

Course Specification for BSc (Hons) Adult Nursing (Apprenticeship)

| A. Course Information | | | | |
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| Final award title(s) | BSc (Hons) Adult Nursing (Apprenticeship) | | | |
| Intermediate exit award title(s) | Certificate of Higher Education Health and Social Care (non-registerable) Diploma in Health and Social Care (non-registerable) | | | |
| UCAS Code | | Course Code(s) | 5439 | |
| Awarding Institution | London South Bank University | | | |
| School | <input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS | | | |
| Division | Adult Nursing | | | |
| Course Director | TBC | | | |
| Delivery site(s) for course(s) | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: please specify | | | |
| Mode(s) of delivery | <input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify | | | |
| Length of course/start and finish dates. | Mode | Length years | Start - month. | Finish - month |
| | Part time | 3.5 years | December June | June December |
| Is this course suitable for students on a Tier 4 visa? | Yes | | No | |
| Approval dates: | Course(s) validation date | | 7/8th June 2021 | |
| | Course specification last updated and signed off. | | September 2022 | |
| Professional, Statutory & Regulatory Body accreditation | Nursing and Midwifery Council | | | |
| Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only) | https://www.instituteforapprenticeships.org/apprenticeship-standards/registered-nurse-degree-(nmc-2018)-v1-1 | | | |
| Reference points: | Internal | Corporate Strategy 2020 - 2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations | | |
| | External | QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (QAA, 2018) | | |

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| | <p>Future nurse: Standards of proficiency for registered nurses (NMC, 2018) Institute for Apprentices and Technical Education (2021) Part 1: Standards framework for nursing and midwifery education (NMC, 2018) Part 2: Standards for student supervision and assessment (NMC, 2018) Part 3: Standards for pre-registration nursing programmes (NMC, 2018) Competitions and Markets Authority SEEC Level Descriptors 2021 OfS Guidance</p> |
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B. Course Aims and Features

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| <p>Distinctive features of course</p> | <p>The course has been developed to ensure that student nurses are prepared to successfully meet the <i>Standards of proficiency for registered nurses</i> (NMC 2018) and the occupation standards for the <i>Registered Nurse Degree Apprenticeship (NMC 2018)</i>(IATE, 2021) at the point of registration.</p> <p>Key features include:</p> <ul style="list-style-type: none"> • Access to the BSc (Hons) Adult Nursing degree programme whilst on permanent employment. The apprenticeship programme enables students to have paid leave for academic study and practice placements “earn as you learn” combining on-the-job training with academic learning. • Enabling the adult nurse to qualify with a range of transferrable skills that can be adapted to care in any setting (in or outside of hospital), recognising the growing needs of an aging population and the changing public health issues. • Equipping students to meet the care needs of a wide age group with acute care needs and/or long-term conditions and those with complex physical and mental health needs, based on best evidence. • Empowering students to utilise the knowledge and skills gained in underpinning theory and skills modules and apply these to practice. • Emphasis on skills development in each year through the use of role play and high-fidelity simulation that provides students with the competence and confidence to care for complex patients’ needs. Students will have the ability to gain additional skills in intermediate life support. • Supporting students to work collaboratively across professional boundaries in providing high quality and safe care to adults in both hospital and community settings. • A taught programme of modules which are complemented by blended learning support and interactive activities through digital learning and smaller group work sessions. This approach accommodates differing learning styles, providing students with a range of opportunities to achieve and reach their full potential. • The opportunity for potential students to apply for Recognition of Prior Learning (RPL) for up to 50% of the programme (for suitably qualified and/or experienced applicants). • The opportunity for students to claim recognised qualifications at each progression point • Health Care Certificate awarded at the end of year one. |
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| <p>Course Aims</p> | <p>The BSc (Hons) Adult Nursing (Apprenticeship) course aims to:</p> <ul style="list-style-type: none"> • Ensure that the graduate nurse achieves all the proficiencies for registered nurses' education as stipulated by the Future Nurse: Standards of proficiency for registered nurses (NMC, 2018) and additionally the Apprenticeship Standards for Registered Nurse Degree (IATE, 2021) at the point of registration. • Develop confident, resilient and competent practitioners who practise autonomously, compassionately, skilfully and safely while maintaining dignity and promoting health and wellbeing for adults with physical and mental health needs. • Develop graduates who are active and critical consumers of research and implement best evidence-based knowledge. • Foster independence in learning and commitment to lifelong learning opportunities. • Develop the qualities and transferable skills necessary for employment as a registered adult nurse. • Produce graduates who are highly employable. |
| <p>Course Learning Outcomes</p> | <p>A. Students will have knowledge and understanding of:</p> <p>A.1.The underpinning biosciences as applied to the health, ill health and disabilities of adults throughout their life span.</p> <p>A.2.Physical and mental health conditions that affect adults throughout their life span, including current treatments and management.</p> <p>A.3.The planning of care for adults and their carers/families, taking into consideration the importance of partnership working, shared decision-making, and recognising personal belief systems and values.</p> <p>A.4.The rights of adults and their families within the context of care, while safeguarding vulnerable individuals.</p> <p>A.5.Working in partnership, specifically with young and older adults, families, carers and other health and social care workers and professionals.</p> <p>A.6.Caring for young and older adults with disabilities, chronic and complex care needs, ensuring care is individualised, unique and delivered with appropriate safe adjustments.</p> <p>A.7.Principles of evidence-based practice, including reflection, appraisal and application to nursing practice.</p> <p>A.8.How evidence-based practice and research processes can be used to improve the quality of nursing practice and standards of care.</p> <p>A.9.Approaches to leadership and management and the implications of these in the context of healthcare.</p> <p>A.10.Health promotion and illness prevention strategies in a range of care environments.</p> <p>B. Students will develop their intellectual skills such that they are able to:</p> <p>B.1.Evaluate the impact of social, cultural, spiritual, legal, political and economic factors on care and care delivery to young and older Adults and their care givers and families.</p> <p>B.2.Engage with digital technology and recognise the role of this within contemporary health care settings, as well as the social impact and implications for communication.</p> <p>B.3.Competently use contemporary research and evidence that underpins nursing practice in a variety of settings.</p> <p>B.4.Confidently and consistently demonstrate independent thinking, critical thinking, critical reflection, problem solving and creativity as safe practitioners.</p> |

