**University of Huddersfield**

**Programme Specification**

***This document does not form part of the student contract***

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| **1.** | **Awarding institution** | University of Huddersfield |
| **2.** | **Teaching institution** | University of Huddersfield |
| **3.** | **School and Department** | School of Human and Health Sciences  Department of Nursing and Midwifery |
| **4.** | **Course accredited by** | Nursing and Midwifery Council |
| **5.** | **Mode of Delivery** | Full time |
| **6.** | **Final Award** | BSc Honours |
| **7.** | **Course Title** | Nursing:  Adult (Blended Learning)  Child (Blended Learning)  Learning Disability (Blended Learning)  Mental Health (Blended Learning)  Leading to eligibility to apply for registration on the Nursing and Midwifery Council (NMC) Professional Register |
| **8.** | **UCAS Code** | Adult H045 Child H046 Learning Disability H047 Mental Health H048 |
| **9.** | **Subject benchmark statement** | The Framework for Higher Education Quality in England, Wales, and Northern Ireland (Quality Assurance Agency (QAA) 2008)  Quality code for Higher Education: Securing and Maintaining Academic Standards (QAA 2014)  QAA Health Studies (2016) |
| **10.** | **Date of Programme Specification Approval** | December 2020 |

**11. Educational Aims of the Course**

This BSc (Honours) Nursing Blended Learning course provides an alternative route to nursing by offering a predominantly online experience combined with face to face skills and simulation with traditional placements. The Nursing programme will draw on existing technologies to enhance student learning. The course team, with a dedicated technical support group, will develop innovative and smart materials that will benefit not only student nurses but also practitioners and health care users. We will provide immersive online experiences, simulation (including virtual reality), interactive scenarios with changing outcomes based on student responses, and elements of gamification. While students will choose a blended programme, it is essential to recognise the challenges they may face. The course will ensure students are prepared digitally with personalised learning paths supported by motivational structures such as completion certificates and, use of embedded widgets and gamification to enhance learning beyond the basic functioning of the virtual learning environment (VLE). The Blended Learning course will use a communication strategy that will provide one-touch inbound strategies such as course discussion boards, personalised outbound messaging, and meaningful learner-learner interactions, through question and answer sessions and similar.

**11.1** The BSc (Hons) Nursing (Blended Learning) course will enable students to meet the proficiencies, and programme outcomes for pre-registration nursing set out in three parts.

1. standards for education,
2. standards for student supervision and
3. assessment and programme specific standards (NMC, 2018 a,b,c,d).

The course design prepares the future nurse to be confident, competent, caring, and compassionate in a rapidly changing health and social care environment. By the end of the course, graduates will be able to manage the complex role of the nurse in one of the four fields of nursing: adult, child, learning disabilities and mental health. They will also be prepared to progress to a prescribing qualification following registration and to be a practice supervisor for future student nurses. They will be able to care for people throughout their lifespan, within and across organisations and settings. Future nurses will be prepared to work with a range of other professionals confidently. Importantly, the primary aim is to ensure all nurses can respond to the needs of people from any field in a variety of settings, with additional and in-depth field-specific proficiency in one field.

**11.2** The course is designed to enable students to learn about their own personal and professional field identity from the beginning of the course. Current healthcare services require the future nurse to be resilient and self-aware of their well-being to enable them to be in an excellent position to promote and support people in their care to care for their well-being. The themed module's design is to help students to reflect and develop their confidence as future nurses while acknowledging their values, beliefs, and their own field identity. They will develop an in-depth understanding of other fields, other professionals involved in care within and across organisations to enable them to influence the quality of care with the person as the central focus of attention.

**11.3** The course team aim to provide a contemporary and dynamic course, which has considered current and previous student feedback while acknowledging the changing landscape of healthcare in all fields. Inclusivity and diversity are at the forefront of the module and course design to enable students from diverse backgrounds to engage fully in their learning while acknowledging the cultural diversity of the people with whom they care.

**11. 4** The aims of the course are to:

1. Provide learning opportunities for students to ensure they can achieve the NMC’s proficiencies and outcomes to allow eligibility to apply for registration on the NMC’s Register as a Registered Nurse – Adult, Child, Learning Disability or Mental Health.
2. Provide high-quality teaching from professional role models who inspire students to become autonomous practitioners and leaders of the future.
3. Produce nurses equipped to meet present and future challenges in health and healthcare delivery across the lifespan and in any setting.
4. Enable nurses to develop a systematic and critical understanding of the values and theoretical concepts underpinning contemporary nursing practice.
5. Develop nurses who can act to safeguard the public with appropriate responsibility and accountability.
6. Develop nurses who are professional role models, act with sincerity in the best interests of the people, they care for, considering the diversity of people in their care.
7. Produce nurses who always act without discrimination in personal and professional life.
8. Equip nurses with transferable skills able to promote and improve health and wellbeing and improve the quality and safety of care.
9. Enhance the student’s capacity to influence service improvement and drive policy for the benefit of individuals, communities, and society (globally).
10. Create nurses who can provide person-centred compassionate, essential, and complex care to a high standard using the best evidence and technology.
11. Produce nurses who can work inter-professionally, in partnership with other health and social care professionals, service users and carers to achieve shared care and decision making.
12. Create nurses who can lead and manage nursing care and use leadership skills to supervise and manage others to ensure effective care management and delivery.
13. Produce nurses who act with professionalism and within legal and ethical frameworks while responding to changing demands.
14. Create nurses who recognise the complexity inherent within the management of risk and consistently demonstrate a safe response to situations as they arise.
15. Produce nurses able to use reflection to develop their well-being and practice as well as influencing health improvement for people in their care.
16. Develop nurses who have a range of communication and interpersonal skills to enable them to care for people across the lifespan and in a variety of diverse settings.
17. Create nurses able to integrate practice, education, and research to challenge and develop a practice for the benefit of the service user.
18. Produce nurses with the confidence and competence to enable evidence-based research to contribute to care.
19. Produce nurses who are self-aware and able to develop strategies to promote and maintain emotional resilience and who fulfil their professional responsibility to update their knowledge and skills continuously.
20. To develop nurses prepared to become practice supervisors for future nurses.
21. To equip students with the knowledge and skills to progress to the completion of a prescriber qualification following registration.

**12. Intended Learning Outcomes**

**12.1** The learning outcomesfor this course have been underpinned by the NMC standards for pre-registration nursing programmes which consist of 3 parts. Part 1 is the Standards framework for nursing and midwifery education (2018a) and applies to all NMC approved courses. Part 2 is the standards for student supervision and assessment and applies to all NMC approved courses (2018b). Part 3 is the standards for pre-registration nursing programmes (2018c) and applies specifically to pre-registration nursing and supported by the NMC Future nurse: Standards of proficiency for registered nurses (2018d). The Quality Assurance Agency for Higher Education subject benchmark statements for Health Studies (2016) also informs the subject-specific learning outcomes.

**12.2 Foundation level outcomes**

On completion of the foundation level students will be able to:

**Knowledge and Understanding**

1. Describe and differentiate anatomy and physiology across the lifespan.
2. Identify and distinguish between different types of knowledge and evidence to support nursing practice.
3. Outline the differences in caring approaches for people across the lifespan and with a range of physical, mental health and cognitive care needs.
4. Identify links between theoretical learning and practice experience.
5. Recognise the importance of inter-professional working for the benefit of people requiring nursing care.

In addition, students for the following awards will be able to:

BSc (Hons) Nursing Adult (Blended Learning)

1. Outline and explain caring approaches to safe and effective person-centred care in the adult field of nursing.

In addition, students for the following awards will be able to:

BSc (Hons) Nursing Child (Blended Learning)

1. Outline and explain caring approaches to safe and effective person-centred care in the child field of nursing.

In addition, students for the following awards will be able to:

BSc (Hons) Nursing Learning Disability (Blended Learning)

1. Outline and explain caring approaches to safe and effective person-centred care in the learning disability field of nursing.

In addition, students for the following awards will be able to:

BSc (Hons) Nursing Mental Health (Blended Learning)

1. Outline and explain caring approaches to safe and effective person-centred care in the mental health field of nursing.

**Skills and other attributes**

1. Apply the principles of a holistic assessment of physical, mental health, and cognitive care needs to the individual in their care.
2. Identify how theoretical principles of health promotion and care delivery apply to people in the field.
3. Search for relevant literature and sources of evidence.
4. Undertake critical appraisal of the literature for its value and relevance to nursing practice.
5. Reflect on and discuss their learning needs to facilitate their transition to academic life.
6. Communicate specific care needs for people across the lifespan and with a range of care needs other than those commonly seen in their field of nursing.
7. Achieve proficiencies set in the “Assessment Document and Ongoing Achievement Record”, including in Annexe A and Annexe B.
8. Reflect on the range of professionals who contribute to care delivery.
9. Safely calculate medicines at level 1.

**Transferable/Key Skills**

1. Identify and explain professional issues related to working as an accountable nurse and within the NMC Code.
2. Understand the principles and importance of maintaining the physical and mental wellbeing of themselves and others.
3. Have an in-depth understanding of their own professional field identity and role when working with others - including people in their care and other professionals.
4. Recognise the impact of their values and beliefs on the people in their care.

**12.3 Intermediate level outcomes**

On completion of the intermediate level students will be able to:

**Knowledge and Understanding**

1. Critically understand developmental and disease processes and how these manifests in people in the field.
2. Critically understand the suitability and appropriateness of quantitative, qualitative, literature reviews and audit research methods.
3. Identify and apply appropriate methods of data collection and analysis.
4. Establish the ethical issues arising out of research involving human participants and be able to apply them appropriately.
5. Critically explore differences in caring approaches for people across the lifespan and with a range of physical, mental health and cognitive care needs.
6. Identify links between theoretical learning and practice experience.
7. Critically understand the importance of inter-professional working for the benefit of people requiring nursing care.
8. Evaluate links between theoretical learning and practice experience.

In addition, students for the following awards will be able to:

BSc (Hons) Nursing Adult (Blended Learning)

1. Critically review the safety and effectiveness of care when planning and implementing care for individuals and groups of people in the adult field of nursing.

In addition, students for the following awards will be able to:

BSc (Hons) Nursing Child (Blended Learning)

1. Critically review the safety and effectiveness of care when planning and implementing care for individuals and groups of people in the child field of nursing

In addition, students for the following awards will be able to:

BSc (Hons) Nursing Learning Disability (Blended Learning)

1. Critically review the safety and effectiveness of care when planning and implementing care for individuals and groups of people in the learning disability field of nursing.

In addition, students for the following awards will be able to:

BSc (Hons) Nursing Mental Health (Blended Learning)

1. Critically review the safety and effectiveness of care when planning and implementing care for individuals and groups of people in the mental health field of nursing.

**Skills and other attributes**

1. Recognise and safely respond to an alteration in the condition of a patient/service user from the field of nursing.
2. Plan and develop a proposal for a field-specific research project.
3. Contribute to a group presentation of the research proposal.
4. Critically analyse own role as a member of the multi-professional team working collaboratively to inform decision-making about individual patient care and improving safety and quality in the delivery of care and services to communities.
5. Effectively communicate the specific care needs for people across the lifespan and with a range of care needs other than those commonly seen in the field of nursing.
6. Achieve the proficiencies as set out in the Midlands, Yorkshire and East Practice Assessment Document and Ongoing Achievement Record.
7. Critically reflect on the range of professionals who contribute to care delivery.
8. Safely calculate medicines at level 2.

**Transferable/Key Skills**

1. Analyse theories of learning, teaching and assessment to inform the delivery of practical teaching/learning opportunities for patients, junior staff, professional colleagues, and students in clinical practice and enhance the learning culture.
2. Critically discuss the concepts and theories of leadership, management, team working, risk management, clinical governance, and accountability with their professional and inter-professional practice.
3. Critically apply underlying principles to the safe administration of medicines to people in their care.
4. Apply clinical decision-making and problem-solving skills to critically examine the professional, legal, ethical, and quality issues relevant to the delivery of care to people in their field of professional practice.

**12.4 Honours level outcomes**

On completion of the honours level students will be able to:

**Knowledge and Understanding**

1. Systematically and critically understand the signs and symptoms concerning altered physiology of a person in their care presenting with acute and complex care needs.
2. Outline the legal requirements for medicines administration across a range of settings to meet the specific service needs.
3. Critically review appropriate literature and relate it to the research area.
4. Critically understand the method used in their literature review or research.
5. Critically and systematically explore the central role of the nurse in managing and coordinating care delivery for groups of people across the lifespan and with a range of physical, mental health and cognitive care needs.
6. Identify links between theoretical learning and practice experience.
7. Critically reflect on the importance of inter-professional working for the benefit of people requiring nursing care.
8. Critically evaluate links between theoretical learning and practice experience.

