



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' Faculty (<i>ICE / BCDI / SHS</i>)	Faculty of Social and Health Sciences
'Parent' School	School of Health and Life Sciences
Professional accreditation body (<i>if applicable</i>)	Nursing and Midwifery Council
Final award (<i>eg. BA Hons</i>)	BSc (Hons)
Title of programme(s)	(a) Nursing (Adult) (b) Nursing (Mental Health) (c) Nursing (Learning Disabilities) (d) Nursing (Child)
Subsidiary award(s) (<i>if any</i>)	Certificate of Higher Education in Health Studies Diploma of Higher Education in Health Studies A subsidiary award of an <u>Ordinary Degree</u> is not permitted on this programme.
Honours type (<i>Single / Joint / Combined</i>)	Single
Duration and mode(s) of study	3 years full-time
Month/year of approval of programme	TBC
Start date (<i>this version</i>) (<i>month and year</i>)	January 2024 (BSc (Hons) Nursing (Child) from January 2025)
Periodic review next due (<i>academic year</i>)	TBC
HECoS subject code(s)	a) Adult Nursing – 100279 (100%) b) Learning Disability Nursing – 100286 (100%) c) Mental Health Nursing – 100287 (100%) d) Child Nursing – 100280 (100%)
UCAS course code & route code (<i>available from Admissions</i>)	Adult Nursing – Y101 Learning Disability Nursing – Y102 Mental Health Nursing – Y103 Child Nursing – Y104
SITS codes (<i>Course / Pathway / Route</i>) (<i>available from Student Administration</i>)	Adult Nursing – ADNURSG Learning Disability Nursing – LDNURSG Mental Health Nursing – MHNURSG Child Nursing – CHLDNUR
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)

The health and social care sector is diverse and dynamic. Rapidly changing individual and population healthcare needs alongside more personalised approaches to care and advances in medical and digital health technologies, offers challenges and opportunities for the NHS, social care and private, voluntary and independent organisations to develop flexible and new ways of delivering holistic integrated and interprofessional services. These require registered nurses to have an increased role as leaders and decision makers, working increasingly autonomously as part interdisciplinary care teams in wide ranging healthcare environments. You will develop the clinical skills to support people to manage acute and complex illnesses and adapt to living with long-term conditions, also contributing to the promotion of health and wellbeing and prevention of illness and disease through application of public health practice. The programmes are delivered by academic lecturers, clinical practice partners and service users and carers with up-to date practice skills and research experience who can integrate a high level of theoretical knowledge with practical know-how. We have engaged holistically with a broad range of stakeholders across the institution and across the Leeds and Bradford city region to co-create a suite of programmes that are fit for purpose, innovative and challenging and will meet the dynamic and contemporary landscape of 21st century health and social care provision, to ensure that on graduation you will be highly employable and prepared for future academic and professional development with the capacity for lifelong learning.

Our exciting and transformational pre-registration nursing programmes are designed to enable you to develop into a competent and confident practitioner who will meet the requirement for entry onto the NMC Register in your chosen field of practice and achieve a higher education degree awarded by Leeds Trinity University. The programmes aim to provide the advanced nursing knowledge and skills for you to provide high quality, safe, evidence led, compassionate, and holistic person-centred nursing care to individuals, their carers and families across the lifespan. The programmes will provide the specialised knowledge, skills and resilience you need to develop and influence future nursing practice and health care through confident proactive leadership, practice development aided by digital technology, a global, national and local perspective, and research informed focus. Our innovative programmes reflect the university's strategic values of creating a learning environment that is inclusive, challenging and promotes collaboration, professionalism, and confidence in all our students. You must complete the requisite 4600 hours required by the NMC spending approximately 50% of the programme in academic theory learning and 50% in a range of diverse practice setting where you will have supernumerary status and protected learning time.

The programmes aims to develop registered nurses who:

1. Meet the requirements of the Nursing and Midwifery Council Standards for the pre-registration nursing education (NMC, 2018) and the Future Nurse Standards of proficiency for registered nurses (NMC, 2018) and consistently adhere to the precepts of The Code (NMC, 2018)
2. Can work autonomously and effectively as part of an interprofessional team, demonstrating leadership and acting as a professional role model in their ability to educate, inform, supervise, and manage others to promote the best outcomes in healthcare.
3. Will contribute significantly to high quality, effective, compassionate, holistic, and safe individual, and family person centred care across the life span, being an advocate and empowering all people they care for.