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| <p>B.5. Effectively communicate with young and older adults, their families, and other carers.</p> <p>C. Students will acquire and develop practical skills such that they are able to:</p> <p>C.1. Practise to meet the requirements of The Code: Professional standards of practice and behaviour for nurses, midwives, and nursing associates (NMC, 2018) to meet public and professional expectations.</p> <p>C.2. Confidently and competently meet the proficiencies for pre-registration education (NMC, 2018) to ensure delivery of safe nursing care.</p> <p>C.3. Act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards.</p> <p>C.4. Assess, plan, deliver and evaluate care in hospital and out of hospital settings using the best available evidence base.</p> <p>C.5. Practise in a compassionate, respectful way, maintaining dignity and well-being for young and older adults and their families while communicating effectively using a wide range of strategies and interventions.</p> <p>C.6. Recognise when older adults may be or in need of extra support and protection and take all reasonable steps to protect them.</p> <p>C.7. Competently and correctly make evidence-based decisions within their own practice in order to promote high quality care.</p> <p>C.8. Advise and equip people with knowledge of health promotion initiatives and illness prevention strategies to manage and/ or prevent long term health conditions.</p> <p>D. Students will acquire and develop transferrable skills such that they are able to:</p> <p>D.1. Demonstrate self-awareness and recognise how their own values, principles and assumptions may affect their practice.</p> <p>D.2. Demonstrate competent, appropriate and adaptable communication skills both verbal and non-verbal using a variety of media.</p> <p>D.3. Lead, supervise and manage others and contribute to planning, designing, delivering and improving current care and future services.</p> <p>D.4. Maintain their own personal and professional development, learning from experience, through supervision, feedback, reflection and evaluation.</p> <p>D.5. Work effectively across professional and agency boundaries, and co-ordinate smooth effective transition within and between services and agencies.</p> |
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C. Teaching and Learning Strategy

A core principle underpinning the apprenticeship standard is ‘20% off-the-job training’ as stipulated by the ESFA funding rules. Off-the-job training is learning undertaken outside of the normal day-to-day working environment but within the students contracted hours and leads towards the achievement of the apprenticeship programme. Students on the BSc (Hons) Adult Nursing course will attend University one day per week to engage with the taught element of the programme as part of this requirement. In addition, students will also have designated study time as indicated in their course plan to meet the 2300 hours of theory according to the Standards of proficiency for registered nurses (NMC 2018). The employer will decide together with the student and the University, if required, when to allocate study time.

This takes place in addition to the 2,300 hours of supernumerary clinical practice that students are required to undertake on the programme. Practice learning opportunities are integral to the programme

to enable students to develop and meet the Standards of proficiency for registered nurses (NMC 2018). Practice learning will include placements that take place throughout the programme, which might include external placements, outside the students place of employment and arranged by the employer with support from the University. Students will have supernumerary status during all practice-based learning and will experience the variety of practice expected by registered nurses.

To clarify, supernumerary means that as learners, students are additional to any workforce requirements and staffing establishment figures. Therefore, under the NMC regulations, all practice-related learning required for the programme must be achieved during supernumerary practice time. However, as supernumerary learners students are expected to contribute to the work of the practice area to enable them to learn how to care for patients/clients. When on supernumerary placement students must be fit to practise, undertake active involvement in patient/client care and be accepted as members of the placement team. Employed time, i.e. time during which students are working with their employer that is not supernumerary practice time for the BSc (Hons) programme, does not count towards the total practice hours required by the NMC.

The BSc (Hons) Adult Nursing (Apprenticeship) programme is predicated on the full time BSc (Hons) Adult Nursing programme in the Institute of Health and Social Care. Students will undertake the same modules, with equivalent learning outcomes and summative assessments as their peers on the full time programme, but over a different period of time. Supernumerary practice will be assessed using the same assessment of practice outcomes as the full time programme. However, as noted already, their learning, both theory and practice, will take place according to a different schedule to allow them to also fulfil the employment time requirements of the apprenticeship. The University and the employer work closely together to ensure students are able to achieve all aspects of the apprenticeship they have chosen to undertake.

Those who teach on the programmes are all registered health or social care professionals with most of the academic staff registered with the NMC or relevant professional bodies. Academic staff will utilise their clinical and professional knowledge and experience to support their teaching. A blended learning approach will be utilised to enable students to experience high quality teaching via a hybrid mode of delivery - a combination of online and on-campus teaching. Lectures will introduce and supply new information and update existing knowledge, encouraging students to engage in active debate. Content will be based on current best evidence-based-practice. Structured reading/guided study will be given to support key lectures, as well as online activities to develop/update knowledge and encourage independent learning.

Online teaching will be interactive providing students with opportunities to engage and ask questions. Online platforms such as Microsoft Teams, WebEx, Zoom and Moodle will be used to deliver live online teaching sessions. To further promote learning students will be provided with online material, pre-session activities and a variety of blended learning through the virtual learning environment. For small group enabling, 'the flipped classroom' approach will encourage students to prepare for critical debate and discussion. The virtual learning environment will be utilised for e-activities, including discussions amongst students, quizzes, critique, literature searching and assessments, where permitted.

On campus sessions will include smaller classes such as seminars and practical activities such as taking part in clinical skills sessions. Individual and group class sessions will enable critical thinking and reflection in collaborative care. Tutorials will allow students the opportunity to develop their intellectual skills through discussion, questioning and synthesis. This will include reflection on practice-based issues to develop problem-solving skills. Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting. Group tutorials and formative assessments will be placed in all modules to ensure students can check their progress. Practical skills are developed through practical, skills-based sessions and problem-based approaches. This will also be achieved through role modelling in practice learning environments and engagement in practice workshops in both high and low fidelity simulation within the clinical skills laboratories.