**Skills and other attributes**

1. Critically, systematically, and safely assess, respond and evaluate care and interventions for managing acute and complex care in unpredictable and complex situations.
2. Make a useful contribution to the work of a group to undertake and present an empirical or literature-based research project.
3. Write a fully referenced literature review or research report in a publishable form.
4. Apply the principles of effective teaching and assessment strategies to meet the learning needs of others.
5. Communicate service improvement needs to a range of audiences.
6. Skillfully communicate the specific care needs for individuals and groups of people across the lifespan and with a range of care needs other than those commonly seen in the field of nursing.
7. Achieve the proficiencies as set out in the Practice Assessment Document and Ongoing Achievement Record and Skills Log.
8. Apply and systematically evaluate theories supporting the care of the range of physical, mental health and cognitive care needs across the life span.
9. Safely calculate medicines at level 2 with a 100% pass mark.

**Transferable/Key Skills**

1. Systematically understand the role of the qualified nurse in influencing quality care within and beyond an organisation.
2. Critically understand learning and assessment theories and apply to the learning needs of others.
3. Critically apply underlying legal principles to the safe administration of medicines to people in care areas.

In addition, students for the following awards will be able to:

BSc (Hons) Nursing Adult (Blended Learning)

1. Critically appraise and apply evidence-based principles that support safe and effective care and management of adults presenting with acute and complex care needs within and across organisations.

In addition, students for the following awards will be able to:

BSc (Hons) Nursing Child (Blended Learning)

1. Critically appraise and apply evidence-based principles that support safe and effective care and management of children and young people presenting with acute and complex care needs within and across organisations.

In addition, students for the following awards will be able to:

BSc (Hons) Nursing Learning Disability (Blended Learning)

1. Critically appraise and apply evidence-based principles that support safe and effective care and management of people with learning disability care needs presenting with acute and complex care needs within and across organisations.

In addition, students for the following awards will be able to:

BSc (Hons) Nursing Mental Health (Blended Learning)

1. Critically appraise and apply evidence-based principles that support safe and effective care and management of people with mental health care needs presenting with acute and complex care needs within and across organisations.

**13. Course Structures and Requirements, Levels, Modules, Credits and Awards**

**Course structure and requirements**

**13.1** This course is a full-time course, and the duration of the course will be no less than three years (NMC, 2018c). The NMC regulates the course. We will have intakes in September and January and may consider additional intakes in the future.

**13.2** Each year will comprise 40 weeks of study with four additional weeks allocated for catch up of outstanding work if required (at the end of each year). Therefore, each student will have 8-12 weeks of holiday each year, depending on outstanding work requirements. This course will enable students to benefit from a more traditional university experience while providing the opportunity for students with outstanding work to complete that work in year and progress to the next year. This approach aims to reduce the number of students requiring to repeat a year and the subsequent disruption for students and added financial implications. Each year will begin with an induction.

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|  | **Practice hours- supernumerary** | **Theory hours** | **Total hours** |
| Year 1 | 785 | 800 | 1585 |
| Year 2 | 930 | 712.5 | 1642.5 |
| Year 3 | 592.5 | 912.5 | 1505 |
| Total | 2,307.5 | 2,425 | 4,732.5 |

**13.3** Transfers between fields is only possible during the first year of the course and suitability for transfer between fields will be subject to the same criteria as for entry to the field the student wishes to transfer.

**13.4** To meet the requirements for professional registration, students must complete a minimum of 4600 hours, with at least 2300 hours in practice and at least one third in theory (NMC, 2018c). However, our course design provides an equal allocation of practice and theory hours, comprising 2300 hours of theory and 2300 hours of clinical practice and complies with the EU Directive 2005/36/EC (2013).

**13.5** Students with short term sickness or absence can make practice hours (up to 8 hours per week in practice weeks and up to 48 hours when on annual leave to comply with EU Working Time Directives) in consultation with their Personal Academic Tutor. Verification of made-up practice hours’ documents are completed and made up hours recorded on the student record. Longer-term sickness or absence, which cannot reasonably be “made-up” within the course programme without compromising the students’ progress and achievement will require the student to “step off” the programme. The student will then join at an equivalent point in the following year, managed by the field leader and undertaken in full consultation with the student.

**13.6** Students must meet all assessment requirements in both theory and practice and, the course consists of a combination of 20 and 40 compulsory credit modules. Students undertake a total of 120 credits in each of the first three years. For theory-based modules, the student must attend all delivered sessions which is monitored following the University attendance procedures. Attendance in practice is also recorded and verified in the Practice Assessment Document (PAD).

**13.7** The course is designed to provide field-specific identity from day one, cross-field experience and knowledge and inter-professional learning and understanding of roles of all involved in care, with the person receiving care and their family at the centre of care decisions and delivery. Field-specific identity is through field-specific modules which comprise 50% of the course. The field-specific professional themed module in year one aims to provide students with the underpinning knowledge of their own field identity and forms the foundation for developing personally and professionally as a nurse in that field. From year one students are introduced to insight into the other fields to enable them to learn about caring for people across the lifespan with a range of physical, mental health and cognitive care needs across the variety of settings. These insights are facilitated by cross-field learning in modules each year and a yearly cross-field conference. Inter-professional learning and working are facilitated in practice settings and enhanced by reflections related to inter-professional working and recorded in the Practice Assessment Document (PAD).

**13.8** The course is underpinned by the 2018 NMC standards.

**13.8.1** Part 1- Standards framework for nursing and midwifery education (NMC, 2018a) is composed of five headings: Learning culture; Educational governance and Quality; Student empowerment; Educators and assessors; Curricula and assessment. The standards apply to all NMC approved courses.

**13.8.2** Part 2- Standards for student supervision and assessment (NMC 2018b) comprises three headings: Effective practice learning; Supervision of students; Assessment of students and confirmation of proficiency. These standards apply to all NMC approved courses.

**13.8.3** Part 3- Standards for pre-registration nursing programmes (NMC 2018c) includes five headings: Selection, admissions, and progression; Curriculum; Practice learning; Supervision and assessment; Qualification to be awarded. These standards are specific to pre-registration nursing programmes.

**13.8.5** Future Nurse: Standards of proficiency for registered nurses (NMC 2018d). These standards are specific to pre-registration nursing programmes and include seven platforms and two annexes. The platforms are Being an accountable professional; Promoting health and preventing ill health; Assessing needs and planning care; Providing and evaluating care; Leading and managing nursing care and working in teams; Improving safety and quality of care; Coordinating care. Annexe A: Communicating and relationship management skills. Annexe B: Nursing procedures.

**13.9** The modules are themed and comprise of four modules each year: Professional themed module; Developing nursing knowledge and skills module; Research and evidence module; Practice modules. Although, the outcomes in the platforms and annexes feature across the course, Platforms 1, 5, 6, and 7 feature more prominently in the professional themed modules, platforms 2, 3 and 4 feature more prominently in the nursing knowledge and experience modules. Annexe A and B feature more prominently in the practice modules. As evidence and research support all aspects of the course (Healey matrix), all platforms and annexes feature in the research modules.

**All modules are compulsory, and no condonement allowed on this course (NMC requirement).**

Students undertake modules totalling 120 credits in each of the three years

120 credits Foundation (Certificate FHEQ Level 4**)** Credits in year 1 of the course

120 credits Intermediate (Diploma FHEQ Level 5)Credits in year 2 of the course

120 credits Honours (BSc Honours FHEQ Level 6)Credits in year 3 of the course

University theoretical modules represent 200 hours of learning per 20 credits.

The following modules deliver the theory and practice content of the course. The tables below demonstrate how the course meets the University requirement for credit rating for the academic award. All modules are compulsory.

**January intake - full time**

**Adult Nursing - Year 1**

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| **Year 1** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HFN1211 | Becoming a Professional - Adult Nursing (Blended Learning) | FS | Theory | 20 | Foundation (4) | Term 2 and 3 |
| HFN1201 | Introduction to Adult Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Foundation (4) | Term 2 and 3 |
| HFN1220 | Understanding Knowledge and Evidence for Nursing (Blended Learning) | CF | Theory | 20 | Foundation (4) | Term 2 and 3 |
| HFN1230 | Practice 1 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 3 |
| HFN1240 | Practice 2 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 1 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Adult Nursing - Year 2**

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| **Year 2** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HIN2210 | Developing as a Professional (Blended Learning) | CF | Theory | 20 | Intermediate (5) | Term 2 and 3 |
| HIN2201 | Developing Critical Knowledge and Skills in Adult Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Intermediate (5) | Term 2 and 3 |
| HIN2211 | Developing Research Knowledge and Evidence for Adult Nursing Practice (Blended Learning) | FS | Theory | 20 | Intermediate (5) | Term 2 and 3 |
| HIN2230 | Practice 3 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 2 and 3 |
| HIN2240 | Practice 4 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 3 and 1 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Adult Nursing – Year 3**

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| **Year 3** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HHN3210 | Being a Professional (Blended Learning) | CF | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3201 | Enhancing Knowledge and Skills in Adult Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Honours (6) | Term 2 and 3 |
| HHN3211 | Using Evidence and Research to Enhance Adult Nursing Practice (Blended Learning) | FS | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3230 | Practice 5 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 2 |
| HHN3240 | Practice 6 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 3 and 1 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Child Nursing – Year 1**

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| **Year 1** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HFN1212 | Becoming a Professional- Child Nursing (Blended Learning) | FS | Theory | 20 | Foundation (4) | Term 2 and 3 |
| HFN1202 | Introduction to Child Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Foundation (4) | Term 2 and 3 |
| HFN1220 | Understanding Knowledge and Evidence for Nursing (Blended Learning) | CF | Theory | 20 | Foundation (4) | Term 2 and 3 |
| HFN1230 | Practice 1 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 3 |
| HFN1240 | Practice 2 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 1 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Child Nursing - Year 2**

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| **Year 2** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HIN2210 | Developing as a Professional (Blended Learning) | CF | Theory | 20 | Intermediate (5) | Term 2 and 3 |
| HIN2202 | Developing Critical Knowledge and skills in Child Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Intermediate (5) | Term 2 and 3 |
| HIN2212 | Developing Research Knowledge and Evidence for Child Nursing Practice (Blended Learning) | FS | Theory | 20 | Intermediate (5) | Term 2 and 3 |
| HIN2230 | Practice 3 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 2 and 3 |
| HIN2240 | Practice 4 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 3 and 1 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Child Nursing - Year 3**

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| **Year 3** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HHN3210 | Being a Professional (Blended Learning) | CF | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3202 | Enhancing Knowledge and Skills in Child Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Honours (6) | Term 2 and 3 |
| HHN3212 | Using Evidence and Research to Enhance Child Nursing practice (Blended Learning) | FS | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3230 | Practice 5 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 2 |
| HHN3240 | Practice 6 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 3 and 1 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Learning Disability Nursing – Year 1**

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| **Year 1** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HFN1213 | Becoming a Professional- Learning Disability Nursing (Blended Learning) | FS | Theory | 20 | Foundation (4) | Term 2 and 3 |
| HFN1203 | Introduction to Learning Disability Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Foundation (4) | Term 2 and 3 |
| HFN1220 | Understanding Knowledge and Evidence for Nursing (Blended Learning) | CF | Theory | 20 | Foundation (4) | Term 2 and 3 |
| HFN1230 | Practice 1 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 3 |
| HFN1240 | Practice 2 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 1 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Learning Disability Nursing – Year 2**

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| **Year 2** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HIN2210 | Developing as a Professional (Blended Learning) | CF | Theory | 20 | Intermediate (5) | Term 2 and 3 |
| HIN2203 | Developing Critical Knowledge and Skills in Learning Disability Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Intermediate (5) | Term 2 and 3 |
| HIN2213 | Developing Research Knowledge and Evidence for Learning Disability Nursing (Blended Learning) | FS | Theory | 20 | Intermediate (5) | Term 2 and 3 |
| HIN2230 | Practice 3 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 2 and 3 |
| HIN2240 | Practice 4 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 3 and 1 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Learning Disability Nursing – Year 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HHN3210 | Being a Professional (Blended Learning) | CF | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3203 | Enhancing Knowledge and Skills in Learning Disability Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Honours (6) | Term 2 and 3 |
| HHN3213 | Using Evidence and Research to Enhance Learning Disability Nursing Practice (Blended Learning) | FS | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3230 | Practice 5 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 2 |
| HHN3240 | Practice 6 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 3 and 1 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Mental Health Nursing – Year 1**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HFN1214 | Becoming a Professional- Mental Health Nursing (Blended Learning) | FS | Theory | 20 | Foundation (4) | Term 2 and 3 |
| HFN1204 | Introduction to Mental Health Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Foundation (4) | Term 2 and 3 |
| HFN1220 | Understanding Knowledge and Evidence for Nursing (Blended Learning) | CF | Theory | 20 | Foundation (4) | Term 2 and 3 |
| HFN1230 | Practice 1 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 3 |
| HFN1240 | Practice 2 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 1 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Mental Health Nursing – Year 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 2** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HIN2210 | Developing as a Professional (Blended Learning) | CF | Theory | 20 | Intermediate (5) | Term 2 and 3 |
| HIN2204 | Developing Critical Knowledge and Skills in Mental Health Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Intermediate (5) | Term 2 and 3 |
| HIN2214 | Developing Research Knowledge and Evidence for Mental Health Nursing Practice (Blended Learning) | FS | Theory | 20 | Intermediate (5) | Term 2 and 3 |
| HIN2230 | Practice 3 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 2 and 3 |
| HIN2240 | Practice 4 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 3 and 1 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Mental Health Nursing – Year 3**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | | | | | |  |
|  |  |  |  |  |  |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HHN3210 | Being a Professional (Blended Learning) | CF | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3204 | Enhancing Knowledge and Skills in Mental Health Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Honours (6) | Term 2 and 3 |
| HHN3214 | Using Evidence and Research to Enhance Mental Health Nursing practice (Blended Learning) | FS | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3230 | Practice 5 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 2 |
| HHN3240 | Practice 6 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 3 and 1 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**September intake- full time**

