that fail the module will be required to resit any test(s) previously failed or not attempted.
1,2,4,5,8	20	NI404 Psychosocial Studies in Nursing	The student will submit an essay of no more than 3000 words. The essay will comprise a 500 word case study based on a significant clinical encounter the student has experienced. The remaining 2500 words will explore two different psychosocial theoretical concepts introduced in the module along with appropriate literature to enable the student to make sense of the clinical experience.
1,2,3,4,5,6,7 8,9,10,11,12	40	NI405 Professional Nursing Practice Year 1	Assessment of Practice book

Year 2 - generic modules (all students take one optional module)

Course Learning outcome	Credits	Module	Assessment method
1,2,4,5,6	20	NI501 Public Health for Nursing Practice	The student will submit a proposal of no more than 3000 words. The proposal will be for a health promotion website comprised of three webpages on a chosen public health issue targeting a specific population group. The proposal will detail the contents of each webpage with references and rationales using the concepts of public health and health promotion.
2,3,7,8	10	NI502 Appreciating the Research Process in Nursing	The student will submit a critique of no more than 2000 words. The critique will be based on a specified research paper and include the context and implications of the research, critical analysis of the research process and the chosen methodology.
1,2,4,5	10	NI503 Extended International Nursing Elective (optional)	<u>Part One:</u> Online journaling/discussion blog (20% of overall mark) During the international exchange the student will submit a minimum of 5 entries to the journaling/discussion blog. <u>Part Two:</u> Poster presentation (80% of overall mark) The student will deliver a timed individual presentation of their poster followed by questions. The poster and presentation content will be based on the international placement the student has experienced. The

			<p>student will analyse the cultural influences and global health issues as related to health, healthcare and nursing within the partner country.</p> <p>Part One must be submitted in order to be permitted to submit Part Two.</p>
1,2,4,5	10	NI504 Introduction to Global Health (optional)	<p><u>Part One:</u> Online group journaling/discussion blog (pass/fail) The student will submit 3 blogs of a minimum of 200 words for each blog. Each blog will relate to the learning units.</p> <p><u>Part Two:</u> Theoretical element (100% of overall mark) The student will submit an essay of no more than 1500 words. The essay will be based on an analysis of one global health issue and include an exploration of the role of the nurse related to the issue.</p> <p>Part One must be submitted in order to be permitted to submit Part Two.</p>
1,2,4,5	10	NI505 International Nursing Elective (optional)	<p>The student will deliver a timed individual presentation of their poster followed by questions. The poster and presentation content will be based on the international placement the student has experienced. The student will analyse the cultural and global health influences as related to health, healthcare and nursing within the partner country.</p>
1,2,4,5	10	NI506 Student Community Engagement (optional)	<p><u>Part One:</u> (pass/fail) The student will submit the 'Organisation and Student Completion' form to confirm the agreed project hours have been completed during the volunteer placement.</p> <p><u>Part Two:</u> (100% of overall mark) The student will submit a report of no more than 2000 words. The report will be an evaluation of the interpersonal and organisational skills developed by the student whilst participating in a community initiative/project and the transferability of these skills to the professional role within health and social care</p> <p>Part One must be submitted in order to be permitted to submit Part Two.</p>
1,2,3,4,5	10	NI507 Arts and Health (optional)	<p>The student will submit an essay of no more than 2000 words. The essay will explore the application of a creative or arts-based approach within an aspect of healthcare.</p>
1,2,3,7	10	NI508 Developing Clinical Research Nurse Careers (optional)	<p>The student will submit an essay of no more than 2000 word. The essay will analyse the role of the clinical research nurse as identified in a published clinical research study (the study will be chosen by the module team).</p>
1,2,3,4,5	10	NI509 Exploring Spiritual Health Needs in a Multicultural Society (optional)	<p><u>Part One:</u> (50% of overall mark) The student will deliver a timed individual presentation on an aspect of the spiritual health needs of the service user.</p>

			<p><u>Part Two:</u> (50% of overall mark) The student will submit a synopsis of no more than 500 words. The synopsis will present the key elements of the presentation content.</p> <p>Part One must be submitted in order to be permitted to submit Part Two.</p>
2,7,9	10	NI520 Emergency First Aid (Nursing) (optional)	<p><u>Part One:</u> (50% of overall mark) The student will sit a 30 minute unseen online examination comprising of 30 multiple choice questions. A minimum of 80% of the questions must be answered correctly to pass Part One.</p> <p><u>Part Two:</u> (50% of overall mark) The student will undertake a practical examination based on a scenario of a first aid emergency.</p> <p>Part One must be submitted in order to be permitted to submit Part Two.</p> <p>On successful completion of the module the student will qualify for the Emergency First Aid at Work certificate.</p>