D. Assessment

Assessment methods are specified in each module descriptor; these are designed to test the module and course learning outcomes. These are mapped to the professional standards outlined in the Future nurse: Standards of proficiency for registered nurses (NMC, 2018) and will be assessed through either coursework and/or clinical proficiencies. Assessments can take many forms based on the practical or theoretical content of the modules and may include:

- Practice scenarios and OSCEs to provide a simulated experience in which knowledge and skills can be demonstrated.
- Achievement of identified proficiencies related to adult nursing at designated levels.
- Client/patient narrative, and reflective essays to develop integration of theory and practice.
- Care and case presentations, to develop skills in articulating knowledge and decision-making processes.
- Examinations to test underpinning knowledge.
- Oral presentations, to allow the student to demonstrate their ability to make practice focussed decisions based on their assessment and interpretation.
- Intellectual skills assessed through written coursework and group or individual student presentations.
- Written assignments, such as an essay, case study, critical review and evidence-based scenarios to examine selected aspects of care and suggest strategies for care enhancement.
- Literature search and review to examine the evidence for care delivery.
- A variety of assessment methods are used to assess practical skills. These include OSCEs, evidence-based student presentations, practice learning and assessment portfolios, care and case studies and problem-based scenarios.
- The achievement of identified proficiencies can be assessed through assessments such as reflective care studies, client/patient narratives, case study approaches and scenario-based coursework.
- Practice Assessment Document
- Case reviews, history taking and assessment skills.

Students will undertake formative assessment for each module of study. Formative assessment is designed to guide each student towards successful completion of summative assessment. Formative assessment is planned into the timetable in order that students receive feedback at the appropriate time before completing their summative assessment. Students must successfully achieve all modules before they progress to the next stage of their programme.

Practice Assessment

The Practice Assessment Document (PAD) is designed to support and guide students towards successfully achieving the criteria set out in the Future nurse: Standards of proficiency for registered nurses and Standards for education and training (NMC 2018). The PAD makes up a significant part of the overall programme assessment. It will need to be processed through formal University systems. Continuous assessment is an integral aspect of assessment in practice and students are expected to show evidence of consistent achievement. Students should engage positively in all learning opportunities, take responsibility for their learning and know how to access support. Students will work with and receive written feedback from a range of staff including Practice Supervisors and Practice Assessors and you are required to reflect on their learning.

For each of their assessed practice placements students will be allocated a nominated Practice Supervisor and a nominated Practice Assessor who have had preparation to take on these roles. The Practice Supervisor will work directly with students to facilitate their learning and will contribute to their overall assessment and achievement. The Practice Assessor will be a Registered Nurse and will confirm that students have met the required outcomes for each block of practice learning. At the end of each year, a Practice Assessor and an identified Academic Assessor at the University will confirm students' readiness to progress to the next stage of their programme.

Each practice learning area also has a Link Lecturer. At the commencement of each block of practice learning, students will be made fully aware of the specific support and opportunities available to them and the nominated person who will actively address any concerns they might have.

Off-the-job Training

Although not formally assessed, off-the-job training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours, we mean the hours for which the apprentice would normally be paid, excluding overtime.

For the Registered Nurse Degree Apprenticeship programme, the off-the-job academic training includes 2,300 hours of online learning, lectures, tutorials, writing assignments and wider reading. As a statutory requirement, from early in the programme students will be encouraged to update their electronic records of the 20% off-the-job learning using an electronic system such as OneFile. The University will offer training and support to students and employers on the use of all electronic systems and activities that constitute off-the-job training.

This will be managed and supported by Skills Coaches via regular planned on-programme assessments (tripartite progress reviews involving the University, the student, and the employer) to discuss the student's progress to date against the commitment statement and the immediate next steps required. If we are notified of any student declaring they do not intend to comply with these requirements, we will request a meeting with the student and the employer and the student will be withdrawn immediately from the programme for breaching the Apprenticeship Funding rules.

Integrated End Point Assessment

Registered nurses are subject to statutory regulation by the Nursing and Midwifery Council (NMC). The NMC sets the standards of competence required for entry to the professional register and these are the occupational standards for Registered nurses. The NMC also has the statutory duty to set requirements of programmes necessary to support the achievement of the knowledge, skills and behaviours (KSBs) in the occupational standard. The apprenticeship standard and the delivery of the apprentices training must be aligned to all relevant NMC standards to ensure that apprentices are eligible for entry to the NMC register on completion. It is against the law for anyone to work as a Registered nurse without being registered with the NMC.

The purpose of an integrated end-point assessment (EPA) is to test the values, skills, knowledge, and behaviours of the apprentice as set out in the apprenticeship standards and to confirm that the apprentice is occupationally competent. The integrated end-point assessment comprises of the examination board, which will include the external examiner, being responsible for the final decision on the award of the qualification that confirms the apprentice has met the education outcomes required for registration with the NMC. Full details about the end-point assessment can be found [here](#).

E. Academic Regulations

The University and the Institute of Health and Social care work carefully together to ensure compliance with London South Bank University Academic Regulations and to maintain academic standards while ensuring that the standards of Professional, Statutory and Regulatory Bodies (PSRB) and the apprenticeship standards have been met.

Any exceptions to the University regulations on assessment and progression for pre-registration nursing are based on requirement to comply with these standards, regulations and policies.

Exceptions to London South Bank University regulations for pre-registration programmes are indicated below.

Module Assessment

All modules will have to be passed for students to be eligible for professional registration with the Nursing and Midwifery Council (NMC).

If the assessment of a course module consists of more than one element of assessment, the final module mark is calculated as an aggregate of the marks for all of the elements, based on the weightings set out in the module descriptor. If no weighting is stipulated, each element will carry equal weighting.

Where a module has both theoretical and practice components both elements will be assessed.

Pass Marks

Level 4, 5 and 6

The pass mark for course modules at level 4, 5 and 6 is 40%. Where there is more than one element of assessment, students must normally achieve a minimum (threshold) mark of 35% in each element of assessment to pass the module.

For this course all module elements of the assessment, students must achieve a minimum mark of 40% in each element. Where elements are assessed on a pass or fail basis, the element must be passed in order to achieve a pass in the module.

Provision for Students who have Failed Programme Modules

Resit

Students are permitted to redeem failure (retake an exam or resubmit coursework) at an assessment point before the beginning of the next academic year.

Dates by which resit module assessments must be completed, are built into the course schedules and published on the module Moodle site.

The Award and Progression Board shall decide, based on a student's academic profile, whether they can progress to the next level of study.

If the student has been deemed by the Award and Progression Examination Board to have passed a module after resit, they will be awarded an overall mark of no less than 40% for the module.

Number of attempts at assessment

Students will normally not be permitted to have more than two attempts at assessment, including resits where granted.