**Adult Nursing - Year 1**

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| **Year 1** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HFN1211 | Becoming a Professional - Adult Nursing (Blended Learning) | FS | Theory | 20 | Foundation (4) | Term 1 |
| HFN1201 | Introduction to Adult Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Foundation (4) | Term 1 |
| HFN1220 | Understanding Knowledge and Evidence for Nursing (Blended Learning) | CF | Theory | 20 | Foundation (4) | Term 1 |
| HFN1230 | Practice 1 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 2 |
| HFN1240 | Practice 2 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 3 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Adult Nursing - Year 2**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 2** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HIN2210 | Developing as a Professional (Blended Learning) | CF | Theory | 20 | Intermediate (5) | Term 1 |
| HIN2201 | Developing Critical Knowledge and Skills in Adult Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Intermediate (5) | Term 1 |
| HIN2211 | Developing Research Knowledge and Evidence for Adult Nursing Practice (Blended Learning) | FS | Theory | 20 | Intermediate (5) | Term 1 |
| HIN2230 | Practice 3 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 2 |
| HIN2240 | Practice 4 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 3 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Adult Nursing – Year 3**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HHN3210 | Being a Professional (Blended Learning) | CF | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3201 | Enhancing Knowledge and Skills in Adult Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Honours (6) | Term 2 and 3 |
| HHN3211 | Using Evidence and Research to Enhance Adult Nursing Practice (Blended Learning) | FS | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3230 | Practice 5 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 1 |
| HHN3240 | Practice 6 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 2 and 3 |
|  |  |  |  |  |  |  |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Child Nursing – Year 1**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HFN1212 | Becoming a Professional- Child Nursing (Blended Learning) | FS | Theory | 20 | Foundation (4) | Term 1 |
| HFN1202 | Introduction to Child Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Foundation (4) | Term 1 |
| HFN1220 | Understanding Knowledge and Evidence for Nursing (Blended Learning) | CF | Theory | 20 | Foundation (4) | Term 1 |
| HFN1230 | Practice 1 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 2 |
| HFN1240 | Practice 2 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 3 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Child Nursing - Year 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 2** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HIN2210 | Developing as a Professional (Blended Learning) | CF | Theory | 20 | Intermediate (5) | Term 1 |
| HIN2202 | Developing Critical Knowledge and skills in Child Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Intermediate (5) | Term 1 |
| HIN2212 | Developing Research Knowledge and Evidence for Child Nursing Practice (Blended Learning) | FS | Theory | 20 | Intermediate (5) | Term 1 |
| HIN2230 | Practice 3 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 2 |
| HIN2240 | Practice 4 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 3 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Child Nursing - Year 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HHN3210 | Being a Professional (Blended Learning) | CF | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3202 | Enhancing Knowledge and Skills in Child Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Honours (6) | Term 2 and 3 |
| HHN3212 | Using Evidence and Research to Enhance Child Nursing practice (Blended Learning) | FS | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3230 | Practice 5 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 1 |
| HHN3240 | Practice 6 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 2 and 3 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Learning Disability Nursing – Year 1**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HFN1213 | Becoming a Professional- Learning Disability Nursing (Blended Learning) | FS | Theory | 20 | Foundation (4) | Term 1 |
| HFN1203 | Introduction to Learning Disability Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Foundation (4) | Term 1 |
| HFN1220 | Understanding Knowledge and Evidence for Nursing (Blended Learning) | CF | Theory | 20 | Foundation (4) | Term 1 |
| HFN1230 | Practice 1 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 2 |
| HFN1240 | Practice 2 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 3 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Learning Disability Nursing – Year 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 2** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HIN2210 | Developing as a Professional (Blended Learning) | CF | Theory | 20 | Intermediate (5) | Term 1 |
| HIN2203 | Developing Critical Knowledge and Skills in Learning Disability Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Intermediate (5) | Term 1 |
| HIN2213 | Developing Research Knowledge and Evidence for Learning Disability Nursing (Blended Learning) | FS | Theory | 20 | Intermediate (5) | Term 1 |
| HIN2230 | Practice 3 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 2 |
| HIN2240 | Practice 4 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 3 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Learning Disability Nursing – Year 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HHN3210 | Being a Professional (Blended Learning) | CF | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3203 | Enhancing Knowledge and Skills in Learning Disability Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Honours (6) | Term 2 and 3 |
| HHN3213 | Using Evidence and Research to Enhance Learning Disability Nursing Practice (Blended Learning) | FS | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3230 | Practice 5 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 1 |
| HHN3240 | Practice 6 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 2 and 3 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Mental Health Nursing – Year 1**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HFN1214 | Becoming a Professional- Mental Health Nursing (Blended Learning) | FS | Theory | 20 | Foundation (4) | Term 1 |
| HFN1204 | Introduction to Mental Health Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Foundation (4) | Term 1 |
| HFN1220 | Understanding Knowledge and Evidence for Nursing (Blended Learning) | CF | Theory | 20 | Foundation (4) | Term 1 |
| HFN1230 | Practice 1 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 2 |
| HFN1240 | Practice 2 (Blended Learning) | CF | Practice | 20 | Foundation (4) | Term 3 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Mental Health Nursing – Year 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 2** | | | | | |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HIN2210 | Developing as a Professional (Blended Learning) | CF | Theory | 20 | Intermediate (5) | Term 1 |
| HIN2204 | Developing Critical Knowledge and Skills in Mental Health Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Intermediate (5) | Term 1 |
| HIN2214 | Developing Research Knowledge and Evidence for Mental Health Nursing Practice (Blended Learning) | FS | Theory | 20 | Intermediate (5) | Term 1 |
| HIN2230 | Practice 3 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 2 |
| HIN2240 | Practice 4 (Blended Learning) | CF | Practice | 20 | Intermediate (5) | Term 3 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**Mental Health Nursing – Year 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | | | | | |  |
|  |  |  |  |  |  |  |
| **Module Code** | **Module** | **Field specific (FS/**  **cross field (CF)** | **Theory/**  **Practice** | **Credits** | **Level** | **Term delivered**  **(university term)** |
| HHN3210 | Being a Professional (Blended Learning) | CF | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3204 | Enhancing Knowledge and Skills in Mental Health Nursing (Blended Learning) | FS | Theory/ Practice | 40\* | Honours (6) | Term 2 and 3 |
| HHN3214 | Using Evidence and Research to Enhance Mental Health Nursing practice (Blended Learning) | FS | Theory | 20 | Honours (6) | Term 2 and 3 |
| HHN3230 | Practice 5 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 1 |
| HHN3240 | Practice 6 (Blended Learning) | CF | Practice | 20 | Honours (6) | Term 2 and 3 |
|  | **Total Credits** |  |  | 120 |  |  |

\*(20 theory/20 practice)

**13.10** Exit Awards

At the end of year 1, students will be eligible to exit with the award of Certificate of Higher Education in Health Studies if they have completed at least 120 credits. However, the student will not be eligible to apply to register as a Nurse with the NMC.

At the end of the second year, students will be able to exit with the award of Diploma of Higher Education in Health Studies if they have the required number of credits (120 at foundation level and 120 at the intermediate level). However, the student will not be eligible to apply to register as a Nurse with the NMC.

Students with 300 credits will be able to exit with an ordinary degree in Health Studies. However, the student will not be eligible to apply to register as a Nurse with the NMC.

On completion of the course, students have five years in which to register or record a qualification leading to a mark on the register (NMC 2018).

**14. Teaching, Learning and Assessment**

This course will use recognised learning and teaching strategies that have been demonstrated effective in online environments. The over-arching andragogical approach is a social constructivist model of adult learning. This model centres on Knowle’s (1984) original ideas that education needs to be cooperative with guided knowledge between the student and educator. The strategy adopted in the course recognises, the five tenets of andragogy which are that learners are self-directed, bringing a wealth of knowledge and experience with them, ready to learn, problem-oriented and highly motivated (Knowles, 1980). For the course to be successful, it must be meaningful and engage the learner through the five tenets.

**14.1** Teaching, learning and assessment will offer students a variety of learning and assessment opportunities that align with their module learning outcomes and provide realistic and practical preparation for progression in nursing course. They aim to be inclusive of diversity, to allow students to actively engage in learning and assessed in a variety of ways

**14.2** Online delivery is through seminars, group work, simulation, and skills. Practical experiences, learning and teaching are student-centred where appropriate. Its role generally increases throughout the course—module design embedding transferable skills and to allow students to increase their knowledge and confidence progressively. Thus, in lower levels, the acquisition of necessary skills and the confidence to perform academically and professionally is developed.

**14.3** Students engage in immersive situated activities through simulation-based learning (SBL) supported by facilitation. Knowledge evolves within the simulation environment from the activity, social collaboration and facilitation that fosters interaction, reflection and integration of research and evidence to support nursing practice. Learners utilise their previous knowledge and share this and their experiences with each other and the facilitator. We are proposing to integrate 4 x 1-week blocks of simulation within each year of the course where students have dedicated weeks for simulation-based learning that have association and context with each module they are studying in each of year of the program.

**14.4** The underpinning course philosophy outlines the teaching and learning approaches that were considered and underpin the programme development. These include a transformative learning approach, the research-led approach to curriculum design and delivery and a focus on professional identity throughout the course.

**14.5** All modules are supported by digital resources in the virtual learning environment.

**14.6** The assessment aims to support learning and measure achievement is available in each module specification and module guide. All learning outcomes in a module are assessed, and with a specific mode of assessment for each outcome. Assessment is a combination of coursework, practice/proficiency-based learning, reports, presentations, and examinations. The nature of assessment varies between modules mirroring the modes of communication expected of graduates in this field, such as the ability to present to a range of audiences and provide reports to enhance the quality of care.

**14.7** Achievement of proficiencies in practice is a primary requirement for health professional registration such that in nursing at least 50% of all learning is a practice based (NMC, 2018a, b, c, d). This learning takes place in a variety of settings. Students are required to undertake practice placement experience across the range of 24 hours and seven days. Laboratory sessions, online learning and the use of simulated patients allow students to practice skills in a safe and controlled environment. To enable learning and assessment of students in real practice settings, NHS primary care, acute and mental health Trusts, the private and independent sector, and social care settings are used, under the supervision of appropriately qualified practise supervisors and practise assessors. Assessment centres on students achieving the standard of proficiency outlined by the professional awarding body so that they are fit to practice by the end of the course. It includes the verification of practice standard and proficiencies achievement by practice supervisors, practice assessors and academic assessors and integration with written modular assessment in the form of essays, reports, case study analysis, presentations, simulation and scenario-based assessments, clinical applied assignment work and examinations. The practice-based assessment uses a Practice Assessment Document (PAD). We will use an electronic portfolio.

**14.8** The Personal Development Planning (PDP) is ‘a structured and supported process undertaken by an individual to reflect upon their learning, performance and or achievement and to plan for their personal, education and career development’ (QAA 2001). From September 2005 it has been a QAA requirement that all students have access to PDP. PDP enables the student to develop and have an awareness of their strengths and weaknesses, construct a record of achievement documenting the acquisition of knowledge, skills and competencies and reflect and act upon their personal, professional, academic and long term career goals. PDP is introduced to students at the commencement of the course and typically supported through the personal tutor system (Appendix 4a). PDP also provides a medium for creating a practical C V. Learning opportunities are identified throughout the course and are introduced in the first-year modules, specifically, becoming a professional module which is assessed by the development of a PDP. Practice-based assessments integrate PDP throughout the six placements and associated modules over the three years. Students record their progress through their practice assessment and ongoing achievement record in their electronic portfolio, accessed and assessed by their practice supervisors, practice assessors, academic assessors, and personal academic tutors. Dedicated support is given at School level by the Careers Service to aid students in preparing for work. This portfolio of materials then prepares job applications and or supporting continuous professional development. Additionally, students complete the university Graduate attributes framework (Appendix 12) in the “Being a Professional” module to enhance our students’ employability.

**14.9** The School of Human and Health Sciences uses Turnitin® via the virtual learning environment (VLE) to help both students and staff ensures and protects the originality of work submitted for assessment.

**14.10** The university has a strong service user and carer involvement strategy that is embedded in

all aspects of student learning and assessment. The strategy and implementation is supported by the Public Partnership Group who prepare and support service users in teaching students.

**15. Support for Students and their Learning**

**15.1** Support for students undertaking this course operates at a University, School and Course level. The majority of support will be offered remotely online.