4. Is a critical thinker and uses evidence and reflection to inform their practice and manage their own continuing personal and professional development.
5. Challenges discrimination is culturally competent and contributes to society and social justice issues through political awareness in their role and approaches to nursing practice.
6. Is equipped with graduate attributes, resilience and key transferable skills that enhance employability within a digitally progressive and fast paced healthcare environment.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P) *(for example, lab skills and similar)*
- employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of **Level 4**, students will be able to:

- K1 Demonstrate fundamental knowledge of basic anatomy, physiology and pharmacology and describe how these underpin applied healthcare practice.
- K2 Recognise policy, legal and ethical issues relating to confidentiality, informed consent, capacity and data protection and the role of the nurse as an advocate in empowering the rights of individuals, families and communities.
- K3 Explain psychological and sociological influences on health, wellbeing and the holistic approach in providing culturally informed person-centred care.
- I1 Seek and find appropriate evidence from professional sources, comparing literature from different perspective to inform safe and effective nursing practice and clinical decision making.
- I2 Reflect on professional identity, values, and accountability in relation to the scope of nursing practice underpinned by the NMC Code and take responsibility for own learning and continued academic and personal development.
- P1 Demonstrate safe and effective practice in relation to medicines management and drug calculations with due regard for legal and professional frameworks, to meet the required future nurse standard proficiencies for this part of the programme.
- P2 Demonstrate skills to communicate effectively and professionally with patients, their carers and families making reasonable adjustments to meet individual needs in providing holistic person-centred care.

On successful completion of **Level 5**, students will be able to:

- K4 Explain concepts relating to pathophysiology, pharmacodynamics and pharmacokinetics and identify risk factors, health promotion and self-care strategies for individuals with long-term conditions.
- K5 Apply principles of health promotion, protection and prevention and improvement to identify and respond to health priorities across the lifespan and for diverse communities and populations.
- K6 Differentiate between roles and responsibilities of interprofessional colleagues and apply interpersonal and communication skills to promote effective teamwork.
- I3 Distinguish between a range of research methodologies and apply appropriate evidence to inform clinical and critical thinking in diverse and complex healthcare situations.
- I4 Collect, integrate and assess health data to identify the health needs of vulnerable people, groups and populations, including the impact of the wider determinants of health on health and wellbeing outcomes.

- P3 Systematically assess, plan, manage and evaluate evidence informed holistic and person-centred care appropriate to mental, physical, cognitive, behaviour, emotional or social health challenges across the lifespan.
- P4 Respect the rights of individuals, challenge discriminatory practice, involve people and families in their care by shared decision making and promote equitable access to healthcare, applying relevant legal and policy frameworks.

On successful completion of **Level 6**, students will be able to:

- K7 Demonstrate in-depth knowledge of anatomy, physiology and pathophysiology and apply this to the assessment, treatment, and care of mental, physical, cognitive, and behavioural needs of people across the lifespan.
- K8 Analyse and Synthesise knowledge and skills for evidence-based medicines management and optimisation in preparing for the role as prescriber practitioner.
- I5 Critically reflect on own role in safeguarding vulnerable individuals and apply a professional duty of candour, to raising and escalating concerns and learn from critical incidents to ensure public and patient safety.
- I6 Analyse the values base inherent within interprofessional practice and integrated care delivery to propose solutions for service improvement that impact on healthcare outcomes for individuals, carers, and families.
- P5 Apply leadership skills to coordinate, prioritise, delegate, supervise, manage change, monitor risk, and evaluate provision across a range of healthcare settings for individuals who are acutely ill or have complex care needs.
- P6 Demonstrate effective communication and relationship management skills including the use of therapeutic interventions and digital technology to manage and coordinate safe and compassionate care for patient, carers, and families.
- P7 Demonstrate competence in the effective delivery of nursing proficiencies as outlined in Annex B of the Future Nurse Standards ensuring that the needs, priorities, expertise, and preferences of people are always valued and considered.