Protocol Fail, Condonement or Compensated Pass

Protocol fail, Condonement or compensated passes are not permitted for students within IHSC

Withdrawal from the Course

If a student is not given the opportunity to undertake repeat assessments, has exhausted the permitted number of attempts at assessment, and does not satisfy the Award and Progression Examination Board that there are valid and exceptional reasons for poor performance, the student will be required to withdraw from the course. The Examination Board may recommend that an intermediate award within the regulations be conferred. The student will receive a transcript detailing credits achieved.

Provision for students with extenuating circumstances affecting assessment

If the Award and Progression Examination Board is satisfied that a student's absence from an assessment, failure to submit work at the correct time or poor performance in all or part of the assessment for a module or modules was due to valid and evidenced extenuating circumstances, the Award and Progression Examination Board may take one of the following actions:

Deferral: The student may be assessed as if for the first time in any or all of the affected assessments, at the next scheduled assessment point. If the affected assessments were referrals, the student will be referred as if for the first time. The Award and Progression Examination Board will decide whether a student who is deferred must attend the modules for which a deferral has been given. Students who pass deferred assessments will be awarded the actual mark achieved and may progress to the next stage of the course, or to the award for which they are candidates.

PROTOCOL FOR THIRD ATTEMPTS

This to apply on for exceptional third attempt at a single assessment in the final year and may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

Eligibility criteria

1. Increase in mark between first attempt and second.
2. Second attempt mark to be within 5% of the pass mark.

Non-eligibility criteria

1. Post-registration courses
2. CPPD stand alone modules
3. Apprenticeship courses

F. Entry Requirements

112 UCAS tariff points

- AA*/BBC or above at A Level (or equivalent) plus five GCSEs/equivalent (C or above) to include Maths and English or reformed GCSEs grade 4 or above.; **or**
- BTEC National Diploma DMM - plus five GCSEs/equivalent (C or above) to include Maths and English or reformed GCSEs grade 4 or above.; **or**
- Pass in a QAA recognised Access to HE Diploma in Nursing course or similar (45 credits Level 3 including 21 at Merit grade and 15 credits at Level 2); **plus.**
- English and Maths GCSEs/equivalent (C or above) or reformed GCSEs grade 4 or above.; **or**
- A recognised equivalent.
- Access to HE Diploma in Nursing or similar with 15 distinctions and 30 merits to include Maths and English or equivalent (C or above) or reformed GCSEs grade 4 or above.
- Equivalent level 3 qualifications worth 112 UCAS points **and GCSEs Maths and English or equivalent (C or above) or reformed GCSEs grade 4 or above.**

Additionally, students must:

- Be employed in a health/social care organisation and be working a minimum of 30 hours per week.
- Be sponsored by a manager in an employing organisation who commits to ensuring students are supported to undertake day release and to attend off the job training, protected learning time and supernumerary status.

Attributes and values

A person specification has been developed which maps to the values of the NHS and to those of the University. The attributes to be tested are:

- Communication and interpersonal skills
- Respect for difference and diversity
- Honesty and integrity
- Kindness, compassion and empathy
- Intellectual curiosity and reflective nature
- Advocacy and ability to be assertive and stand up for the rights of others.
- Respect for privacy and dignity
- Initiative, problem solving and teamwork.

These have been developed to the following selection criteria:

- Good rationale for choice of career showing knowledge and understanding of role.
- Ability to verbally communicate effectively and interpersonal skills.
- Respect for difference and diversity related to gender, race, culture, religion, sexual orientation and disability.
- Honesty and integrity
- Kindness, compassion, and empathy
- Intellectual curiosity and ability to reflect upon own experience and life skills, and the relevance to the role.
- Advocacy and ability to be assertive and stand up for the rights of others.
- Respect for privacy and dignity
- Initiative, problem solving and team working.

All prospective students will undergo a face to face or online values-based interview to ascertain their suitability for the programme. Employers will be invited to participate in the recruitment and selection of prospective students.

LSBU additional requirements for apprenticeship programmes:

- Manager's written recommendation
- Application via online portal

Occupational Health (OH)

Acceptance on the programme is always conditional upon successful occupational health clearance. It is the responsibility of the employer to ensure students undergo occupational health processes and are cleared to commence the course. Occupational health clearance is also required as part of Trust partner's/organisations employment checks.

Criminal Convictions

The Pre-Registration Nursing programme is exempt from the Rehabilitation of Offenders Act (1974). All candidates are subject to the Disclosure Barring Service (DBS) enhanced disclosure to facilitate safer recruitment and to protect service users, children and vulnerable adults.

The Institute requires all candidates to complete a Declaration of Character and Conduct form at interview and declare any previous convictions, cautions, warnings or reprimands. If the decision is made at interview to offer a candidate a place on the course, the declaration is reviewed. Where an applicant has declared any convictions, cautions, reprimands or warnings the details are sent to the Institute to review.

Positive declarations of minor offences are considered, and the applicant may be rejected or accepted, subject to receipt of a full matching DBS disclosure. In the event of a positive declaration of more serious offences, the applicant is normally rejected. Positive declarations of any serious offences are referred to a virtual DBS panel made up of senior colleagues from partner NHS Trusts, who represent all fields of nursing and midwifery. The panel members consider the anonymised application and may

recommend that the application be rejected, accepted subject to receipt of a full matching DBS disclosure, or request further information. If further information is requested, it is passed to the panel and the panel may recommend that the applicant be rejected or accepted subject to receipt of a full matching DBS disclosure. The Institute manages DBS applications online. Students are sent a link to complete the application process online. They are also advised which documents they need to produce for staff to verify their application.

[Once](#) the applicant has uploaded their personal data, the University will ask to see the student's original ID documents to ensure compliance with the DBS regulations. Students also have the option of using the Documentation Certification Service with the Post Office if they are not able to visit the University in person to provide their documentation. The DBS will make their checks in accordance with their statutory powers and advise the result in the issue of a Disclosure Statement to the applicant. Staff can check the progress of an application online. Once the DBS has been processed the applicant is sent a copy. All information is available online for review. If a DBS form is returned to the applicant with disclosures, they are asked to bring in the original copy. If the DBS matches what has been agreed, the admissions department will be advised that the application may proceed.

If a positive disclosure is received containing cautions, convictions, reprimands or warnings not previously declared, the applicant is normally rejected.