Year 2 – Adult field modules

Course Learning outcome	Credits	Module	Assessment method
1,2,3,4,6,7,8,9	20	NI510 Acute Care Across Care Settings	The student will sit a 2.5 hour unseen written examination. The examination will contain 4 scenarios with questions. The student will select 2 scenarios and answer the related questions. A minimum mark of 40% must be achieved in each scenario in order to pass the module.
1,2,3,4,6,7,8,9	20	NI511 Adults with Long Term Conditions	The student will submit a case study of no more than 3000 words. The case study will analyse the nursing care of a person with a long-term condition with reference to current policy and guidelines.
1,2,3,4,5,6,7,8,9,10,11,12	40	NI512 Professional Adult Nursing Practice Year 2	Assessment of Practice book

Year 2 – Child field modules

Course Learning outcome	Credits	Module	Assessment method
1,2,3,4,6,7,8,9	20	NI513 Childhood Transitions	The student will submit an illustrated essay of no more than 2000 words using 8 – 10 images (available from open source). The illustrated essay will critically analyse a child or young person's development and transitions and include an evaluation of the role of the nurse and nursing practice.

1,2,3,4,6,7,8,9	20	NI514 Principles of Nursing Children and Young People	The student will deliver a timed individual presentation. The presentation content will be an analysis of one key principle involved in working with children and young people and their families and carers.
1,2,3,4,5,6,7,8,9,10,11,12	40	NI515 Professional Child Nursing Practice Year 2	Assessment of Practice book

Year 2 – Mental Health field modules

Course Learning outcome	Credits	Module	Assessment method
1,2,3,4,6,7,8,9	20	NI516 Values in Everyday Mental Health Nursing Practice	The student will submit a photo essay of no more than 1500 words using 8-10 original photos (taken by the student). The photo essay based on their reflective journal will explore and analyse values-based practice and how to apply relevant mental health nursing virtues.
1,2,3,4,6,7,8,9	20	NI517 Key Concepts and Theories Underpinning Care in Mental Health Nursing	<u>Part One:</u> Presentation (20% of overall mark) The student will deliver a timed group presentation on a theory highlighting the application to mental health nursing care. <u>Part Two:</u> Essay (80% of overall mark) The student will submit an essay of no more than 1500 words. The essay will be based on a theory highlighting the application to mental health nursing care and how this may influence their own practice as a mental health nurse. Part One must be submitted in order to be permitted to submit Part Two.
1,2,3,4,5,6,7,8,9,10,11,12	40	NI518 Professional Mental Health Nursing Practice Year 2	Assessment of Practice book

Year 3 – generic modules

Course Learning outcome	Credits	Module	Assessment method
1,2,11,12	20	NI601 Leadership	The student will sit a 2 hour written examination. The examination questions will be based on a scenario that the student will be given two weeks prior to the examination.
1,3,7,8,10,11,12	30	NI641 Dissertation	The student will submit an 8000 word literature review. The literature review will focus on an issue relevant to the student's field of practice and present a critical analysis of the current available research and literature.

Year 3 – Adult field modules

Course Learning outcome	Credits	Module	Assessment method
1,2,3,4,7,8,9	10	NI602 End of Life Care	The student will submit a critical reflection of no more than 1500 words. The critical reflection will be based on an issue that is linked to end of life care and nursing practice.
1,2,3,4,6,7,8,9	20	NI603 Enhanced patient assessment and clinical decision making	The student will undertake a timed objective structured clinical examination (OSCE) demonstrating a patient assessment on a healthy individual and answer knowledge related questions.
1,2,3,4,5,6,7,8,9,10,11,12	40	NI604 Professional Adult Nursing Practice Year 3	Assessment of Practice book

Year 3 - Child field modules

Course Learning outcome	Credits	Module	Assessment method
1,2,3,4,6,7,8,9	10	NI605 Contemporary Child Health Practice	The student will submit an original piece of educational / promotional material (e.g. leaflet, poster). The piece of material developed by the student will identify a contemporary initiative in children and young people's service provision. The student will review the current evidence and present the information in a format and style appropriate for dissemination to a professional group(s).
1,2,3,4,6,7,8,9	20	NI606 Chronic Childhood Conditions	The student will submit a case study of no more than 3000 words. The case study will critically analyse the underlying pathophysiology and nursing care of a child or young person with a long-term condition, disability and/or life threatening condition with reference to current policy and guidelines.
1,2,3,4,5,6,7,8,9,10,11,12	40	NI607 Professional Child Nursing Practice Year 3	Assessment of Practice book

Year 3 - Mental health field modules

Course Learning outcome	Credits	Module	Assessment method
1,2,3,4,6,7,8,9	20	NI608 Therapeutic Interventions in Mental Health Nursing	The student will submit an essay of no more than 3000 words. The essay will be based on a critical discussion of a specific therapeutic approach for a person with a mental health problem and its potential or actual application to mental health nursing practice.