**15.2 University Level**

**15.2.1** Central to the provision of student support is **Student Services**. The range of services they offer include:

## Wellbeing and Disability Services

* [Counselling](http://www.hud.ac.uk/wellbeing/studentcounselling/)
* [Back on Track](http://www.hud.ac.uk/wellbeing/back-on-track/)
* [Disability Services](http://www.hud.ac.uk/disability-services/)
* [Drop-in (Counselling and Wellbeing)](http://www.hud.ac.uk/wellbeing/)
* [The Faith Centre](http://www.hud.ac.uk/faith-centre/)
* [Getting help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/)
* [Group workshops and courses](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/groupworkshops/)
* [Hate Crime Reporting Centre](http://www.hud.ac.uk/wellbeing/hatecrimereporting/)
* Help for suspended students
* [Self-help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/selfhelp/)
* [Student parents](http://www.hud.ac.uk/wellbeing/studentparents/)
* [Student wellbeing](http://www.hud.ac.uk/wellbeing/)
* TogetherAll
* [Welfare support](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/studentwelfare/)
* [University Health Centre](http://www.universityhealthhuddersfield.co.uk/)

**Careers and Employability Service**

* Careers and Employability Service
* Jobshop

More information on the range of student services can be found on their website at: <http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices>

**15.2.2** **The Student Finance Office** provides:

* Information and guidance regarding possible sources of funding for all courses in the University
* Budgeting advice to discuss a variety of options and strategies to manage on a budget
* Facilities for the billing and payment of income to be collected by the University
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution

Further information on their website at <http://www.hud.ac.uk/students/finance>

**15.2.3** **Computing Services**provide induction and ongoing support for all students. More information on the range of computing services found on their website at <http://students.hud.ac.uk/it/>

**15.2.4 Library** **Services** provide online induction and ongoing support for all students. More information on the range of library services found on their website at <http://www.hud.ac.uk/library/>

**15.3 School Level**

The School of Human and Health Sciences provides additional student support using a variety of approaches:

* + 1. **Digital Literacy** will be assessed and monitored through several processes. Students will complete a digital literacy assessment before enrolment, which will highlight any issues or concerns that may impede their ability to complete the course. In an ever-digital working environment, Nurses need to be aware of their roles within the digital world. Therefore, digital literacy support will go beyond them as students being able to complete the course online to help them understand all aspects of digital literacy in their future working practices. Therefore, the digital literacy plan for students will cover the seven elements outlined by Health Education England (2020). They are literacy in information and data content, teaching, learning and self-development, communications, collaborations and participation, digital identity, wellbeing, safety and security, technical proficiency and creation, innovation, and research.

**15.3.2** **The Academic Skills Development Team (ASDT)** in the School of Human and Health Sciences provides support, development, and encouragement for students at all levels with help on a range of academic skills areas. Further information on the services offered can be found on the School pages in Brightspace in Shum Quick Links. The ASDT was involved in the development and included in the delivery of professional themed modules, and to a lesser extent, the research themed modules. The School provides specific academic skills tutors to nursing, recognising the challenges faced.

**15.3.3** A **Learning Technologies Team** will work with academics and students to prepare content and activities for all modules for online delivery. This team will include an Instructional Designer, a Learning Management System (LMS) Developer and two Web Designers.

Instructional designer

The instructional designer will work closely with the teaching team and other relevant stakeholders to develop new content, and adapt existing content and activities using appropriate pedagogies and learning design methodologies. The instructional designer will ensure that all content and activities in the course are produced in a high quality, consistent and standards-compliant manner, to ensure an accessible, engaging and educationally rich experience for students.

The LMS (VLE) developer

The LMS developer will use their extensive knowledge of the institutional LMS and other related systems to ensure that relevant features are used effectively and appropriately. The developer will demonstrate relevant LMS features to the teaching team, train them and support their usage. LMS developer will work with the instructional designer and web developers to ensure the most effective implementation of content and activities into the LMS and will work with the instructional designer to evaluate the effectiveness of these content and activities.

Web developers

Two web developers will use their web authoring skills, including HTML, CSS, Javascript and relevant frameworks, to produce engaging and educationally rich content and activities that are authored to appropriate web and accessibility standards, in close collaboration with the instructional designer and LMS developer. The web developers will also investigate ways to enhance web-based learning opportunities afforded by the VLE and elsewhere.

**15.3.4** The School has a **Student Hub** with **Student Support Officers.** Based in the Harold Wilson Building (ground floor, rm. 24) and online, the Student Hub provides a drop-in service for all students in the School is open on Monday to Friday from 8.30 am to 4.00 pm during term time.

The Student Hub offers the following services:

* Welfare Support
* Advice on extensions and ECs
* Print credit
* Signposting students and visitors to other services
* Binding
* International Student Support
* Independent Services
* Confidential Advice
* Booking of academic staff appointments

No appointment is necessary for the Student Hub, and they can be contacted on 01484 473092 or by email at [hhsstudentsupport@hud.ac.uk](mailto:hhsstudentsupport@hud.ac.uk)

15.3.5 Service Users & Carers

The School Public Partnership Group (PPG) work with the course team, advising on matters relevant to Service user and care issues. The PPG actively works with the course to provide content, interview potential students and staff and offer insight teaching where appropriate.

**15.4 Course Level**

At the Course level, support is provided by:

* + 1. **Personal Academic Tutor (PAT)**

The University has implemented a personal academic tutor system for full-time undergraduate students. This system aims to both improve the student experience of learning and teaching and increase student retention and achievement rates. In this blended learning programme, each PAT will be allocated a smaller number of students to ensure they can offer the best service possible. Specifically, personal academic tutors:

* Provide personal contact for the student online, within the University and the School.
* Act as a liaison between the student and course leaders to seek any improvements required.
* Offer guidance, assistance, and support in managing the students’ academic experience.
* Recognise when the problems presented are beyond the personal tutors’ competence and seek guidance and support for the student through the University and or School referral processes.
* Work with students to review and reflect upon their progress and if necessary, on ways to improve it.
* Take part in supportive training events.
  + 1. **Module Leader**

The module leader is responsible for teaching, learning and assessment of the modules within this course.

* + 1. **Course Leader**

The course leader is responsible for the entire quality assurance arrangements for the course.

* + 1. **Field leader**

The field leader is responsible for student experience and management for that field.

* + 1. **Practice supervisor**

The practice supervisor is a registered nurse or midwife or registered health or social care professional who has current knowledge and experience and appropriately prepared for the role. They are responsible for ensuring that student learning opportunities are facilitated, for contributing to student assessment providing regular feedback to the student.

**15.4.6** **Practice Assessor**

The practice assessor is a registered nurse with current knowledge and expertise who and appropriately prepared for the role. The practice assessor conducts assessments, informed by feedback from practice supervisors and others; makes and records objective decisions, drawing on records, observations, student reflection and other resources. They will periodically observe the student and schedule communication with academic assessors at relevant points

**15.4.7** **Academic assessor**

The academic assessor is a registered nurse and nominated for each part of the programme and appropriately prepared for the role. The academic assessor will work in partnership with the practice assessor to evaluate and recommend the student for progression for each part of the programme. They will understand the student’s learning and achievement in practice and schedule communication and collaboration between academic and practise assessors.

**15.4.8 Practice Learning Facilitator**

The Practice Learning Facilitator (PLF) supports students when they are in their placement setting and provides support to practice assessors and practice supervisors as needed. The PLF is based in the placement setting in the clinical education team and works in partnership with the University and the practice placements to ensure that students receive excellent, quality-assured clinical placements.

**16. Criteria for Admission**

**16.1** The University of Huddersfield seeks and encourages applicants to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance to select the right course of study and make a successful transition to studying at University. We encourage local, national, and international applications.

Further information for International Students is found on:

<http://www.hud.ac.uk/international>

**16.2** For courses targeting international students – English Language Requirements are as follows:

Undergraduate Taught Courses: IELTS 6.5 overall with no element lower than 6.0 in any component (NMC requirement differs at point of registration)- <https://www.nmc.org.uk/registration/joining-the-register/english-language-requirements/>

**16.3** The University provides opportunities for the accreditation of prior learning (APL) as stated at the following link: <http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

The NMC regulations on APL will apply as follows; a maximum of 50% of the course may be accredited provided all elements met. Students transferring from one institution to another must ensure mapping of their previous learning against the new course. Additionally, adult students must still be able to meet the general care requirements of Directive 2005/36.EC. We require students from all fields to achieve this for parity.

**16.4** Further information related to the School APL process found on the School <http://www-old.hud.ac.uk/hhs/apl/>

**16.5** The University specifies its general minimum entry requirements in the ‘Regulations for Awardswhich can be found on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

**16.6** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. Selection of all shortlisted applicants is through online interview undertaken by field-specific admissions teams, usually through online field-specific group interviews. Applicants must demonstrate the qualities required for the field of nursing through a values-based recruitment approach. Academics, practice partners and service user and carers are involved in the selection process. The general advice and information regarding disability and the support the University can give are by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available at their website at <http://www.hud.ac.uk/disability-services/>

**16.7** Also, this course can lead to eligibility to apply for registration with the Nursing and Midwifery Council (NMC). Further advice on the specific skills and abilities needed to undertake this course successfully can be found by visiting the NMC website at <https://www.nmc.org.uk/> and by contacting the admissions tutor.

**16.8** However, the specific entry requirements and admission criteria for this course are detailed below.

**BSc (Hons) Nursing (Blended Learning)**

**Entry Requirements**

**BSc (Hons) Nursing (Adult)** **(Blended Learning), BSc (Hons) Nursing (Child)** **(Blended Learning), BSc (Hons) Nursing (Learning Disability)** **(Blended Learning) and BSc (Hons) Nursing (Mental Health)** **(Blended Learning)**

BBB at A-Level. The endorsement for practical work is an essential part of Science A-level study and is a requirement for entry to our degree course

120 UCAS tariff points from a combination of Level 3 qualifications. The endorsement for practical work is an essential part of Science A-level study and is a requirement for entry to our degree course

DDM in BTEC Level 3 Extended Diploma

Pass Access to Higher Education Diploma with 45 Level 3 credits 15 at Distinction, 30 at Merit

NCFE CACHE Technical Level 3 Extended Diploma/Level 3 Extended Diploma at Grade B

GCSE English Language or English Literature and Maths at grade 4 or above, or grade C or above if awarded under the previous GCSE grading scheme, or Level 2 Functional Skills in Maths and English

**16.9** Professional/Statutory body requirements for admission.

Adult nursing students must have undertaken:

1. either a person to undertake ten years of general education followed by a vocational nursing training pathway; or
2. Twelve years of general education followed by training at university or higher education level (NMC, 2018c).

(Although only compulsory for adult nursing student applicants, has been applied for all field nursing student applicants to reduce risks when considering transfer between fields and for parity)

* Allentrants must meet the NMC (2018c) entry requirements in respect of literacy and numeracy, good character and good health.
* All candidates will complete a Rehabilitation of Offenders form and have an Enhanced Disclosure and Barring (DBS) check. Or if lived overseas, will require a Certificate of Good Conduct and an overseas police check
* All candidates will require Occupational Health clearance.

**17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

**17.1** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s Quality Assurance Procedures for Taught Courses which can be found on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/qa>

**17.2** The School is committed to comprehensive student engagement and works actively with the University of Huddersfield Student Union to support this through the representative student system see further information at <http://www.huddersfield.su/courserepwebsite>

**17.3** Within the School students are represented at committee level from Student Panels to the School Board. The School also has a Student Council. Individual feedback on the quality and standards of teaching and learning is through module and course evaluations. For nursing courses, a Yorkshire and Humber web-based evaluation tool collects statistical evaluations of placement experience.

**17.4** An effective external examination system is managed by Registry, and all reports viewed at University, School and course levels. External examiner and student feedback, as well as all statistical data about the course, is reported through the course committee structure and scrutinised through the University-wide annual evaluation process.

Feedback from students and external examiners presented at annual evaluation highlighted that enhanced student learning through simulation and skills development in the university. The feedback has informed a new structure of programme delivery to incorporate week-long simulation sessions during theory blocks to enhance learning for students (see 14.3).