EFSA Requirements

The School will ensure that they keep up to date and follow the current ESFA funding guideline that include the following:

- Employers must be aware and supportive of an apprentice's application and the requirements to complete their apprenticeship.
- Apprentices must not be asked to contribute financially to the direct cost of their apprenticeship or use a student loan to finance their apprenticeship.
- Apprentices must be in a full-time job or have a signed contract to start a full-time job role, which is relevant to the apprenticeship.
- All apprentices enrolling at LSBU need to be aged 18 or older at the start of their apprenticeship (this the LSBU age requirement, ESFA is 16 years +).
- The enrolment team will check that apprentices meet the qualification entry requirements of the course (including having evidence of maths and English at level 2).

As well they will check that they are not enrolled on another funded apprenticeship or other funded FE/HE programme at the same time as when starting their new apprenticeship. Initial assessments, skill scans and an Individual Learning Plan (ILP) will be completed prior to enrolment. The School's academics will review the skill scans and confirm any RPL that may result in reducing the cost, duration of programme or rejecting the application.

LSBU's registry team are aware of the ESFA requirements and will check that the applicant has the right to work in England and be one of the following:

- a citizen of a country within the European Economic Area (EEA) or have the right to abode in the UK and have been resident in the EEA for at least the previous 3 years on the first day of their apprenticeship,
- a non-EEA citizen with permission from the UK government to live in the UK, (not for educational purposes) and have been ordinarily resident in the UK for at least the previous three years before the start of learning.

If applicable the enrolment team will obtain evidence that confirms that the apprentice has a visa that covers the duration of the apprenticeship, including the end point assessment period. As well, all apprentices must spend at least 50% of their working time in England over the duration of the apprenticeship and confirm that this is the case.

The Apprenticeship Team will complete the relevant contracts as these need to be in place before enrolment and the first day of learning. Reviews will be carried out regularly, with off the job hours

checked and recorded, ensuring that the apprentice is supported to reach gateway and achieve their end point assessment.

Recognition of Prior Learning (RPL)

The University's Regulations for Taught Programmes applies to this programme. The School's policy on Accreditation of Prior Learning offers a transparent, rigorous and fair framework for judging the RPL from individual applicants. Applicants who indicate that they wish to make a claim are provided with guidance notes and workshops to assist them constructing their claim. Students may apply for RPL through both certificated learning and the production of a portfolio to demonstrate achievement of programme outcomes through experience.

Classification of the final award for students who have been awarded RPL credit on their profiles is calculated in accordance with LSBU Academic Regulations for Taught Programmes. Students who complete the BSc (Hons) award with an RPL claim, will have the RPL claim identified on their completion transcript.

As per NMC requirements, LSBU will allow Recognition of Prior Learning for up to 50% of the programme. Students who RPL against the programme may do so for up to 180 credits of which at least 60 credits must have been achieved at level 5. For example, a student who has undertaken the Nursing Associate FdSc programme could RPL 50% of the programme and complete the following pathway that would lead to the BSc (Hons) Adult Nursing.

Example of a pathway a student could undertake with a successful RPL claim of 50%

| Semester 1 | | Semester 2 | | |
|--------------------------------|--|------------|--|------------|
| Year 1 | Providing and evaluating care in Adult Nursing level 5 | 20 credits | Enhancing and evaluating care in Adult Nursing 1 level 6 | 20 credits |
| | Appraising evidence for practice level 5 | 20 credits | Implementing evidence-based practice level 6 | 20 credits |
| | Safe and effective practice level 5 | 20 credits | Care of the critically ill patient level 6 | 20 credits |
| | | | Mother and New-born Level 6 | 0 credit |
| Gateway Preparation (0 Credit) | | | | |
| Year 2 | Enhancing and evaluating care in Adult Nursing 2 Level 6 | 20 credits | | |
| | Pharmacology and prescribing ready. Level 6 | 20 credits | | |
| | Transition to leadership Level 6 | 20 credits | | |
| Gateway Preparation (0 Credit) | | | | |

G. Course structure(s)

Course overview

- Students will have 4600 hours devoted to structured learning activities over a three and a half-year programme.
- The programme of study will be part-time, comprising of 7 semesters, and include theoretical and practice components with up to two intakes per year. Initially, the course will be delivered at the Southwark Campus, with potential to deliver across all campuses depending on demand.

- The course will consist of an induction programme followed by three days' attendance for two weeks, followed by one day a week attendance for the remainder of the academic year.
- Components are organised in such a way to ensure the integration of theory and practice.
- Modules will be delivered in a sequential order and comprise a mix of 20, 40 and 60 credit modules. 40 and 60 credit modules will be delivered over two semesters and 20 credit modules over one semester.
- Students will engage with taught sessions (face-to-face and virtual) via day release from their employers.
- Students will be in full time employment and will be able to take leave as required up to their total allowance during inter modular weeks as identified in the course plan.
- Students will attend placements as required by NMC curricula, employer and placement provider sites.
- Entry to subsequent years is dependent on successful completion of each prior year.

As there are two entry points in the year the traditional semester approach is not applicable. One module is undertaken at a time. Student feedback for this approach has been positive and it has been recognised as beneficial to employers for retention on the programme.

Students will however undertake semester's assessments at set points during each year, in line with other University students, whereby first attempts and re-attempts are identified on their course plans/assessment schedules.

Module delivery focuses on content specific to adult nursing with generic modules also addressing care across the life span and within all fields of nursing. Learning outcomes are stated from a generic perspective and considers service users' age and appropriate care settings. One module is undertaken at a time to enable students to embed learning and link theory to practice.