1,2,3,4,6,7,8,9	10	NI609 Enhanced Practice in Mental Health Nursing	The student will submit a critical reflection of no more than 2000 words. The critical reflection will be based on an event encountered in their mental health practice or a student nurse-service user relationship and analysed in relation to the relevant theory and research.
1,2,3,4,5,6,7,8,9,10,11,12	40	NI610 Professional Mental Health Nursing Practice Year 3	Assessment of Practice book

SUPPORT AND INFORMATION

Institutional/ University	<p>All students benefit from:</p> <ul style="list-style-type: none"> University induction week Student Contract Extensive library facilities Information Services including Learning Technology Advisor Computer pool rooms E-mail address Welfare service Personal tutor for advice and guidance
Course-specific Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include:	<p>Students benefit from:</p> <ul style="list-style-type: none"> Course induction week Course Handbook Module handbook and online resources on studentcentral Learning Support Plans Student Support and Guidance Tutor Disability Liaison Tutor Mentor in practice Healthcare professionals in practice Peer Assisted Study Sessions Course Lead, Field Leads, Cohort Tutor, Module Leads Student representatives

PART 3: COURSE SPECIFIC REGULATIONS

COURSE STRUCTURE

This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.

The three year full time course is divided into nine trimesters (three per year). Each trimester consists of **timetabled sessions** at university and **placements** in practice. Each trimester is designed to support theory and practice development. Placements are 4, 8 or 12 weeks in length for 24 or 32 hours /week.

There are two intakes each academic in September and in February. The progression points are mapped according to the NMC requirements at the end of year one, two and three.

The course has been developed in line with the university's commitment to sustainability. The University of Brighton Sustainable Development Policy (2006 to present) states that 'we accept the challenge of incorporating sustainability in all we that we do including the way our staff and students work and learn.' The structure of the curriculum makes use of e-learning and electronic submission. The content of the curriculum fosters resilience and creativity in the students enabling them to be able to adapt to changing healthcare contexts and to work across care settings.

The three year course structure is presented below for the September 2015 and February 2016 cohorts. Yellow represents timetabled session at university and blue represents placements in practice.

Year 1

	28/09/2015	05/10/2015	12/10/2015	19/10/2015	26/10/2015	02/11/2015	09/11/2015	16/11/2015	23/11/2015	30/11/2015	07/12/2015	14/12/2015	21/12/2015	28/12/2015	04/01/2016	11/01/2016	18/01/2016	25/01/2016	01/02/2016	
	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
Sep-15	Induction	Start Year 1 401, 402, 403, 405						405 only	32 hrs/week					Holiday	Holiday	401, 402, 403, 405				
Feb-16																			Induction	
	08/02/2016	15/02/2016	22/02/2016	29/02/2016	07/03/2016	14/03/2016	21/03/2016	28/03/2016	04/04/2016	11/04/2016	18/04/2016	25/04/2016	02/05/2016	09/05/2016	16/05/2016	23/05/2016	30/05/2016	06/06/2016		
	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46		
Sep-15	24 hrs/week						FLEXIBLE 2 weeks Holiday and 2 weeks practice		401, 403, 404, 405					404 only						
Feb-16	Start Year 1 401, 402, 403, 405						Holiday	Holiday	401, 402, 403, 405	405 only	32 hrs/week				401, 402, 403, 405					
	13/06/2016	20/06/2016	27/06/2016	04/07/2016	11/07/2016	18/07/2016	25/07/2016	01/08/2016	08/08/2016	15/08/2016	22/08/2016	29/08/2016	05/09/2016	12/09/2016	19/09/2016	26/09/2016				
	47	48	49	50	51	52	1	2	3	4	5	6	7	8	9	10				
Sep-15	32 hrs/week								Holiday	Holiday	Holiday	Preparation for Year 2 501, 510/513/516, 512/515/518								
Feb-16	401, 403, 405						Holiday	Holiday	Holiday	24 hrs/week										