On successful completion of **each level**, students will be able to:

Attributes and Skills Outcomes (undergraduate)

- AS1 **Working Independently** - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager, (appropriate for NMC Standards at each stage of the programme).
- AS2 **Research & Thinking Critically** - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action;
- AS3 **Digital Confidence** - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches;
- AS4 **Adaptability** - the ability to make the most of changing circumstances and adapt to new conditions;
- AS5 **Resilience** - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events;

AS6	Professional Outlook - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals;
AS7	Effective Communication - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts;
AS8	Ethics, Diversity, Sustainability - making a positive impact on society and the environment as a whole;
AS9	Enterprise and Entrepreneurship - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

Nursing and Midwifery Council (NMC) (following approval)

NMC (2018) Future Nurse: Standards of Proficiency for Registered Nurses

NMC (2023) Realising Professionalism: Part 1: Standards for Education and Training

NMC (2023) Realising Professionalism: Part 2: Standards for Student Supervision and Assessment

NMC (2023) Realising Professionalism: Part 3: Standards for Pre-Registration Programmes

NMC (2023) Quality Assurance Framework for Nursing, Midwifery and Nursing Associate Education

NMC (2023) Quality Assurance Handbook

QAA Subject Benchmark Statement Health Studies (2024)

4. Learning outcomes for subsidiary awards

For the award of Certificate of Higher Education in Health Studies students will have achieved 120 credits at Level 4 and successfully met all Level 4 programme level learning outcomes.

For the award of Diploma of Higher Education in Health Studies students will have achieved 120 credits at Level 4, 120 credits at Level 5, and successfully met all Level 5 programme level learning outcomes.

A subsidiary award of an Ordinary Degree **is not permitted** on this programme.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The programme is modular based and includes the following core themes: Anatomy, Physiology and Pathophysiology; Values, Responsibility and Interprofessional Working; Policy, Legislation and Ethics; Pharmacology, medicines management and optimisation; Numeracy, Literacy and Digital Technology and Clinical Skills and Mandatory Training. All modules have been mapped against the Future Nurse Standards (NMC, 2018) to ensure you meet the proficiencies of the seven platforms and two annexes:

1. *Being an accountable professional*
2. *Promoting health and preventing ill health*
3. *Assessing needs and planning care*
4. *Providing and evaluating care*
5. *Leading and managing nursing care and working in teams*
6. *Improving safety and quality of care*
7. *Coordinating care*

Annex A. Communication and relationship management skills

Annex B. Nursing procedures

Year 1 Leading and Managing Self: This is a generic year and introduces you to the fundamentals of nursing care from a biopsychosocial perspective. It will enable you to develop key skills and knowledge to prepare you for practice. You will be able to discuss the fundamental concepts and principles associated with nursing practice and apply these to your chosen field of nursing (Adult, Mental Health, and Learning Disabilities). You will be provided with transitional support to develop an understanding with what being at university means, to develop self-awareness and resilience and how you can positively contribute to society and the lives of those you meet and provide care for.

Year 2 Leading and Managing Care: This stage will enable you to make more contributions through developing competence to assessing, planning, and delivering safe and compassionate person-centred care. You will have an increased responsibility in practice and will develop competence in core skills in hospital and community settings, public health, and acute care. You will learn to critically analyse and interpret data then apply it to professional practice, enabling you to evaluate and deliver high quality care. Modules in year 2 are designed to have an increasing focus on field specific learning ensuring that you can identify holistic care needs for individuals, families, and communities within your chosen field of nursing practice.

Year 3 Leading and Managing Services: The learning, teaching and practice in the final year becomes more challenging, with opportunities for you to demonstrate your commitment to leading and co-ordinating a high standard of nursing care and service delivery. Your knowledge will be more specialised, demanding higher level skills of synthesis, analysis, and evaluation. You will develop vital management and leadership skills and have the opportunity to play a proactive role in interdisciplinary teams. You will be prepared for registration so that you can influence, manage, co-ordinate and lead care delivery across health and social care. Successful completion of Programme allows you to be awarded a BSc (Hons) in Nursing (Adult) or (Mental Health) or (Learning Disabilities) and you will be eligible to register with the NMC and therefore practice as a nurse.