BSc (Hons) Adult Nursing – **Part time**

| | Semester 1 | | Semester 2 | |
|--------------------------------|--|------------|--|------------|
| Year 1 | Assessing needs and planning care in Adult Nursing | | | 60 credits |
| | Biosciences for nursing | 20 credits | Introducing evidence-based practice for nursing | 20 credits |
| | Communication and person-centred care | 20 credits | | |
| Gateway Preparation (0 Credit) | | | | |
| Year 2 | Providing care in Adult Nursing | | | 40 credits |
| | Promoting health and preventing ill health | 20 credits | Appraising evidence | 20 credits |
| | Applied physiology for Adult Nursing | 20 credits | Safe and effective practice | 20 credits |
| Gateway Preparation (0 Credit) | | | | |
| Year 3 | Enhancing and evaluating care in Adult Nursing 1 | | | 20 credits |
| | Implementing best practice | 20 credits | Complex and critical care of adults | 20 credits |
| | | | Pharmacology and prescribing ready for Adult Nursing | 20 credits |

| | | | | |
|--------------------------------|--|------------|---------------------|----------|
| | | | Mother and New-born | 0 credit |
| Gateway Preparation (0 Credit) | | | | |
| Year 4 | Enhancing and evaluating care in Adult Nursing 2 | 20 credits | | |
| | Transition to leadership | 20 credits | | |
| Gateway Preparation (0 Credit) | | | | |

Placement's information

The principles underpinning choice of settings for practice learning are as follows:

- Placement hours will total a minimum of 2300 hours.
- Placements will be provided by the Trust Partner (the employer).
- The University will offer guidance on placement planning to ensure students receive varied and appropriate learning experiences in the clinical environment.
- Students will undertake practice learning in both home and external placement areas. These are defined as:
 - Home placement- this is a placement a student undertakes in their primary employed role. Their line manager remains their line manager for the duration of the programme and usually belongs to their home placement.
 - External placement- this is a placement a student undertakes outside of their primary employed role.
- An external placement may consist of several different work settings. However, there must be an overall educational coherence to the placement in terms of the learning outcomes expected.
- All placements should be planned and mapped within a coherent, broad-based, three and a half-year programme that is designed to deliver the learning outcomes.
- All placements should be planned carefully to ensure appropriate support and supervision of the student by a registered nurse or other suitable health or care professional.
- Placements should provide opportunities to work in different settings and contexts with a variety of multi-professional teams to encourage unique learning outcomes.
- Placements will reflect the whole person approach with a wide range of placements focusing on public health as well as illness. We aim to offer the student a rotation through the placements within the partner trusts where they will gain a rounded and broad experience between acute/community/specialty.
- A 'hub and spoke' model is also proposed. Overall, the rationale for this approach is to promote a quality-learning environment in all placements that maximizes learning opportunities to broaden the student experience and meet the need for exposure across specialties. Spoke experiences will be developed to offer wider learning opportunities for the apprentices.
- To meet the NMC requirements students need to have protected learning time for the entire 4600 hours of the program.
- Protected learning time is defined as time in a health or care setting during which students are learning and are supported to learn, Students must be supervised during protected learning time. The level of supervision required is a matter of professional judgement and will depend on the competence and confidence of the student and the risks associated with the care intervention being delivered.

Students undertaking the apprentice route will follow NMC programme standards and additionally must be employed in either a health and/or care settings. The home placement will be in the setting where the apprentice is employed.

H. Course Modules

All modules are compulsory.

| Module Code | Module Title | Level | Semester | Credit value | Assessment |
|--------------------|--|--------------|-----------------|---------------------|--|
| NAD_4_006 | Assessing needs and planning care in Adult Nursing | 4 | 1 & 2 | 60 | CW1- Practice Assessment Document 100% weighting Pass/Fail |
| HSC_4_006 | Biosciences for nursing | 4 | 1 | 20 | EX1: 1-hour unseen examination. This will comprise multiple choice and short answer questions. 50% weighting 40% pass mark Ex2: 1-hour unseen examination. This will comprise multiple choice and short answer questions. |
| HSC_4_028 | Communication and person-centred care | 4 | 1 | 20 | EX1: 1.5-hour unseen examination 100% weighting 40% pass mark |
| HSC_4_020 | Introducing evidence-based practice for nursing | 4 | 2 | 20 | CW1- 3000-word assignment 100% weighting Pass mark:40% |
| ANS_4_GW1 | Gateway Preparation | 4 | 2 | 0 | None |
| NAD_5_010 | Providing Care in Adult Nursing | 5 | 1 & 2 | 40 | CW1- Practice Assessment Document 100% weighting Pass/Fail |
| HSC_5_018 | Promoting health and preventing ill health | 5 | 1 | 20 | CW1- 3000-word lifestyle improvement plan 100% weighting Pass mark: 40% |
| NAD_5_009 | Applied physiology for Adult Nursing | 5 | 1 | 20 | EX1- exam 100% weighting Pass mark:40% |
| HSC_5_013 | Appraising evidence for practice | 5 | 2 | 20 | CW1- 3000-word assignment 100% weighting Pass mark: 40% |
| HSC_5_023 | Safe and effective practice | 5 | 2 | 20 | CW1- 3000-word assignment Pass mark:40% |
| ANS_5_GW2 | Gateway Preparation | 5 | 2 | 0 | None |
| NAD_6_025 | Enhancing and evaluating care in Adult Nursing 1 | 6 | 1 & 2 | 20 | CW1- Practice Assessment Document 100% weighting Pass/Fail |
| HSC_6_012 | Implementing best practice | 6 | 1 | 20 | CW1- 3000-word assignment |

| | | | | | |
|-----------|--|---|-------|----|---|
| | | | | | 100% weighting Pass mark: 40% |
| NAD_6_018 | Complex and critical care of adults | 6 | 2 | 20 | EX1- OSCE 100% weighting Pass mark:40% |
| NAD_6_017 | Pharmacology and prescribing ready for Adult Nursing | 6 | 2 | 20 | Ex1- OSCE 100% weighting Pass mark:40% |
| NAD_6_019 | Mother and new-born | 6 | 2 | 0 | EX1- on line quizzes 100% weighting Pass/Fail |
| NAD_6_026 | Enhancing and evaluating care in Adult Nursing 2 | 6 | 1 | 20 | CW1- Practice Assessment Document 100% weighting Pass/Fail |
| ANS_5_GW3 | Gateway Preparation | 6 | 2 | 0 | None |
| HSC_6_021 | Transition to leadership | 6 | 1 | 20 | EX1- Poster presentation 1500-word equivalent 50% weighting CW1- Appraisal of leadership approach 155 words 50% weighting Pass mark 40% |
| HSC_6_001 | Ongoing Achievement Record | 6 | 1 & 2 | 0 | CW1- Ongoing Achievement Record 100% weighting Pass/Fail |
| ANS_6_GW4 | Gateway Preparation | 6 | 2 | 0 | None |

I. Timetable information

The course plans will be available to employers at the point of application or upon enquiry about the programme within reasonable timeframes. Students will be informed of their course plan when they commence the programme. These are also available on the VLE for students and shared with employers accordingly if any changes are required. Students attend University on the same day for the entire programme.