Year 2

	03/10/2016	10/10/2016	17/10/2016	24/10/2016	31/10/2016	07/11/2016	14/11/2016	21/11/2016	28/11/2016	05/12/2016	12/12/2016	19/12/2016	26/12/2016	02/01/2017	09/01/2017	16/01/2017	23/01/2017	30/01/2017
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Sep-15	Start Year 2 32 hrs/week								501, 510/513/516, 512/515/518				Holiday	Holiday	501, 510/513/516, 512/515/518			
Feb-16	404 only								32 hrs/week			Holiday	Holiday					
	06/02/2017	13/02/2017	20/02/2017	27/02/2017	06/03/2017	13/03/2017	20/03/2017	27/03/2017	03/04/2017	10/04/2017	17/04/2017	24/04/2017	01/05/2017	08/05/2017	15/05/2017	22/05/2017	29/05/2017	05/06/2017
	29	30	31	32	33	34	35		37	38	39	40	41	42	43	44	45	46
Sep-15	24 hrs/week								502, optional 511/514/517	Holiday	Holiday	502, OPTIONAL, 511/514/517						
Feb-16	Preparation for Year 2 501, 510/513, 512/515								FLEXIBLE 2 weeks Holiday and 2 weeks practice				32 hrs/week					
	12/06/2017	19/06/2017	26/06/2017	03/07/2017	10/07/2017	17/07/2017	24/07/2017	31/07/2017	07/08/2017	14/08/2017	21/08/2017	28/08/2017	04/09/2017	11/09/2017	18/09/2017	25/09/2017		
	47	48	49	50	51	52	1	2	3	4	5	6	7	8	9	10		
Sep-15	32 hrs/week								Holiday	Holiday	Holiday	Preparation for Year 3 601, 641, 603/605/608, 604/607/610						
Feb-16	501, 510/513, 512/515					Holiday	Holiday	Holiday	24 hrs/week									

Year 3

	02/10/2017	09/10/2017	16/10/2017	23/10/2017	30/10/2017	06/11/2017	13/11/2017	20/11/2017	27/11/2017	04/12/2017	11/12/2017	18/12/2017	25/12/2017	01/01/2018	08/01/2018	15/01/2018	22/01/2018	29/01/2018
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Sep-15	Start Year 3 32 hrs/week								641, 604/07/10	601, 603/605/608, 604/607/610			Holiday	Holiday	604/607/610			
Feb-16	502, OPTIONAL, 511/514								32 hrs/week			Holiday	Holiday					
	05/02/2018	12/02/2018	19/02/2018	26/02/2018	05/03/2018	12/03/2018	19/03/2018	26/03/2018	02/04/2018	09/04/2018	16/04/2018	23/04/2018	30/04/2018	07/05/2018	14/05/2018	21/05/2018	28/05/2018	04/06/2018
	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
Sep-15	24 hrs/week								FLEXIBLE 2 weeks Holiday and 2 weeks practice			Study	Study	602/605/609				
Feb-16	Preparation for Year 3 601, 641, 603/605, 604/607							Holiday	Holiday	601, 603/5, 604/7	32 hrs/week							
	11/06/2018	18/06/2018	25/06/2018	02/07/2018	09/07/2018	16/07/2018	23/07/2018	30/07/2018	06/08/2018	13/08/2018	20/08/2018	27/08/2018	03/09/2018	10/09/2018	17/09/2018	24/09/2018		
	47	48	49	50	51	52	1	2	3	4	5	6	7	8	9	10		
Sep-15	32 hrs/week						Assessment	Holiday	Holiday	Holiday						End 30/09		
Feb-16	602/606, 604/607						24 hrs/week					Holiday	Holiday	Holiday	Study	Study	Assessment	
	01/10/2018	08/10/2018	15/10/2018	22/10/2018	29/10/2018	05/11/2018	12/11/2018	19/11/2018	26/11/2018	03/12/2018	10/12/2018	17/12/2018	24/12/2018	31/12/2018	07/01/2019	14/01/2019	21/01/2019	28/01/2019
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Feb-16	32 hrs/week												Holiday	Holiday	24 hrs/week	Buddy Feb 18	End 03/02	