6. Structure

BSc (Hons) Nursing (Adult)

Duration: 3 years full-time

Total credit rating: 360 (180 ECTS)

Level 4 – with effect from January 2024

Core: Students are required to take:

NUR4003	Fundamentals of contemporary nursing care	Block 1	30 credits
NUR4013	Practice 1	Block 2	30 credits
NUR4005	Psychosocial Concepts of Health and Wellbeing	Block 3	15 credits
NUR4015	Communication & Relationship Skills for Person Centred & Holistic Care	Block 3	15 credits
NUR4023	Practice 2	Block 4	30 credits

Level 5 – with effect from January 2025

Core: Students are required to take:

NUR5033	Developing competence in contemporary adult nursing care	Block 1	30 credits
NUR5013	Practice 3	Block 2	30 credits
NUR5005	Promoting health and wellbeing across the lifespan	Block 3	15 credits
NUR5015	Evidence based practice and informed decision-making	Block 3	15 credits
NUR5023	Practice 4	Block 4	30 credits

Level 6 – with effect from January 2026

Core: Students are required to take:

NUR6033	Leading and coordinating contemporary adult nursing care	Block 1	30 credits
NUR6013	Practice 5	Block 2	30 credits
NUR6025	Managing complex care needs in adult nursing care	Block 3	15 credits
NUR6015	Preparation for professional registration	Block 3	15 credits
NUR6023	Practice 6	Block 4	30 credits

BSc (Hons) Nursing (Learning Disabilities)

Duration: 3 years full-time

Total credit rating: 360 (180 ECTS)

Level 4 – with effect from January 2024

Core: Students are required to take:

NUR4003	Fundamentals of contemporary nursing care	Block 1	30 credits
NUR4013	Practice 1	Block 2	30 credits
NUR4005	Psychosocial Concepts of Health and Wellbeing	Block 3	15 credits
NUR4015	Communication & Relationship Skills for Person Centred & Holistic Care	Block 3	15 credits
NUR4023	Practice 2	Block 4	30 credits

Level 5 – with effect from January 2025

Core: Students are required to take:

NUR5043	Developing competence in contemporary learning disabilities nursing	Block 1	30 credits
NUR5013	Practice 3	Block 2	30 credits
NUR5005	Promoting health and wellbeing across the lifespan	Block 3	15 credits

NUR5015	Evidence based practice and informed decision-making	Block 3	15 credits
NUR5023	Practice 4	Block 4	30 credits

Level 6 – with effect from January 2026

Core: Students are required to take:

NUR6043	Leading and coordinating contemporary learning disabilities nursing care	Block 1	30 credits
NUR6013	Practice 5	Block 2	30 credits
NUR6035	Managing complex care needs in learning disabilities nursing care	Block 3	15 credits
NUR6015	Preparation for professional registration	Block 3	15 credits
NUR6023	Practice 6	Block 4	30 credits

BSc (Hons) Nursing (Mental Health)

Duration: 3 years full-time

Total credit rating: 360 (180 ECTS)

Level 4 – with effect from January 2024

Core: Students are required to take:

NUR4003	Fundamentals of contemporary nursing care	Block 1	30 credits
NUR4013	Practice 1	Block 2	30 credits
NUR4005	Psychosocial Concepts of Health and Wellbeing	Block 3	15 credits
NUR4015	Communication & Relationship Skills for Person Centred & Holistic Care	Block 3	15 credits
NUR4023	Practice 2	Block 4	30 credits

Level 5 – with effect from January 2025

Core: Students are required to take:

NUR5003	Developing competence in contemporary mental health nursing	Block 1	30 credits
NUR5013	Practice 3	Block 2	30 credits
NUR5005	Promoting health and wellbeing across the lifespan	Block 3	15 credits
NUR5015	Evidence based practice and informed decision making	Block 3	15 credits
NUR5023	Practice 4	Block 4	30 credits

Level 6 – with effect from January 2026

Core: Students are required to take:

NUR6003	Leading and coordinating contemporary mental health nursing care	Block 1	30 credits
NUR6013	Practice 5	Block 2	30 credits
NUR6005	Managing complex care needs in mental health nursing care	Block 3	15 credits
NUR6015	Preparation for professional registration	Block 3	15 credits
NUR6023	Practice 6	Block 4	30 credits

BSc (Hons) Nursing (Child)

Duration: 3 years full-time

Total credit rating: 360 (180 ECTS)

Level 4 – with effect from January 2025

Core: Students are required to take:

NUR4003	Fundamentals of contemporary nursing care	Block 1	30 credits
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NUR4013	Practice 1	Block 2	30 credits
NUR4005	Psychosocial Concepts of Health and Wellbeing	Block 3	15 credits
NUR4015	Communication & Relationship Skills for Person Centred & Holistic Care	Block 3	15 credits
NUR4023	Practice 2	Block 4	30 credits
<u>Level 5</u> – with effect from January 2026			
Core: Students are required to take:			
NUR5053	Developing competence in contemporary child nursing	Block 1	30 credits
NUR5013	Practice 3	Block 2	30 credits
NUR5005	Promoting health and wellbeing across the lifespan	Block 3	15 credits
NUR5015	Evidence based practice and informed decision making	Block 3	15 credits
NUR5023	Practice 4	Block 4	30 credits
<u>Level 6</u> – with effect from January 2027			
Core: Students are required to take:			
NUR6053	Leading and coordinating contemporary child nursing care	Block 1	30 credits
NUR6013	Practice 5	Block 2	30 credits
NUR6055	Managing complex care needs in child nursing care	Block 3	15 credits
NUR6015	Preparation for professional registration	Block 3	15 credits
NUR6023	Practice 6	Block 4	30 credits

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and academic experience for the programme

The design of our pre-registration nursing programmes adheres to the philosophy and principles as set out in the Learning, Teaching and Academic Experience Sub-Strategy 2022-2026. Our programmes are designed to provide high quality, equitable teaching experiences, with authentic learning and assessment opportunities which we recognise are fundamental to engaging students in deep learning and to their success and in preparing them for further study and professional life in high level graduate roles beyond university. Our programmes will value the different perspectives our students will bring to their education and empower them to fulfil their personal and professional ambitions and add value to the lives of all stakeholders in our educational community and beyond. Our approach to learning, teaching and academic experience aims to, “develop curiosity, courage, confidence, and aspiration in all our students and recognise the importance of student well-being”. All sessions are planned to the three-phase teaching model of pre, live and post inquiry led activities using accessible, engaging, and developmental, research informed teaching material. The curriculum for social justice runs throughout the programmes, to bring to life LTU’s mission, vision, and values and to develop students understanding of their role as active citizens through engagement with community and sector issues.

Practice learning is integral to the development of resilient, caring healthcare professionals who can provide evidence-based care as part of an interprofessional team. The partnership working between the academic nursing team, practice learning partners (PLPs), service users, carers and students demonstrates a commitment to provide an effective practice learning experience for students on programmes leading to an NMC award. Students will be supported on placement by their nominated practice supervisor (PS), practice assessor (PA) and academic assessor (AA), as well as their personal tutor and link lecturer assigned to the service. Pre-registration

nursing programme will adopt The Midlands, Yorkshire, and East Practice Assessment Document (MYEPAD) developed by the Pan London Practice Learning Group in collaboration with practice partners, mentors, academic staff, students and service users across London, the Midlands, Yorkshire, and the East of England regions. This collaborative assessment document aims to support nursing students to achieve the criteria set out in the Future Nurse: Standards of Proficiency for Registered Nurses, (NMC 2018). The documents will be completed via an online e-portfolio, accessible to practice assessors, practice supervisors and academic assessors.

Our inclusive assessment strategy is designed to ensure that students achieve the overall aims and learning outcomes of the programmes, as well as the learning outcomes for individual modules. Assessment processes across the programmes have been deliberately designed to be developmental rather than judgemental embedding a non-deficit, anti-discriminatory approach to promote inclusivity, and remove barriers to student progress and success. We will actively encourage the use of formative feedback, including that received from peers, service users and carers and practice supervisors and practice assessors to co-create a dialogue whereby the student is an active participant in how they might best improve on current and previous performances but most significantly how they can take ownership of this process. Summative assessments include a variety of methods with optionality being available in the topic areas studied and where possible negotiated method of assessment. Clear links between formative and summative work will be made evident to students to support learning from and for assessment.

Students will be taught in both mixed and field specific groups to enable them to benefit from others individual experiences and perspectives. Knowledge and technical skills will be integrated across all fields enabling students to demonstrate proficiencies that may not be common in their chosen field of nursing practice. Field specific sessions will facilitate discussion where content has a specialised focus for a particular field of nursing expertise. This integrated and holistic approach to learning, teaching and academic experience fully embraces the seven platforms and two annexes of the Future Nurse Standards (NMC, 2018) and will develop nurses who can truly practice person-centred care to support the physical, mental, cognitive and behaviour needs of individuals and families across the lifespan.