**17.5** The University has a Diversity, Equality and Inclusivity Enhancement Committee (UEDIEC)

and the School has a Diversity Champion, both of which supports and drives forward the

curriculum development

**18. Regulation of Assessment**

**18.1** University awards are regulated by the ‘Regulations for Awards’ on the Registry website as follows: <http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

and the ‘Students’ Handbook of Regulations’ on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/studentregs/>

[**18.2**](http://www2.hud.ac.uk/registry/students_handbook.php) **NMC specific assessment** [**rules and Honours Classification**](http://www2.hud.ac.uk/registry/students_handbook.php)

* The [pass mark is 40% for each theoretical assessment](http://www2.hud.ac.uk/registry/students_handbook.php) in line with university regulations[.](http://www2.hud.ac.uk/registry/students_handbook.php)
* However, the medicines calculation test must achieve 100% by the end of the course (NMC, 2018c).
* [Students are required to pass all components of summative assessments in both theory and practice to award](http://www2.hud.ac.uk/registry/students_handbook.php) a [BSc (Hons) Nursing (Adult; Child; Learning Disability; Mental Health)(Blended Learning).](http://www2.hud.ac.uk/registry/students_handbook.php)
* In order to progress, or be eligible for registration, [students](http://www2.hud.ac.uk/registry/students_handbook.php) mustpass all theory and complete the relevant practice assessment document (PAD) and ongoing achievement record. [All](http://www2.hud.ac.uk/registry/students_handbook.php) proficiencies in the PAD are either pass/fail, for which the PVC has approved for Teaching and Learning.
* [There is no condonement on this course.](http://www2.hud.ac.uk/registry/students_handbook.php)
* There is no compensation in assessments across theory and practice learning (NMC, 2018a).
* [To qualify for the award of the](http://www2.hud.ac.uk/registry/students_handbook.php) BSc (Hons) Nursing (Adult, Child, Learning Disability or Mental Health), [students must complete all the course requirements, and only students who successfully obtain 360 credits](http://www2.hud.ac.uk/registry/students_handbook.php) and successfully meet the NMC standards [will be eligible](http://www2.hud.ac.uk/registry/students_handbook.php) to apply [for registration and entry to the Professional Register.](http://www2.hud.ac.uk/registry/students_handbook.php)
* Classifications are on the university regulations for awards. <http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>
* On completion of the course, students have five years in which to register or record a qualification leading to a mark on the register (NMC 2018c).
* Derogation will apply to this course to facilitate individualised assessment schedules where necessary.

## BSc Nursing (Blended Learning) – September all routes: Progression Rules:

## Progression decisions for year 1 into year 2 and year 2 into year 3:

Students must pass all components of all modules.

Condonement is not allowed.

The pass mark for theory modules is 40% except for the medicines calculation test in year 3 only, for which the pass mark is 100%.

Placement modules are pass/fail.

## Main CAB theory only (plus all repeat year)

* If all theory F/I level credits passed, then confirm pass theory;
* If any theory modules (or module components) are failed / deferred, the student will have a referral / deferral attempt before the Resit / Placement CAB.

**Resit and Placement CAB**

**Theory**

* If all 120 F/I level credits passed then **May Progress.**
* If 100 F/I level credits have been passed and the remaining 20 credits is a theory module, then the student **May Progress with Trail** as long as no other modules are left outstanding.

**OR**

If the student has a single 40 credit theory module left outstanding and has achieved an overall module mark of between 30-39 for that module, then the student **May Progress with Trail** as long as no other modules are left outstanding.

* In any other circumstances, the student **May Not Progress** into Year 2/3 and will need to resolve any outstanding credits in the next academic session.
* Students may not progress into year 3 if they have any outstanding year 1 modules to complete.

**Placement:**

* Students must pass both 20-credit placement modules in order to progress. If the student has failed one or both at the point of the course assessment board, then they will not be permitted to progress and will be required to repeat the placement(s) in the next academic session.
* Re-sit placements will be undertaken in term one of the following academic year and results to the January MSc CAB.

**CABs: 2 per year only.** For September cohort, these will be approximately in programme weeks 42 & 50

## BSc Nursing (Blended Learning) – January intake all routes: Progression Rules:

## Progression decisions for year 1 into year 2 and year 2 into year 3:

Students must pass all components of all modules.

Condonement is not allowed.

The pass mark for theory modules is 40% except for the medicines calculation test in year 3 only, for which the pass mark is 100%.

Placement modules are pass/fail.

## Main CAB theory only (plus all repeat year)

* If all theory F/I level credits passed, then confirm pass theory;
* If any theory modules (or module components) are failed / deferred, the student will have a referral / deferral attempt before the Resit / Placement CAB.

**Resit & Placement CAB**

**Theory**

* If all 120 F/I level credits passed then **May Progress.**
* If 100 F/I level credits have been passed and the remaining 20 credits is a theory module, then the student **May Progress with Trail** as long as no other modules are left outstanding.

**OR**

If the student has a single 40 credit theory module left outstanding and has achieved an overall module mark of between 30-39 for that module, then the student **May Progress with Trail** as long as no other modules are left outstanding.

* In any other circumstances, the student **May Not Progress** into Year 2/3 and will need to resolve any outstanding credits in the next academic session.
* Students may not progress into year 3 if they have any outstanding year 1 modules to complete.

**Placement:**

* Students must pass both 20-credit placement modules in order to progress. If the student has failed one or both at the point of the course assessment board, then they will not be permitted to progress and will be required to repeat the placement(s) in the next academic session.
* Re-sit placements will be undertaken in term one of the following academic year and results to the March MSc CAB.

**CABs: 2 per year only.** For January cohort, these will be approximately in programme weeks 43 & 51

**19. Indicators of Quality and Standards**

**19.1** This programme specification provides a concise summary of the main features of the course and the 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 learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

The most recent QAA report (March 2010) identified confidence in the soundness of the institution management of academic awards and quality of learning opportunities for students. Good practice related to student support, the Strategy Map and the work of the computing and library services to meet the diverse needs of students. There were no mandatory recommendations for action.

**19.2** The outcome of the most recent institutional audit can be found at:

<https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/University-of-Huddersfield>.

References

Nursing & Midwifery Council (NMC) (2018) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates*. London: NMC. Available online: <https://www.nmc.org.uk/standards/>

Nursing and Midwifery Council (2018a) Standards framework for nursing and midwifery education

NMC

Nursing and Midwifery Council (2018b) Standards for student supervision and assessment NMC

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Nursing and Midwifery Council (2018d) Future nurse: Standards of proficiency for registered nurses

NMC

Quality Assurance Agency (2016) *UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards*. QAA, Gloucester Available online: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a>

The Quality Assurance Agency for Higher Education (2016) Subject benchmark statements for Health

Studies. QAA

The Quality Assurance Agency for Higher Education (2010) Institutional audit University of

Huddersfield. QAA

Appendices

|  |  |  |
| --- | --- | --- |
|  |  | Appendices in separate documents |
| Appendix 1 | Mapping of course learning outcomes to course modules |  |
| Appendix 2 | Mapping of course learning outcomes to the Quality Assurance Agency (QAA) Benchmarks statements: Health Studies (2016). | BSc Appendix 2 |
| Appendix 3 | Mapping of course learning outcomes to NMC standards | BSc Appendix 3 |
| Appendix 4a | Mapping of course modules to QAA FHEQ Academic standards- Honours level. |  |
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| Appendix 5 | Transition mapping- 2012 Foundation level Course learning Outcomes to 2019 Foundation level Course learning Outcomes |  |
| Appendix 6a and 6b | Proposed programme plan for January and September intake |  |
| Appendix 7a and 7b | Assessment schedule for September and January intake |  |
| Appendix 8 | Professional Statutory Regulatory Body Guidance |  |
| Appendix 9 | Midlands Yorkshire & East Practice Assessment Document (MYEPAD) mapping to NMC standards | BSc Appendix 9 |
| Appendix 10 | Graduate Attributes Framework |  |
| Appendix 11 | Huddersfield Graduate Attribute (HGA) Mapping |  |
| Appendix 12 | Course Assessment Board (CAB) structure for January and September intakes |  |

Appendix 1- Mapping of course learning outcomes to module learning outcomes

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Modules- see list below** | **1-4** | **5-8** | **9** | **10** | **11** | **12** | **13-16** | **17-20** | **21** | **22** | **23** | **24-27** | **28-31** | **32** | **33** |
| **Course learning outcomes** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Foundation level** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Knowledge and understanding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Describe and differentiate anatomy and physiology across the lifespan. |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Outline and explain caring approaches to safe and effective person-centred care in the field of nursing |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identify and distinguish between different types of knowledge and evidence to support nursing practice |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |
| Outline the differences in caring approaches for people across the lifespan and with a range of physical, mental health and cognitive care needs. |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |
| Identify links between theoretical learning and practice experience |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |
| Recognise the importance of inter-professional working for the benefit of people requiring nursing care |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |
| **Skills and other attributes** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Apply principles of a holistic assessment of physical, mental health and cognitive care needs to the individual in their care |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identify how theoretical principles of health promotion and care delivery apply to people in the field. |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Search for relevant literature and sources of evidence |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |
| Undertake Critical appraisal the literature for its value and relevance to nursing practice |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflect on and discuss their own learning needs to facilitate their transition to academic life. | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Communicate the specific care needs for people across the lifespan and with a range of care needs other than those commonly seen in their field of nursing |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |
| Achieve the proficiencies as set out in the Midlands, Yorkshire and East Practice Assessment Document and Ongoing Achievement Record, including proficiencies in Annexe A and Annexe B |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |
| Reflect on the range of professionals who contribute to care delivery |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |
| Safely calculate medicines at level 1 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |
| **Transferable/Key Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identify and explain professional issues related to working as an accountable nurse and within the NMC Code. | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Understand the principles and importance of maintaining the physical and mental wellbeing of themselves and others. | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Have an in-depth understand of their own professional field identity and role when working with others- including people in their care and other professionals | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Recognise the impact of their own values and beliefs on the people in their care. | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Intermediate level** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Knowledge and Understanding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Critically understand developmental and disease processes and the ways in which this manifests in people in the field. |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |
| Critically review the safety and effectiveness of care when planning and implementing care for individuals and groups of people in the field of nursing. |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |
| Critically understand the suitability and appropriateness of quantitative, qualitative, literature reviews and audit research methods. |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |
| Identify and apply appropriate methods of data collection and analysis |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |
| Establish the ethical issues arising out of research involving human participants and be able to apply them appropriately. |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |
| Critically explore differences in caring approaches for people across the lifespan and with a range of physical, mental health and cognitive care needs. |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |
| Identify links between theoretical learning and practice experience |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |
| Critically understand the importance of inter-professional working for the benefit of people requiring nursing care |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |
| Reviewlinks between theoretical learning and practice experience |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |
| **Skills and other attributes** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Recognise and safely respond to an alteration in the condition of a patient/service user from the field of nursing. |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |
| Plan and develop a proposal for a field specific research project |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |
| Contribute to a group presentation of the research proposal |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |
| Critically analyse own role as a member of the multi-professional team working collaboratively to inform decision-making about individual patient care, and improving safety and quality in the delivery of care and services to communities |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |
| Effectively communicate the specific care needs for people across the lifespan and with a range of care needs other than those commonly seen in the field of nursing |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |
| Achieve the proficiencies as set out in the Midlands, Yorkshire and East Practice Assessment Document and Ongoing Achievement Record |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| Critically reflect on the range of professionals who contribute to care delivery. |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |
| Safely calculate medicines at level 2 |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |
| **Transferable/Key Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Analyse theories of learning, teaching and assessment to inform the delivery of effective teaching/learning opportunities for patients, junior staff, professional colleagues and students in clinical practice and enhance the learning culture |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |
| Critically discuss the concepts and theories of leadership, management, team working, risk management, clinical governance and accountability in relation to own professional and inter-professional practice |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |
| Critically apply underlying legal principles to the safe administration of medicines to people in their care. |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |
| Apply clinical decision-making and problem-solving skills to critically examine the professional, legal, ethical and quality issues relevant to the delivery of care to people in your field of professional practice. |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |
| **Honours level** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Knowledge and Understanding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Systematically and critically understand the signs and symptoms in relation to altered physiology of a person in their care presenting with acute and complex care needs. |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |
| Outline the legal requirements for medicines administration across a range of settings to meet the specific service needs |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |
| Critically review appropriate literature and relate it to the research area. |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |
| Critically understand the method used in their literature review or research. |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |
| Critically and systematically explore the central role of the nurse in managing and coordinating care delivery for groups of people across the lifespan and with a range of physical, mental health and cognitive care needs. |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |
| Identify links between theoretical learning and practice experience |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
| Critically reflect on the importance of inter-professional working for the benefit of people requiring nursing care |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |
| Critically evaluate links between theoretical learning and practice experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |
| **Skills and other attributes** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Critically, systematically and safely assess, respond and evaluate care and interventions for managing acute and complex care in unpredictable and complex situations |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |
| Make an effective contribution to the work of a group to undertake and present an empirical, or literature based research project. |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |
| Write a fully referenced literature review or research report in a style suitable for publication |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |
| Apply principles of effective teaching and assessment strategies to meet the learning needs of others |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| Communicate service improvement needs to a range of audiences. |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| Skillfully communicate the specific care needs for individuals and groups of people across the lifespan and with a range of care needs other than those commonly seen in the field of nursing |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |
| Achieve the proficiencies as set out in the Practice Assessment Document and Ongoing Achievement Record and Skills Log |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
| Apply and systematically evaluate theories supporting the care of the range of physical, mental health and cognitive care needs across the life span. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |
| Safely calculate medicines at level 2 with 100% pass mark. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |
| **Transferable/Key Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Critically appraise and apply evidence-based principles that support safe and effective care and management of people presenting with acute and complex care needs within and across organisations. |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |
| Systematically understand the role of the qualified nurse in influencing quality care within and beyond an organisation. |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| Critically understand learning and assessment theories and apply to the learning needs of others |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| Critically apply underlying legal principles to the safe administration of medicines to people in care areas. |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |

**Modules for new programme**

|  |  |  |
| --- | --- | --- |
| **Module number for mapping** | **Module title** | **Module code** |
|  |  |  |
| 1 | Becoming a professional- Adult Nursing (Blended Learning) | HFN1211 |
| 2 | Becoming a professional- Child Nursing (Blended Learning) | HFN1212 |
| 3 | Becoming a professional- Learning Disability Nursing (Blended Learning) | HFN1213 |
| 4 | Becoming a professional- Mental Health Nursing (Blended Learning) | HFN1214 |
| 5 | Introduction to Adult Nursing (Blended Learning) | HFN1201 |
| 6 | Introduction to Child Nursing (Blended Learning) | HFN1202 |
| 7 | Introduction to Learning Disability Nursing (Blended Learning) | HFN1203 |
| 8 | Introduction to Mental Health Nursing (Blended Learning) | HFN1204 |
| 9 | Understanding knowledge and evidence for nursing (Blended Learning) | HFN1220 |
| 10 | Practice 1 (Blended Learning) | HFN1230 |
| 11 | Practice 2 (Blended Learning) | HFN1240 |
|  |  |  |
| 12 | Developing as a professional (Blended Learning) | HIN2210 |
| 13 | Developing critical knowledge and skills in Adult Nursing (Blended Learning) | HIN2201 |
| 14 | Developing critical knowledge and skills in Child Nursing (Blended Learning) | HIN2202 |
| 15 | Developing critical knowledge and skills in learning disability Nursing (Blended Learning) | HIN2203 |
| 16 | Developing critical knowledge and skills in Mental Health Nursing (Blended Learning) | HIN2204 |
| 17 | Developing research knowledge and evidence for Adult Nursing practice (Blended Learning) | HIN2211 |
| 18 | Developing research knowledge and evidence for Child Nursing practice (Blended Learning) | HIN2212 |
| 19 | Developing research knowledge and evidence for Learning Disability Nursing practice (Blended Learning) | HIN2213 |
| 20 | Developing research knowledge and evidence for Mental Health Nursing practice (Blended Learning) | HIN2214 |
| 21 | Practice 3 (Blended Learning) | HIN2230 |
| 22 | Practice 4 (Blended Learning) | HIN2240 |
|  |  |  |
| 23 | Being a professional (Blended Learning) | HHN3210 |
| 24 | Enhancing knowledge and skills in Adult Nursing (Blended Learning) | HHN3201 |
| 25 | Enhancing knowledge and skills in Child Nursing (Blended Learning) | HHN3202 |
| 26 | Enhancing knowledge and skills in Learning Disability Nursing (Blended Learning) | HHN3203 |
| 27 | Enhancing knowledge and skills in Mental Health Nursing (Blended Learning) | HHN3204 |
| 28 | Using evidence and research to enhance Adult Nursing practice (Blended Learning) | HHN3211 |
| 29 | Using evidence and research to enhance Child Nursing practice (Blended Learning) | HHN3212 |
| 30 | Using evidence and research to enhance Learning Disability Nursing practice (Blended Learning) | HHN3113 |
| 31 | Using evidence and research to enhance Mental Health Nursing practice (Blended Learning) | HHN3214 |
| 32 | Practice 5 (Blended Learning) | HHN3230 |
| 33 | Practice 6 (Blended Learning) | HHN3240 |

Appendix 2 BSc Appendix 2- Health Studies Benchmarks mapped to Course Learning Outcomes. See

excel spread sheet.

Appendix 3 BSc Appendix 3- NMC standards mapped to Course Learning Outcomes. See excel

spread sheet.

Appendix 4a Mapping of Course Learning Outcomes to QAA FHEQ Academic Standards (2016)

Mapping of modules to FHEQ QAA descriptors for Honours level**.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Module code** | **QAA descriptor** | | | | | | | | |
| Year 1 |  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| Becoming a professional- Adult Nursing (Blended Learning) | HFN1211 |  |  |  |  |  |  |  |  | **x** |
| Becoming a professional- Child Nursing (Blended Learning) | HFN1212 |  |  |  |  |  |  |  |  | **x** |
| Becoming a professional- Learning Disability Nursing (Blended Learning) | HFN1213 |  |  |  |  |  |  |  |  | **x** |
| Becoming a professional- Mental Health Nursing (Blended Learning) | HFN1214 |  |  |  |  |  |  |  |  | **x** |
| Introduction to Adult Nursing (Blended Learning) | HFN1201 |  |  |  |  |  |  |  |  |  |
| Introduction to Child Nursing (Blended Learning) | HFN1202 |  |  |  |  |  |  |  |  |  |
| Introduction to Learning Disability Nursing (Blended Learning) | HFN1203 |  |  |  |  |  |  |  |  |  |
| Introduction to Mental Health Nursing (Blended Learning) | HFN1204 |  |  |  |  |  |  |  |  |  |
| Understanding knowledge and evidence for nursing (Blended Learning) | HFN1220 |  |  |  |  |  |  |  |  |  |
| Practice 1 (Blended Learning) | HFN1230 |  |  |  |  |  |  |  |  |  |
| Practice 2 (Blended Learning) | HFN1240 |  |  |  |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |  |  |  |  |
| Developing as a professional (Blended Learning) | HIN2210 |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Developing critical knowledge and skills in Adult Nursing (Blended Learning) | HIN2201 | **x** |  |  |  |  |  |  |  | **x** |
| Developing critical knowledge and skills in Child Nursing (Blended Learning) | HIN2202 | **x** |  |  |  |  |  |  |  | **x** |
| Developing critical knowledge and skills in learning disability Nursing (Blended Learning) | HIN2203 | **x** |  |  |  |  |  |  |  | **x** |
| Developing critical knowledge and skills in Mental Health Nursing (Blended Learning) | HIN2204 | **x** |  |  |  |  |  |  |  | **x** |
| Developing research knowledge and evidence for Adult Nursing practice (Blended Learning) | HIN2211 |  | **x** | **x** |  |  | **x** |  |  |  |
| Developing research knowledge and evidence for Child Nursing practice (Blended Learning) | HIN2212 |  | **x** | **x** |  |  | **x** |  |  |  |
| Developing research knowledge and evidence for Learning Disability Nursing practice (Blended Learning) | HIN2213 |  | **x** | **x** |  |  | **x** |  |  |  |
| Developing research knowledge and evidence for Mental Health Nursing practice (Blended Learning) | HIN2214 |  | **x** | **x** |  |  | **x** |  |  |  |
| Practice 3 (Blended Learning) | HIN2230 |  |  |  |  | **x** |  |  |  |  |
| Practice 4 (Blended Learning) | HIN2240 |  |  |  |  | **x** |  |  |  |  |
| Year 3 |  |  |  |  |  |  |  |  |  |  |
| Being a professional (Blended Learning) | HHN3210 | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Enhancing knowledge and skills in Adult Nursing (Blended Learning) | HHN3201 | **x** |  |  |  |  |  |  |  | **x** |
| Enhancing knowledge and skills in Child Nursing (Blended Learning) | HHN3202 | **x** |  |  |  |  |  |  |  | **x** |
| Enhancing knowledge and skills in Learning Disability Nursing (Blended Learning) | HHN3203 | **x** |  |  |  |  |  |  |  | **x** |
| Enhancing knowledge and skills in Mental Health Nursing (Blended Learning) | HHN3204 | **x** |  |  |  |  |  |  |  | **x** |
| Using evidence and research to enhance Adult Nursing practice (Blended Learning) | HHN3211 |  | **x** | **x** |  |  | **x** |  |  |  |
| Using evidence and research to enhance Child Nursing practice (Blended Learning) | HHN3212 |  | **x** | **x** |  |  | **x** |  |  |  |
| Using evidence and research to enhance Learning Disability Nursing practice (Blended Learning) | HHN3213 |  | **x** | **x** |  |  | **x** |  |  |  |
| Using evidence and research to enhance Mental Health Nursing practice (Blended Learning) | HHN3214 |  | **x** | **x** |  |  | **x** |  |  |  |
| Practice 5 (Blended Learning) | HHN3230 | **x** |  |  |  | **x** |  |  |  |  |
| Practice 6 (Blended Learning) | HHN3240 | **x** |  |  |  | **x** |  |  |  |  |

QAA FHEQ Honours level descriptors

1. A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by the forefront of defined aspects of a discipline
2. An ability to deploy accurately established techniques of analysis and enquiry within a discipline
3. Conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
4. An appreciation of the uncertainty, ambiguity and limits of knowledge
5. The ability to manage their own learning, and to make use of scholarly reviews and primary sources (eg refereed research articles and/or original materials appropriate to the discipline).
6. Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding; and to initiate and carry out projects
7. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete); to formulate judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem
8. Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences
9. Qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility, decision making in complex and unpredictable contexts, and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Appendix 4b Mapping of course modules to Personal Development Planning (PDP)

**Mapping of modules to PDP principles and criteria.**

Based on the Quality Assurance (QAA) for Higher Education (2011) A toolkit for enhancing personal development planning strategy, policy and practice in higher education institutions 2nd edition.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Module code** | **PDP activity** | | | | | | | | | | | | | | |
| Stage 1 |  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** |
| Becoming a professional- Adult Nursing (Blended Learning) | HFN1211 | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Becoming a professional- Child Nursing (Blended Learning) | HFN1212 | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Becoming a professional- Learning Disability Nursing (Blended Learning) | HFN1213 | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Becoming a professional- Mental Health Nursing (Blended Learning) | HFN1214 | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Introduction to Adult Nursing (Blended Learning) | HFN1201 |  |  | **x** | **x** |  |  | **x** |  |  |  |  |  |  |  |  |
| Introduction to Child Nursing (Blended Learning) | HFN1202 |  |  | **x** | **x** |  |  | **x** |  |  |  |  |  |  |  |  |
| Introduction to Learning Disability Nursing (Blended Learning) | HFN1203 |  |  | **x** | **x** |  |  | **x** |  |  |  |  |  |  |  |  |
| Introduction to Mental Health Nursing (Blended Learning) | HFN1204 |  |  | **x** | **x** |  |  | **x** |  |  |  |  |  |  |  |  |
| Understanding knowledge and evidence for nursing (Blended Learning) | HFN1220 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practice 1 (Blended Learning) | HFN1230 |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Practice 2 (Blended Learning) | HFN1240 |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Stage 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Developing as a professional (Blended Learning) | HIN2210 |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Developing critical knowledge and skills in Adult Nursing (Blended Learning) | HIN2201 |  |  | **x** | **x** |  |  | **x** |  |  |  |  |  |  |  |  |
| Developing critical knowledge and skills in Child Nursing (Blended Learning) | HIN2202 |  |  | **x** | **x** |  |  | **x** |  |  |  |  |  |  |  |  |
| Developing critical knowledge and skills in learning disability Nursing (Blended Learning) | HIN2203 |  |  | **x** | **x** |  |  | **x** |  |  |  |  |  |  |  |  |
| Developing critical knowledge and skills in Mental Health Nursing (Blended Learning) | HIN2204 |  |  | **x** | **x** |  |  | **x** |  |  |  |  |  |  |  |  |
| Developing research knowledge and evidence for Adult Nursing practice (Blended Learning) | HIN2211 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Developing research knowledge and evidence for Child Nursing practice (Blended Learning) | HIN2212 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Developing research knowledge and evidence for Learning Disability Nursing practice (Blended Learning) | HIN2213 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Developing research knowledge and evidence for Mental Health Nursing practice (Blended Learning) | HIN2214 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practice 3 (Blended Learning) | HIN2230 |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Practice 4 (Blended Learning) | HIN2240 |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Stage 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Being a professional (Blended Learning) | HHN3210 |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Enhancing knowledge and skills in Adult Nursing (Blended Learning) | HHN3201 |  |  | **x** | **x** |  |  | **x** |  |  |  |  |  |  |  |  |
| Enhancing knowledge and skills in Child Nursing (Blended Learning) | HHN3202 |  |  | **x** | **x** |  |  | **x** |  |  |  |  |  |  |  |  |
| Enhancing knowledge and skills in Learning Disability Nursing (Blended Learning) | HHN3203 |  |  | **x** | **x** |  |  | **x** |  |  |  |  |  |  |  |  |
| Enhancing knowledge and skills in Mental Health Nursing (Blended Learning) | HHN3204 |  |  | **x** | **x** |  |  | **x** |  |  |  |  |  |  |  |  |
| Using evidence and research to enhance Adult Nursing practice (Blended Learning) | HHN3211 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Using evidence and research to enhance Child Nursing practice (Blended Learning) | HHN3212 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Using evidence and research to enhance Learning Disability Nursing practice (Blended Learning) | HHN3213 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Using evidence and research to enhance Mental Health Nursing practice (Blended Learning) | HHN3214 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practice 3 (Blended Learning) | HHN3230 |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Practice 4 (Blended Learning) | HHN3240 |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. Introduction of PDP principles in Induction
2. Portfolio development and planning
3. The development of Information technology literacy
4. The development of a range of communication skills and Interpersonal skills
5. The development of social and emotional intelligence.
6. The development of professional conduct and responsibility.
7. The development of technical knowledge.
8. Developing self-awareness and confidence.
9. Developing Independence and resilience.
10. Developing problem and task analysis skills
11. Developing reflection and appreciation of reflection in regard to learning and personal development.
12. Developing and appreciating consequence of actions.
13. Developing and appreciation of leadership skills and attributes.
14. Time management (professional and personal).
15. Career planning.