Timetables for specific modules will be available on Moodle (Virtual Learning Environment) for students to view prior to and during the module. This will be also shared with employers upon specific requests. Students will have access to their electronic timetables once fully enrolled on their programme.

Duty rotas will be made available by the placement area that the student is placed in and will need to be shared with student's employers.

J. Costs and Financial Support

Course related costs

Course fees are paid via the Apprenticeship Levy or via non-levy arrangements and agreed via the tendering processes according to EFSA funding rules. The funding band for a Registered Nurse Degree Apprenticeship programme is £27000 over the duration of their programme (IATE, 2021).

Students attending their course as an apprentice are not eligible for any NHS Learning Support Fund Allowance.

Core texts for each module are available in the library and it is students' choice if they wish to purchase any of these.

Uniforms and name badges will be provided for all students. Shoes for placements are not included in the tuition fees.

Students are expected to fund learning materials for their personal use.

List of Appendices

Appendix A: Curriculum Map

Appendix B: Educational Framework (undergraduate courses)

Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

| BSc (Hons) Adult Nursing modules | | Programme outcomes | | | | | | | | | | | | | | |
|--|-----------|--------------------|---------|---------|---------|---------|---------|---------|---------|-------------|---------|---------|-------------|---------|-------------|-------------|
| Title | Code | A 1 | A2 | A 3 | A 4 | A 5 | A 6 | A 7 | A 8 | A 9 | A 10 | B 1 | B 2 | B 3 | B 4 | B 5 |
| Assessing needs and planning care in Adult Nursing | NAD_4_006 | T D A | TD A | TD A | TD A | TD A | TD A | TD | | T D | T | | T D | TD | | T D A |
| Biosciences for nursing | HSC_4_016 | T A | TA | TD | | TD A | T | | | | | | T | T | | T |
| Communication and person-centred care | HSC_4_024 | | T | TD | TD A | TD | | TD | T | T | T | T | T | | | T |
| Introducing evidence-based practice for nursing | HSC_4_020 | | | TD | | | | TD A | TD | T D | | | T D A | T | T | T D |
| Providing care in Adult Nursing | NAD_5_006 | T D | TD A | TD A | TD A | TD A | TD A | TD | TD | T D A | TD | TD A | T D A | TD | T D A | T D A |
| Applied physiology for Adult Nursing. | NAD_5_009 | T A | TA | TD | | TD A | T | | | | | | T | T | | T |
| Mother and new-born | NAD_4_005 | TD A | | TD | TD | TD A | | TD | | | TD A | TD A | T D A | TD | T D | T D A |
| Appraising evidence for practice | HSC_5_013 | | | TD | TD | | TD | TD A | TD A | | | | T D A | TD A | T D A | T D |
| Promoting health and preventing ill health | HSC_5_018 | T D A | TA | TD A | TD | TD | TD A | TD A | TD A | T | TD A | TD A | T D | TD A | T D A | T D |
| Safe and effective practice | HSC_5_023 | | TD | TD | TD A | TD A | TD | TD | TD | T D | TD | TD A | T D | TD | T | T D |
| Implementing best practice | HSC_6_013 | | | TD | TD | | TD | TD A | TD A | | | | T D A | TD A | T D A | T D |

| | | | | | | | | | | | | | | | | |
|---|-----------|-------------|---------|---------|---------|---------|---------|----|---------|-------------|----|---------|-------------|---------|-------------|-------------|
| Enhancing and evaluating care in Adult Nursing 1 | TBC | T D | TD A | TD A | TD A | TD A | TD A | TD | TD | T D A | TD | TD A | T D A | TD | T D A | T D A |
| Enhancing and evaluating care in Adult Nursing 2 | TBC | T D | TD A | TD A | TD A | TD A | TD A | TD | TD | T D A | TD | TD A | T D A | TD | T D A | T D A |
| Pharmacology and prescribing ready for Adult Nursing. | NAD_6_017 | T D A | TD A | TD | TD | TD | TD | | | | | | T D A | TD | T D | T D |
| Complex and critical care of adults | NAD_6_017 | T D A | TD A | TD A | TD A | TD A | TD A | TD | TD | T D | | TD | T D A | TD | T D A | T D A |
| Transition to leadership | HSC_6_021 | T D A | TD A | TD A | TD | TD A | TD A | T | TD A | T | | TD A | T D A | TD A | T D A | T D A |

| BSc (Hons) Adult Nursing modules | | Programme outcomes continued | | | | | | | | | | | | | | |
|--|-----------|------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--|--|
| Title | Code | C 1 | C 2 | C 3 | C 4 | C 5 | C 6 | C 7 | C 8 | D 1 | D 2 | D 3 | D 4 | D 5 | | |
| Assessing needs and planning care in Adult Nursing | NAD_4_006 | TDA | TDA | TDA | TDA | TDA | TD | TDA | TD | TDA | TDA | T | TD | TD A | | |
| Biosciences for nursing | HSC_4_016 | | TDA | TDA | TDA | TD | T | T | | | | | TD | TD | | |
| Communication and person-centred care | HSC_4_024 | T | T | TD | | T | TDA | T | | T | TD | T | T | T | | |
| Introducing evidence-based practice for nursing | HSC_4_020 | | T | TDA | | T | T | TD | | TD | TD | T | T | TD | | |
| Providing care in Adult Nursing | NAD_5_006 | TDA | TDA | TDA | TDA | TDA | TD | TDA | TD | TDA | TDA | TDA | TD | TD A | | |
| Applied physiology for Adult Nursing. | NAD_5_009 | | TDA | TDA | TDA | TD | T | T | | | | | TD | TD | | |
| Mother and Newborn | NAD_4_005 | TDA | TDA | TDA | TD | TD | TD | TDA | | TDA | TDA | TDA | TD | TD A | | |