Research informed key lectures will introduce the weekly content of the module identifying theories/principles/concepts enabling you to develop your knowledge and skills. The lecture content will be supported by seminars enabling smaller group discussion where students will consolidate their knowledge and critically engage with best evidence to support their professional development and to apply their learning to clinical practice, activities will include role play, problem-based learning, and practice-based scenario exploration. Practical session will enable students to develop nursing proficiencies in Annex A and B of the Future Nurse Standards (NMC, 2018). Where appropriate specialist practitioners and service users and carers will be invited to contribute to sessions to increase the authenticity of lived experience of the module content and highlight employability links. Learning styles will be supported by a variety of resources including videos, reading material, discussion and debate, e-learning modules, problem solving and practical tasks. Students will be expected to utilise appropriate digital technologies and study skills to engage with additional resources and in independently directing their own learning.

7b) Programme Level Learning Outcomes and Attribute Skills covered

Level 4 – BSc (Hons) Nursing (Adult Nursing); BSc (Hons) Nursing (Learning Disabilities); BSc (Hons) Nursing (Mental Health), BSc (Hons) Nursing (Child)

	Assessed programme level learning outcomes							Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	I1	I2	P1	P2	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Anatomy, physiology and pharmacology	Policy, legal and ethical issues	Psychological and social influences	Seek, find & use evidence	Identity, values and own learning needs	Medicines Management	Communicate for Person Centred care	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
NUR4003 Fundamentals of contemporary nursing care																
NUR4013 Practice 1																
NUR4005 Psychosocial Concepts of Health and Wellbeing																
NUR4015 Communication & Relationship Skills for Person Centred & Holistic Care																
NUR4023 Practice 2																

Level 5 – BSc (Hons) Nursing (Adult)

	Assessed programme level learning outcomes							Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K4	K5	K6	I3	I4	P3	P4	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Concepts of pathophys & pharma	Principles of health promotion	Interprofessional practice & teamwork	Use research & evidence	Assess & use health data	Assess, plan, manage care	Rights of individuals	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
NUR5033 Developing competence in contemporary adult nursing care																
NUR5013 Practice 3																
NUR5005 Promoting health and wellbeing across the lifespan																
NUR5015 Evidence based practice and informed decision making																
NUR5023 Practice 4																

Level 5 – BSc (Hons) Nursing (Learning Disabilities)

	Assessed programme level learning outcomes							Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K4	K5	K6	I3	I4	P3	P4	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Concepts of pathophys & pharma	Principles of health promotion	Interprofessional practice & teamwork	Use research & evidence	Assess & use health data	Assess, plan, manage care	Rights of individuals	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
NUR5043 Developing competence in contemporary learning disabilities nursing care																
NUR5013 Practice 3																
NUR5005 Promoting health and wellbeing across the lifespan																
NUR5015 Evidence based practice and informed decision making																
NUR5023 Practice 4																

Level 5 – BSc (Hons) Nursing (Mental Health)

	Assessed programme level learning outcomes							Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K4	K5	K6	I3	I4	P3	P4	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Concepts of pathophys & pharma	Principles of health promotion	Interprofessional practice & teamwork	Use research & evidence	Assess & use health data	Assess, plan, manage care	Rights of individuals	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
NUR5003 Developing competence in contemporary mental health nursing care																
NUR5013 Practice 3																
NUR5005 Promoting health and wellbeing across the lifespan																
NUR5015 Evidence based practice and informed decision making																
NUR5023 Practice 4																

Level 5 – BSc (Hons) Nursing (Child)

	Assessed programme level learning outcomes							Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K4	K5	K6	I3	I4	P3	P4	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Concepts of pathophys & pharma	Principles of health promotion	Interprofessional practice & teamwork	Use research & evidence	Assess & use health data	Assess, plan, manage care	Rights of individuals	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
NUR5053 Developing competence in contemporary child nursing care																
NUR5013 Practice 3																
NUR5005 Promoting health and wellbeing across the lifespan																
NUR5015 Evidence based practice and informed decision making																
NUR5023 Practice 4																

Level 6 – BSc (Hons) Nursing (Adult)