Appendix 5- Mapping of 2012 Foundation level Course Learning Outcomes to 2019 Foundation level Course Learning Outcomes

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2019 course learning outcomes | **Knowledge and Understanding** | | | | | | **Skills and other attributes** | | | | | | | | | **Transferable/Key Skills** | | | | **Module groups** | | | |
| Knowledge and Understanding | 2012 course learning outcomes | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 2 | 3 | 4 | Nursing modules | Research | professional | Practice |
| Understand the legal, ethical, and moral aspects of nursing including safety, safeguarding and protection. |  | **X** | **X** |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  | **X** |  |  | **X** |
| Appreciate the professional issues relevant to nursing and other professions, and specifically The NMC (2008a) ‘Code’. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  | **X** | **X** |  |  |  |
| Above N/A mapping to 2018 standards and proficiencies and 2018 NMC Code | | | | | | | | | | | | | | | | | | | | | | | |
| Understand holistic aspects of care, with insight into anti discriminatory practice for social inclusion that maintains dignity, respect, human rights and The Equality Act 2010. |  |  |  |  |  |  | **X** |  |  |  |  | **X** | **X** |  |  | **X** |  |  | **X** | **X** |  | **X** | **X** |
| Understand the structure and function of the human body with knowledge of dysfunction and pathology. | **X** |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |
| Develop knowledge of information and communication technology to support decision making in the context of care delivery. |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  |  | **X** |
| Intellectual skills | Develop skills for lifelong learning to maintain own personal and professional development. |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** |
| Appreciate the impact of individuality and diversity within health care |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  | **X** |  |  |  | **X** |  |  | **X** |
| Skills & other Attributes | Demonstrate the achievement of outcomes specified in the standards for pre-registration nursing education that includes the essential skills clusters (NMC 2010). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  | **X** |  |  | **X** |
| Above N/A mapping to 2018 standards and proficiencies and 2018 NMC Code | | | | | | | | | | | | | | | | | | | | | | | |
| Demonstrate safe compassionate, skilful, sensitive person centred care |  | **X** | **X** | **X** |  | **X** | **X** |  |  |  | **X** | **X** |  |  | **X** |  |  | **X** |  | **X** |  |  | **X** |
| In relation to a specific field of nursing undertake comprehensive, systematic assessment in order to plan, deliver and evaluate care. |  | **X** |  | **X** |  |  | **X** | **X** |  |  |  | **X** |  |  |  |  |  |  |  | **X** |  |  | **X** |
| In relation to a specific field of nursing apply fundamental aspects of care delivery including nursing activities, treatment, safe use of medical devices and equipment. |  | **X** |  | **X** | **X** |  | **X** | **X** |  |  |  |  | **X** |  |  |  |  |  |  | **X** |  |  | **X** |
| Recognise and use an appropriate response to changing health needs during different life stages, including progressive illness, death, loss and bereavement. |  | **X** |  | **X** |  |  | **X** | **X** |  |  |  |  | **X** |  |  |  |  |  |  | **X** |  |  | **X** |
| Respond to the needs of individuals with mental health problems, physical disabilities, learning disabilities, long term conditions and cognitive impairment. |  |  |  | **X** |  |  | **X** | **X** |  |  | **X** |  | **X** |  |  |  |  |  |  | **X** |  |  | **X** |
| Work collaboratively with health and social care professionals for the benefit of all who need care. |  |  |  |  |  | **X** |  |  |  |  | **X** |  | **X** | **X** |  |  |  | **X** |  | **X** |  |  | **X** |
| Transferable/key skills | Evaluate the performance of self and others through reflective practice. |  |  |  |  |  | **X** |  |  |  | **X** | **X** |  | **X** | **X** |  |  | **X** | **X** |  |  |  | **X** | **X** |
| Engage with the use of technology. |  |  |  |  | **X** |  |  |  |  |  | **X** |  | **X** |  | **X** |  |  |  |  | **X** |  |  | **X** |

**Foundation level outcomes**

On completion of the foundation level students will be able to:

**Knowledge and Understanding**

1. Describe and differentiate anatomy and physiology across the lifespan.
2. Outline and explain caring approaches to safe and effective person-centred care in the field of nursing.
3. Identify and distinguish between different types of knowledge and evidence to support nursing practice.
4. Outline the differences in caring approaches for people across the lifespan and with a range of physical, mental health and cognitive care needs.
5. Identify links between theoretical learning and practice experience.
6. Recognise the importance of inter-professional working for the benefit of people requiring nursing care.

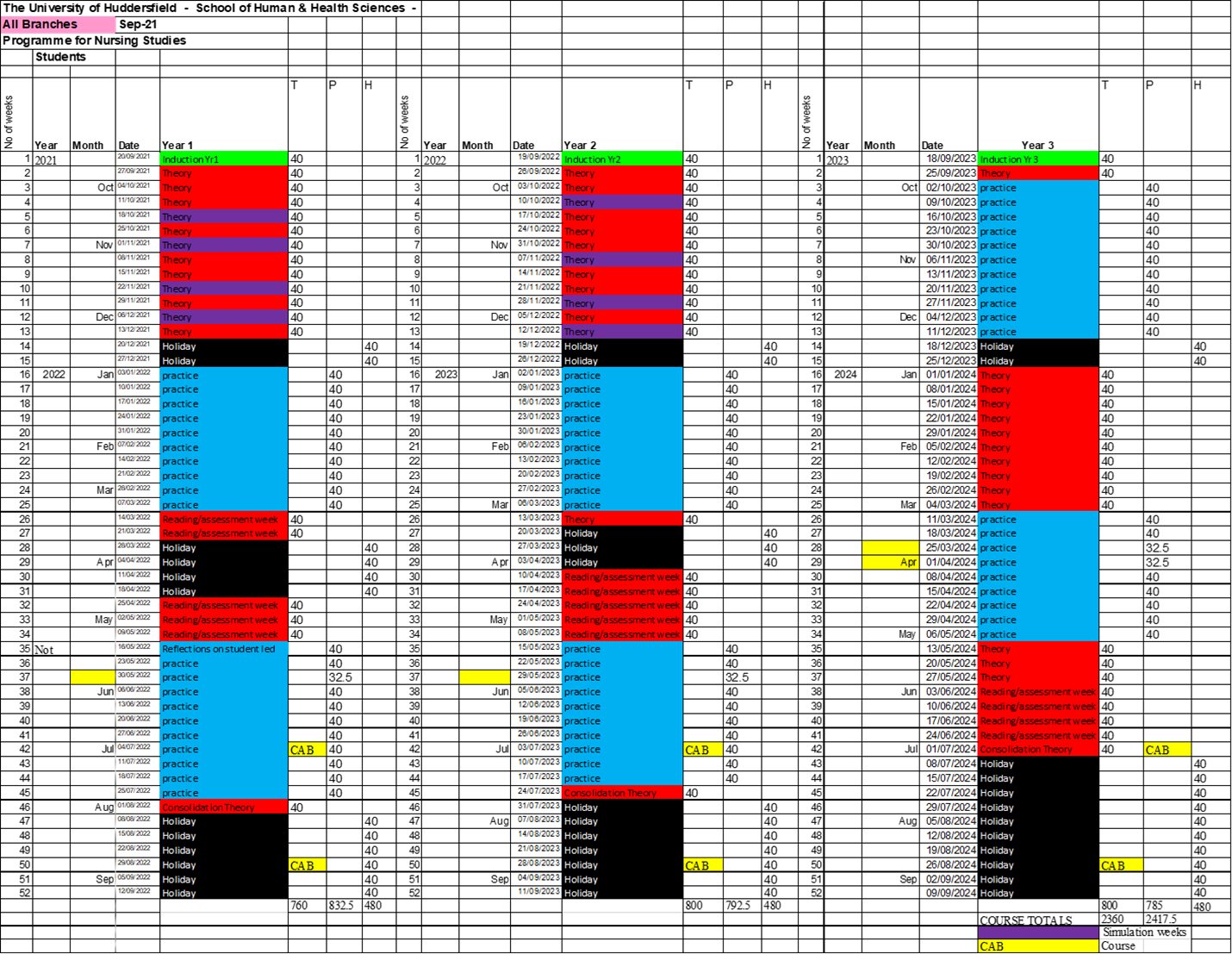
**Skills and other attributes**

1. Apply principles of a holistic assessment of physical, mental health and cognitive care needs to the individual in their care.
2. Identify how theoretical principles of health promotion and care delivery apply to people in the field.
3. Search for relevant literature and sources of evidence.
4. Critically appraise the literature for its value and relevance to nursing practice.
5. Reflect on and discuss their own learning needs to facilitate their transition to academic life.
6. Communicate the specific care needs for people across the lifespan and with a range of care needs other than those commonly seen in their field of nursing.
7. Achieve the proficiencies as set out in the Midlands, Yorkshire and East Practice Assessment Document and Ongoing Achievement Record, including proficiencies in Annexe A and Annexe B.
8. Reflect on the range of professionals who contribute to care delivery.
9. Safely calculate medicines at level 1.

**Transferable/Key Skills**

1. Identify and explain professional issues related to working as an accountable nurse and within the NMC Code.
2. Understand the principles and importance of maintaining the physical and mental wellbeing of themselves and others.
3. Have an in-depth understanding of their own professional field identity and role when working with others - including people in their care and other professionals.
4. Recognise the impact of their own values and beliefs on the people in their care.





Appendix 7a Assessment schedule; example for a January intake

|  |  |  |  |
| --- | --- | --- | --- |
| Module/module group | Assessment | Suggested submission month | Month |
| Year 1 |  |  |  |
| Becoming a professional (all fields) (Blended Learning) | Personal development plan (2000 words) | 02/08/2021 | August |
| Introduction to xxx nursing (Blended Learning) | Simulated scenario-based examination  Anatomy and physiology exam | 12/07/2021  22/03/2021 | July  March |
| Understanding evidence and knowledge for nursing (Blended Learning) | Reflective blog/prisma (2000 words) | 28/06/21 | June |
| Practice 1 (Blended Learning) | Achievement of PAD and OAR EU directives | 05/07/21 | July |
| Practice 2 (Blended Learning) | Achievement of PAD and OAR | 04/12/2021 | December |
| SN@P | 16/08/2021 | August |
| Year 2 |  |  |  |
| Developing as a professional (Blended Learning) | Teaching plan: Student or patient education session  Critical incident evaluation | 16/05/2022  04/10/2022 | May  October |
| Developing critical knowledge and skills for xxx nursing (Blended Learning) | Essay  Simulated scenario-based examination | 04/07/2022  25/07/2022 | July  July |
| Developing research knowledge and evidence for xxx nursing (Blended Learning) | MCQ research methods  Proposal  Peer evaluation | 16/06/2022  11/07/2022 | June  July |
| Practice 3 (Blended Learning) | Achievement of PAD and OAR EU directives | 16/05/2022 | May |
| Practice 4 (Blended Learning) | Achievement of PAD and OAR | 10/12/2022 | December |
| SN@P | 04/06/2022 | June |
| Year 3 |  |  |  |
| Being a professional (Blended Learning) | Service improvement plan  teaching plan | 17/04/2023  12/06/2023 | April  June |
| Enhancing critical knowledge and skills for xxx nursing (Blended Learning) | Pharmacology exam  Simulated scenario-based examination | 19/06/2023  03/07/2023 | June  July |
| Using evidence and research to enhance xxx practice (Blended Learning) | Literature review or research report (3000 words) | 22/03/2023 | March |
| Practice 5 (Blended Learning) | Achievement of PAD and OAR  EU directives | 13/02/2023 | February |
| Practice 6 (Blended Learning) | Achievement of PAD and OAR | 13/11/2023 | November |
| SN@P | 17/07/2023 | July |
| End Point Assessment within 3 months of completion | | | |

Appendix 7b Assessment schedule; example for a September intake

|  |  |  |  |
| --- | --- | --- | --- |
| Module/module group | Assessment | Suggested submission month | Month |
| Year 1 |  | Sept 19 cohort (Sept 19-Sept20) |  |
| Becoming a professional (all fields) (Blended Learning) | Personal development plan (2000 words) | 01/06/20 | June |
| Introduction to xxx nursing (Blended Learning) | Simulated scenario-based examination  Anatomy and physiology exam | Wc 16/03/20 & 23/03/20  24/05/20 | March  May |
| Understanding evidence and knowledge for nursing (Blended Learning) | Reflective blog/prisma (2000 words) | 24/02/20 | February |
| Practice 1 (Blended Learning) | Achievement of PAD and OAR EU directives | 17/03/2020 | March |
| Practice 2 (Blended Learning) | Achievement of PAD and OAR | 17/08/2020 | August |
| SN@P | 11/05/2020 | May |
| Year 2 |  | Sept 18 cohort (Sept 19-Sept 20) |  |
| Developing as a professional (Blended Learning) | Teaching plan: Student or patient education session  Critical incident evaluation | 09/03/20  06/04/20 | March  April |
| Developing critical knowledge and skills for xxx nursing (Blended Learning) | Essay  Simulated scenario-based examination | 01/06/20  Wc 29/06/20 | June  June |
| Developing research knowledge and evidence for xxx nursing (Blended Learning) | MCQ research methods  Proposal  Peer evaluation | Jan –Mar  29/03/20  29/03/20 | Jan-Mar  March |
| Practice 3 (Blended Learning) | Achievement of PAD and OAR EU directives | 07/01/20 | March |
| Practice 4 (Blended Learning) | Achievement of PAD and OAR | 16/06/20 | June |
| SN@P | 16/06/20 | June |
| Year 3 |  | Sept 18 cohort ( Sept 20-Sept 21) |  |
| Being a professional (Blended Learning) | Service improvement plan  teaching plan | 07/06/21  12/06/21 | June  June |
| Enhancing critical knowledge and skills for xxx nursing (Blended Learning) | Pharmacology exam  Simulated scenario-based examination | 05/07/21  Wc 19/07/20 & 26/07/21 | July  July |
| Using evidence and research to enhance xxx practice (Blended Learning) | Literature review or research report (3000 words) | 08/03/21 | March |
| Practice 5 (Blended Learning) | Achievement of PAD and OAR  EU directives | 04/01/2021 | January |
| Practice 6 (Blended Learning) | Achievement of PAD and OAR | 07/06/21 | June |
| SN@P | 12/07/21 | July |
| End Point Assessment within 3 months of completion | | | |

Appendix 8 - Professional Statutory Regulatory Body Guidance

Guidance for Nursing and Midwifery Council (NMC) approved courses.