Modules				
Status:				
M = Mandatory (modules which must be taken and passed to be eligible for the award)				
O = Optional (optional modules) *				
* <i>Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability</i>				
Level⁸	Module code	Status	Module title	Credit
4	NI401	M	The Nurse as a Professional – An Introduction	20
4	NI402	M	Human Qualities in Nursing	20
4	NI403	M	Introduction to Human Structure and Function Applied to Nursing	20
4	NI404	M	Psychosocial Studies in Nursing	20
4	NI405	M	Professional Nursing Practice Year 1	40
5	NI501	M	Public Health for Nursing Practice	20
5	NI502	M	Appreciating the Research Process in Nursing	10
5	NI503	M/O	Extended International Nursing Elective	10
5	NI504	M/O	Introduction to Global Health	10
5	NI505	M/O	International Nursing Elective	10
5	NI506	M/O	Student Community Engagement	10
5	NI507	M/O	Arts and Health	10
5	NI508	M/O	Developing Clinical Research Nurse Careers	10
5	NI509	M/O	Exploring Spiritual Health Needs in a Multicultural Society	10
5	NI520	M/O	Emergency First Aid (Nursing)	10
5	NI510	M	Acute Care Across Care Settings	20
5	NI511	M	Adults with Long Term Conditions	20
5	NI512	M	Professional Adult Nursing Practice Year 2	40
5	NI513	M	Childhood Transitions	20
5	NI514	M	Principles of Nursing Children and Young People	20
5	NI515	M	Professional Child Nursing Practice Year 2	40
5	NI516	M	Values in Everyday Mental Health Nursing Practice	20
5	NI517	M	Key Concepts and Theories Underpinning Care in Mental Health Nursing	20
5	NI518	M	Professional Mental Health Nursing Practice Year 2	40
6	NI641	M	Dissertation	30
6	NI601	M	Leadership	20
6	NI602	M	End of Life Care	10
6	NI603	M	Enhanced patient assessment and clinical decision making	20
6	NI604	M	Professional Adult Nursing Practice Year 3	40
6	NI605	M	Contemporary Child Health Practice	10
6	NI606	M	Chronic Childhood Conditions	20
6	NI607	M	Professional Child Nursing Practice Year 3	40
6	NI608	M	Therapeutic Interventions in Mental Health Nursing	20
6	NI609	M	Enhanced Practice in Mental Health Nursing	10
6	NI610	M	Professional Mental Health Nursing Practice Year 3	40

⁸ All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.

AWARD AND CLASSIFICATION						
Award type	Title	Level	Eligibility for award		Classification of award	
			Total credits ⁹	Minimum credits ¹⁰	Ratio of marks ¹¹ :	Class of award
Final	BSc (Hons) Nursing	6	360	Minimum credit at level of award 120	Level 5 and 6 (25:75)	Honours Degree
Intermediate	BSc Nursing	6	330	Minimum credit at level of award 90 PLUS Professional Nursing Practice Year 3 required	Unclassified	Degree
Intermediate	BSc Health Sciences	6	300	Minimum credit at level of award 60 (Professional Nursing Practice Year 3 not required)	Unclassified	Degree
Intermediate	Diploma in Higher Education (Health Sciences)	5	240	Minimum credit at level of award 120	Unclassified	Diploma
Intermediate	Certificate in Higher Education (Health Sciences)	4	120	Minimum credit at level of award 120	Unclassified	Certificate
Award classifications		Mark / band %	Foundation degree		Honours degree	
		70% - 100%	Distinction		First (1)	
		60% - 69.99%	Merit		Upper second (2:1)	
		50% - 59.99%	Pass		Lower second (2:2)	
		40% - 49.99%			Third (3)	

⁹ Total number of credits required to be eligible for the award.

¹⁰ Minimum number of credits required, at level of award, to be eligible for the award.

¹¹ Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g., dissertation) must be in the corresponding class of award.

EXAMINATION AND ASSESSMENT REGULATIONS	
Please refer to the <i>Course Approval and Review Handbook</i> when completing this section.	
The examination and assessment regulations for the course should be in accordance with the <i>University's General Examination and Assessment Regulations for Taught Courses</i> (available from staffcentral or studentcentral).	
Specific regulations which materially affect assessment, progression and award on the course e.g. Where referrals or repeat of modules are not permitted in line with the <i>University's General Examination and Assessment Regulations for Taught Courses</i> .	<p>The course regulations are in accordance with the universities General Examination and Assessment Regulations.</p> <p>In addition, the following course specific regulations apply:</p> <ul style="list-style-type: none"> • Only two attempts will be allowed for the Professional Nursing Practice module in each year (1, 2 and 3). • No further attempts will be offered following two non -submissions of a module • All students must retrieve outstanding credits within 12 weeks of conditional progression. • No student may conditionally progress with more than 40 credits outstanding • Students must normally attempt all modules <p>Intermediate awards are offered following discussion at the Course Examination Board.</p>
Exceptions required by PSRB These require the approval of the Chair of the Academic Board	N/A