	Assessed programme level learning outcomes							Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K7	K8	I5	I6	P5	P6	P7	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	In-depth knowledge of A & P, Pathophys	Prescriber Ready	Safeguarding	Service Improvement	Leadership Skills	Comms, Therapeutic Interventions	Nursing Proficiencies	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
NUR6033 Leading and coordinating contemporary adult nursing care																
NUR6013 Practice 5																
NUR6025 Managing complex care needs in adult nursing																
NUR6015 Preparation for professional registration																
NUR6023 Practice 6																

Level 6 – BSc (Hons) Nursing (Learning Disabilities)

	Assessed programme level learning outcomes							Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K7	K8	I5	I6	P5	P6	P7	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	In-depth knowledge of A & P, Pathophys	Prescriber Ready	Safeguarding	Service Improvement	Leadership Skills	Comms, Therapeutic Interventions	Nursing Proficiencies	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
NUR6043 Leading and coordinating contemporary learning disabilities nursing care																
NUR6013 Practice 5																
NUR6035 Managing complex care needs in learning disabilities nursing																
NUR6015 Preparation for professional registration																
NUR6023 Practice 6																

Level 6 – BSc (Hons) Nursing (Mental Health)

	Assessed programme level learning outcomes							Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K7	K8	I5	I6	P5	P6	P7	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	In-depth knowledge of A & P, Pathophys	Prescriber Ready	Safeguarding	Service Improvement	Leadership Skills	Comms, Therapeutic Interventions	Nursing Proficiencies	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
NUR6003 Leading and coordinating contemporary mental health nursing care																
NUR6013 Practice 5																
NUR6005 Managing complex care needs in mental health nursing																
NUR6015 Preparation for professional registration																
NUR6023 Practice 6																

Level 6 – BSc (Hons) Nursing (Child)

	Assessed programme level learning outcomes							Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K7	K8	I5	I6	P5	P6	P7	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	In-depth knowledge of A & P, Pathophys	Prescriber Ready	Safeguarding	Service Improvement	Leadership Skills	Comms, Therapeutic Interventions	Nursing Proficiencies	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
NUR6053 Leading and coordinating contemporary child nursing care																
NUR6013 Practice 5																
NUR6055 Managing complex care needs in mental health nursing																
NUR6015 Preparation for professional registration																
NUR6023 Practice 6																

8. Entry requirements

<p>Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?</p>	<p>Yes</p>
<p>Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)</p>	<p><u>UCAS tariff points</u> Applicants can meet the required tariff points (112-128) from a range of qualifications of which at least two must be Level 3 qualifications equivalent to A Level. General Studies is excluded.</p> <p>We accept a broad range of qualifications such as A Levels, BTECs, OCR, CACHE qualifications and T levels. You must have a qualification in a relevant subject i.e., Health, Science or Social Science.</p> <p>Access to HE Diplomas are accepted and must be in a relevant subject such as Health Professions, Health Science, Nursing and Midwifery, etc.</p> <p>We also accept the Level 3 Senior Healthcare Support Worker Apprenticeship with an End Point Assessment grade of Distinction.</p> <p><u>GCSE requirements</u> Key Skills, Functional Skills, BTEC level 2 and the Certificate in Adult Numeracy/Literacy are accepted in place of GCSEs.</p> <p><u>English Language requirements</u> If English is not your first language and you have not been educated in the UK, you will need an IELTS academic score of 7.0 with a minimum of 7.0 in reading, listening and speaking and 6.5 in writing to meet NMC requirements. The required marks can be achieved across two IELTS test sittings if: applicants sit the tests within 12 months of each other applicants are tested in all four sections at the same time applicants achieve at least 7 for reading, listening, and speaking, and at least 6.5 for writing in at least one of the two test sittings and no scores in either of the two test sittings are below 6.5 for listening, reading, and speaking, or below 6 for writing</p>

Additional entry requirements

For entry onto this course, you will need to meet the Nursing and Midwifery Council's (2018) requirements for selection. This includes completion of a declaration of Health and Character, Occupational Health, satisfactory interview and a satisfactory Disclosure and Barring Service (DBS) check.

Occupational Health Screening

All places are offered subject to satisfactory occupational health screening.

DBS requirements

Applicants who are offered a place and accept will be contacted regarding the DBS application, which will be completed via an external company.

Values Based Interview information

As part of the selection process, we interview short-listed candidates prior to making offers, clinical staff from the practice learning environment and service users and carers will be part of the interview panel.