In addition to university requirements, regulations, policies and procedures, there are a number of processes that we need to have in place to meet the NMC standards. Some of the specific ones are listed below. This information should be read in conjunction with 2018 NMC standards.

|  |  |  |
| --- | --- | --- |
|  | Standard/QA Criteria | Process |
| 1 | 1.2 ensure students’ health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC’s health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks (NMC, 2018).  1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully (NMC 2018). | * Applicants are required to complete a declaration of good conduct and good character prior to starting on the course. * ALL applicants must provide an enhanced DBS (equivalent if current or previous non UK residents). * Students are not permitted to attend placement until they have provided a declaration of good conduct and an enhanced DBS * Any cautions or convictions will be reviewed at DBS panel and applicants or students if current will NOT be permitted to attend placement until this has been approved at DBS panel- see flow charts for traditional and apprentice students. * Students are required to complete a declaration of good conduct at the start of each academic year and at the end of the course. * Any students transferring in or suspending/interrupting in year- must complete a declaration of good conduct on their return to the course and then complete at the same points as outlined above |
| 2 | 3.7 ensure that students are supernumerary (NMC, 2018).  Supernumerary status applies to pre-registration students; students in practice or work placed learning must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting. (NMC, 2018). | * Students are always supernumerary when on placement. Students can work under direct or indirect supervision- but are not included in staffing numbers. * Students can only make up hours up to a maximum of 48 hours per week and any hours allocated for theory (37.5 hours) and practice (40 hours) must be taken into account. Although students do not have to comply with European Working Time Directives (max 48 hours per week), in order to protect learning time, we do not permit students to make up hours above 48 hours in total per week. |
| 3 | Theory and Practice hours  The training of nurses responsible for general care shall comprise a total of at least three years of study, which may in addition be expressed with the equivalent ECTS credits, and shall consist of at least 4,600 hours of theoretical and clinical training, the duration of the theoretical training representing at least one third and the duration of the clinical training at least one half of the minimum duration of the training (2018). . | * Hours must be completed and evidenced- no exceptions). * Theory hours evidenced by attendance monitoring. * Practice hours evidenced by signed clinical hours forms. |
| 4 | 1.3 ensure people have the opportunity to give and if required, withdraw, their informed consent to students being involved in their care (NMC, 2018) | * Students must make it clear to patients/service users that they are students when they seek consent. |
| 5 | R 2.18 appoint appropriately qualified and experienced people for programme delivery. Example-  AEI procedures/systems ensure that nursing and midwifery lecturers’ registration and revalidation requirements are met. (NMC, 2018). | * Registration status is checked on recruitment of staff and the status of all NMC academic staff is checked monthly by Human Resources. * Any breaches to registration are reported to the Academic Lead for Professional Body Engagement and Head of Department. See flow chart regarding revalidation processes for academic staff. |
| 6 | 4.3 (academic staff) receive relevant induction, ongoing support and access to education and training which includes training in equality and diversity | * All academic staff must complete diversity in the Workplace every 3 years as a minimum. This is checked by staff development and the Academic Lead for Professional Body Engagement and Head of Department informed monthly of any member of staff out of date. |
| 7 | 2.20 ensure appropriately qualified and experienced external examiners consider and report on the quality of theory and practice learning (NMC, 2018). | * External examiners must be recruited to externally examine work for each of the fields of practice. |
| 8 | EE check sample of APL claims  R2.8 demonstrate a robust process for recognition of prior learning (RPL) and how it has been mapped to the programme learning outcomes and proficiencies- including evidence of involvement of external examiner in RPL process – evidence in external examiner role and responsibilities (NMC 2018, Gateway 1 evidence). | * External examiners must be provided with information about the process of APL and a sample of ALP claims. |
| 9 | 1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50 percent of the programme (NMC, 2018). | * Students/applicants can only APL 50% of the course. |
| 10 | NMC variance  R2.8 demonstrate a robust process for recognition of prior learning (RPL) and how it has been mapped to the programme learning outcomes and proficiencies.  Examples of evidence to demonstrate QA criteria- Variances to standard university regulations and RPL policy and processes to meet NMC requirements and R2.1 Variance to university assessment regulations to meet PSRB requirements | * On NMC courses, there is no condonement. All modules are compulsory. All elements of assessment must be passed as they are mapped to NMC standards. |
| 11 | R5.22 AEIs must inform students when they complete a programme that they have five years in which to register or record a qualification leading to a mark on the NMC register. (NMC, 2018). | * Students must register with the NMC within 5 years of completion of the course. |

Appendix **9**- Midlands, Yorkshire & East Practice Assessment Document - see separate document.

Appendix 10 – Graduate Attributes Framework

**Graduate Attributes – framework for skills development (Careers and Employability Service)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attribute** | **Examples of how the attributes can be developed in an academic context, via extra-curricular activities, and in the workplace** | | |
| **Academic** | **Extra-curricular** | **Workplace** |
| **Self-motivated –** you have the ability to do what needs to be done without being prompted by others | * Undertake self-directed learning. * Effective time management. * Manage personal performance. * Make judgements around priorities and deadlines. | * Actively seek out opportunities to develop skills and experiences. * Take responsibility for your decision-making and actions. | * Find something useful to do when you are not busy. * Willing to take on new challenges. |
| **Commercially aware –** you have an understanding of the wider environment in which an organisation operates | * Consider your academic work in its’ wider industry context. * Engage with professional bodies. * Seek out work-based learning opportunities. | * Understand the factors that affect an organisation or society and how these can influence their operation. * Aware of the wider environment beyond your own role in an organisation or society. | * Understand how your role contributes to the overall aims and strategies of the business you work for. * Understand both the organisational and customer viewpoints. * Display professionalism and integrity in the workplace. |
| **Enterprising** – you are able to adapt your thinking and behaviour to suit changing circumstances. | * Participate in inter-disciplinary learning. * Approach problems from more than one angle to find a solution. * Able to assess, prioritise and adapt. | * Able to go out of your comfort zone. * Adapt your skills and knowledge to excel in unfamiliar circumstances. * Embrace new opportunities. | * Innovative and creative in your approach. * Agile and adaptable to changing circumstances. * Able to communicate thinking and ideas to people at all levels. |
| **Resilient –** you are driven, resolute and determined and able to deal positively with challenges | * Can take feedback constructively and build on it. * Confidently set and achieve targets. | * Resolute and determined to achieve your stated goals. * Upbeat in the face of obstacles. | * Deal well with criticism or difference of opinion. * Calm and level headed in demanding and high pressure situations. |
| **Effective collaborator –** you work well with others and are able to understand and assess people's behaviours, attitudes and interpersonal skills | * Respect others’ views and are able to work well on group assignments. * Able to develop effective working relationships with other students and academic staff. | * Experience of working in groups in a variety of different roles. * Aware of and able to manage your own emotions and feelings. | * Work well with others regardless of personality or work style differences. * Recognise and respond positively to the behaviours and attitudes of others. * Emotionally intelligent, you are aware of how others in the room are feeling. |
| **Confident leader –** you are able to enthuse a group and motivate them to work towards an identified goal | * Can identify group priorities and delegate tasks appropriately. * Able to articulate complex information in an accessible way. | * Inspire and engage others. * Support and encourage the development of others. | * Promote successful change through effective communication. * Confident in your own abilities, you build trust amongst colleagues. |
| **Globally and socially aware –** you welcome new ways of thinking and can anticipate the impact of external situations | * Consider the wider ethical, global, political and social aspects of your studies. * Anticipate potential impact and consequences. | * Understand how your actions can enhance the wellbeing of others. * Engage effectively with activities which will give your university experience a global perspective. | * Able to work across different countries and cultures and understand the international perspective. * Work with people from different backgrounds. |

The attributes have been produced by the **Careers and Employability Service** and are linked to the University’s Strategy Map 2013-18 and underpinned by the [HEA Employability Framework](https://www.heacademy.ac.uk/knowledge-hub/framework-embedding-employability-higher-education) which maps how universities can support and embed employability development via a series of 4 linked stages.

Appendix 11

University of Huddersfield Graduate Attribute (HGA) Mapping to Modules

| **Module code** | **HGA 1**  **Self-motivated** | **HGA 2**  **Commercially aware** | **HGA 3**  **Enterprising** | **HGA 4**  **Resilient** | **HGA 5**  **Effective collaborator** | **HGA 6**  **Confident leader** | **HGA 7**  **Globally & socially aware** | **HGA 8**  **Plans personal development & growth** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| HFN1201 | X |  | X | X | X |  | X | X |
| HFN1202 | X |  | X | X | X |  | X | X |
| HFN1203 | X |  | X | X | X |  | X | X |
| HFN1204 | X |  | X | X | X |  | X | X |
| HFN1211 | X | X |  | X | X | X |  | X |
| HFN1212 | X | X |  | X | X | X |  | X |
| HFN1213 | X | X |  | X | X | X |  | X |
| HFN1214 | X | X |  | X | X | X |  | X |
| HFN1220 | X |  | X | X |  |  | X |  |
| HFN1230 | X | X | X | X | X | X | X | X |
| HFN1240 | X | X | X | X | X | X | X | X |
|  |  |  |  |  |  |  |  |  |
| HIN2210 | X |  | X | X | X |  | X | X |
| HIN2201 | X | X | X | X | X | X |  | X |
| HIN2202 | X | X | X | X | X | X |  | X |
| HIN2203 | X | X | X | X | X | X |  | X |
| HIN2204 | X | X | X | X | X | X |  | X |
| HIN2211 | X | X |  | X | X |  | X | X |
| HIN2212 | X | X |  | X | X |  | X | X |
| HIN2213 | X | X |  | X | X |  | X | X |
| HIN2214 | X | X |  | X | X |  | X | X |
| HIN2230 | X | X | X | X | X | X | X | X |
| HIN2240 | X | X | X | X | X | X | X | X |
|  |  |  |  |  |  |  |  |  |
| HHN3210 | X | X | X | X | X | X | X | X |
| HHN3201 | X | X | X | X | X | X | X | X |
| HHN3202 | X | X | X | X | X | X | X | X |
| HHN3203 | X | X | X | X | X | X | X | X |
| HHN3204 | X | X | X | X | X | X | X | X |
| HHN3211 | X | X | X | X | X | X | X | X |
| HHN3212 | X | X | X | X | X | X | X | X |
| HHN3213 | X | X | X | X | X | X | X | X |
| HHN3214 | X | X | X | X | X | X | X | X |
| HHN3230 | X | X | X | X | X | X | X | X |
| HHN3240 | X | X | X | X | X | X | X | X |

Appendix 12 - CAB structures

**BSc (Hons) Nursing (Blended Learning) – All routes Adult, Child, LD, MH**

**January intake**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mode of Study | Course Start Month | Length before Main CAB | Expected Month for Main CAB | Expected Month for resit CAB | CAB |
| UG | Year 1  January | 10 months | October | January | Progression |
| UG | Year 2  January | 10 months | October | January | Progression |
| UG | Year 3  January | 10 months | October | January | Award |

**September intake**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mode of Study | Course Start Month | Length before Main CAB | Expected Month for Main CAB | Expected Month for resit CAB | CAB |
| UG | Year 1  September | 10 months | June | September | Progression |
| UG | Year 2  September | 10 months | June | September | Progression |
| UG | Year 3  September | 10 months | June | September | Award |