References

All applications should be supported by a second reference in addition to that supplied on your UCAS form. You will be asked to supply this second reference as a condition of your offer.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

You must achieve a pass mark of 40% in all components of assessment in all modules. All modules at each level must be passed in order to progress to the next level of study. Compensation of Marginal Failure is not permitted on the programmes.

Each *Practice* module must be passed before progression to the next *Practice* module (e.g. *Practice 1* must be passed before progression to *Practice 2*). In the event of a student failing a Practice module a recovery opportunity is provided in the same academic year if this fail takes place in Block 2. If the failed practice experience takes place in Block 4, then wherever possible, students have a recovery opportunity provided before the end of the academic year. This fail remains on the student's profile in the event of the student being given an opportunity to repeat the full year. A nursing student failing two assessed practice experiences during the programme will be deemed to have failed the programme and a recommendation will be made to the Progression and Award Board to withdraw the student from the programme and be awarded a contained award if the requirements of that award have been met. There are no reassessment or repeat opportunities.

As well as following the University's Attendance Policy, the programme has minimum attendance requirements of 100% attendance of theory and consolidation sessions and 100% attendance on placement. Details of how absences are managed are detailed in the

Programme Handbook and the Practice Learning Handbook. Attendance is monitored for university sessions and on placement.

Mediation calculation formal examinations are assessed as Pass/Fail due to the NMC requirement to pass this assessment at 100% by the end of the programme.

Eligibility to apply to enter the NMC Professional Register:

To be awarded the relevant BSc (Hons) Nursing award and to be eligible to apply for entry to the NMC Professional Register, the student must have:

- Met the attendance requirements of the curriculum. A student who has not achieved the minimum professional requirements during the Programme will be required to make up time in placement and demonstrate sufficient evidence of engagement with the theoretical content to meet the minimum professional requirements. Students who do not achieve the minimum professional requirements will make up the requisite time at the end of their final year.
- Have experienced a range of placements and met the relevant requirements for registration.
- Passed all theory and practice assessments for all modules with no compensation.
- Must complete a declaration of health and character at the end of the programme.
- Must register with the NMC within five years of successful completion of their studies.

The following regulations apply, together with the General Academic Regulations:

- Bachelor's Degree Programme Regulations
- Additional Regulations for Undergraduate Nursing Degrees

10. Prerequisites

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

Each *Practice* module must be passed before progression to the next *Practice* module (e.g. *Practice 1* must be passed before progression to *Practice 2*).

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

In providing an inclusive and supportive learning environment students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs. LTU is committed to providing support all nursing students to increase their ability to manage the academic demands of the programme through, academic study skills, critical reading and writing skills and to encourage students with additional needs to capitalise on support available to them. Literacy, numeracy and digital literacy and technology skills are therefore a core theme delivered within each level of the programme to enable students to meet the needs of people in their care to ensure safe and effective nursing practice.

LTU's Learning Hub has a highly skilled team of teaching and advising experts who deliver academic skills workshops across every level and every programme so that every LTU student is given opportunities to maximise their learning potential. Alongside this there is a yearlong calendar of drop ins and one to one appointment to help students with academic skills (academic writing, referencing, interpreting, and improving on feedback, literacy and numeracy). LTU's Peer Support Champions also offer peer to peer support for students and have a calendar of bespoke sessions including time management, note taking, referencing and mental health and wellbeing chats.

Disability services offer relevant access and support for students with a disability to ensure they can engage with their programme. This could be accessing Dyslexia screening, appropriate accommodation, adaptations on campus, Student Inclusion Plans, guidance for staff, non-medical assistance (e.g., note takers in lectures), support accessing Disabled Student Allowance and one to one academic support sessions.

Student Mental Health & Wellbeing Team offers students a self-referral service where they will be offered an assessment by a qualified Mental Health practitioner within two weeks. This provides the opportunity to explore current needs and compare offers of support at LTU with other local NHS and Third Sector provision. Students can then access Counselling, CBT and/or appointments with LTU's Wellbeing Practitioner. The service also offers the creation of Student Inclusion Plans, Wellbeing Workshops (learning to relax, regaining motivation, managing stress and placement worries) as well as access to a range of self-help materials, the Togetherall online wellbeing platform, exercise on prescription in conjunction with Trinity Fitness and LTU's Wellbeing Module on the VLE. Support can be offered remotely or on campus.