| | | | | | | | | | | | | | | |
|---|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------|
| Appraising evidence for practice | HSC_5_013 | | TDA | TDA | TDA | TDA | TDA | TD | | TDA | TDA | TDA | T | TD A |
| Promoting health and preventing ill health | HSC_5_018 | TDA | TDA | TDA | TDA | TDA | TD | TD | TDA | TD | TDA | TD | TDA | TD |
| Safe and effective practice | HSC_5_023 | TD | TD | TDA | T | TD | TD | TD | | TD | TD | TD | TD | TD |
| Implementing best practice | HSC_6_013 | | TDA | TDA | TDA | TDA | TDA | TD | | TDA | TDA | TDA | T | TD A |
| Enhancing and evaluating care in Adult Nursing 1 | TBC | TDA | TDA | TDA | TDA | TDA | TD | TDA | TDA | TDA | TDA | TDA | TD | TD A |
| Enhancing and evaluating care in Adult Nursing 2 | TBC | TDA | TDA | TDA | TDA | TDA | TD | TDA | TDA | TDA | TDA | TDA | TD | TD A |
| Pharmacology and prescribing ready for Adult Nursing. | NAD_6_017 | TDA | TDA | TDA | TDA | TDA | TDA | TDA | | TD | TDA | TD | TD | TD A |
| Complex and critical care of adults | NAD_6_017 | TDA | TDA | TD | TDA | TDA | TDA | TDA | TD | TD | TDA | TDA | TD | TD A |
| Transition to leadership | HSC_6_021 | TDA | TDA | TDA | TD | TD | TD | TDA | | TD | TDA | TDA | TDA | TD A |

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125-year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities.
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values.
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum.
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities).

The dimensions of the Educational Framework for curriculum design are:

- **Informed by employer and industry** needs as well as professional, statutory and regulatory body requirements.
- **Embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession.
- **High impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts.
- **Inclusive teaching, learning and assessment** that enables all students to access and engage the course.
- **Assessment for learning** that provides timely and formative feedback.

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

| Dimension of the Educational Framework | Minimum expectations and rationale | How this is achieved in the course |
|---|--|---|
| Curricula informed by employer and industry need. | <p><u>Outcomes focus and professional/employer links.</u></p> <p>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p> | <p>External stakeholders from Hospital Trusts and other health care organisations are involved in curriculum development at all stages which include course planning, content, delivery and assessment for all academic and practice components of the course.</p> <p>Practice education staff are involved with aspects of teaching e.g., skills, preparation for practice.</p> <p>All pre-registration nursing courses comprise 50% practical experience in a variety of health and social care settings whereby students are supervised, supported and assessed by a variety of registered health and social care practitioners during each year of study.</p> |
| Embedded learning development | <p><u>Support for transition and academic preparedness</u></p> <p>At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g., analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p> | <p>Study skills including academic writing, literature searching, and appraising are included in all levels of studies. Students are introduced to level 4, 5 and 6 academic writing as they progress to their next academic level of study.</p> <p>Additional learning skills support is available to students via The Skills for Learning team which include supporting students to develop their academic skills, English language and numeracy skills. Numeracy skills development is supported during a level 4 module by a Learning Development Advisor.</p> <p>Information Skills Advisers also provide orientation and guidance to students on subject specific advice and guidance on researching and referencing.</p> |

| | | |
|--|---|--|
| High impact pedagogies | <p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p> | <p>At each academic level Inter - professional Learning modules enable students to work collaboratively in groups with their peers. Groups are allocated to ensure there is a mix of adult, child, mental health and learning disabilities nursing students, thus ensuring all students have the opportunity to engage with colleagues from other professional fields. Formative assessments such as group presentations are evident in Inter - professional learning modules.</p> |
| Inclusive teaching, learning and assessment. | <p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p> | <p>All course materials are posted onto Course and Module Moodle sites. All assessment guidelines are provided in print and audio, or video captured format. Reading lists contain a mix of hard copies and electronically accessed publications, including websites. Online reading software enables students to access reading lists in a format suitable to their specific needs e.g., overlays for dyslexia, screen magnifiers and voice recognition software.</p> |
| Assessment for learning | <p><u>Assessment and feedback to support attainment, progression, and retention.</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g., low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicate high expectations and develops a commitment to excellence.</p> | <p>All modules at all academic levels have imbedded formative assessment which feeds into the summative assessment. Formative feedback is provided via peers and academics. A marking rubric specific to each academic level and assessment strategy e.g., assignment, presentation, is used to supplement individualised written feedback as well as to aid objective calculation of a numerical grade to summative assessment.</p> |
| High impact pedagogies | <p><u>Research and enquiry experiences</u></p> | <p>At academic levels 4, 5, 6 there are modules specific to the introduction, development,</p> |

| | | |
|--|---|--|
| | <p>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought-after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p> | <p>utilisation and enhancement of research and enquiry skills. Assessment strategies enable students to demonstrate their ability to formulate, articulate, present and debate areas of research related to healthcare. Assessment briefs enable students to demonstrate creativity such as in designing posters and presenting them to their peers.</p> |
| <p>Curricula informed by employer and industry need / Assessment for learning.</p> | <p><u>Authentic learning and assessment tasks</u></p> <p>Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p> | <p>50% of the student's course is spent in health and social care environments where they are exposed to experiential learning opportunities through interactions and supervised delivery of care to service users. Students undergo continuous assessment of practice in the practice learning environment. Assessment tasks are centred on real life examples and/ or simulated case scenarios whereby students demonstrate their ability to manage and deliver evidence-based care. Demonstration of learning is evidenced by a holistic approach to assessment; for example, during episodes of patient care, assessed in the practice learning environment.</p> |
| <p>Inclusive teaching, learning and assessment.</p> | <p><u>Course content and teaching methods acknowledge the diversity of the student cohort.</u></p> <p>An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables</p> | <p>Students will interact with peers from a diverse range of backgrounds, gender, sexuality, religious belief and socio-economic backgrounds. They are required to interact and engage with all students irrespective of their diversity. Case studies and real-life experiences in practice learning environments enable students to develop their understanding and</p> |

| | | |
|---|--|---|
| | students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities. | respect of the specific and diverse needs of individuals. |
| Curricula informed by employer and industry need. | <p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p> | <p>All pre-registration nursing courses comprise 50% practice placement experiences. All placement experiences allow students the opportunity to be exposed to and learn from real life and real time experiences involving a variety of service users and health care professionals. Students are required to demonstrate professionalism and integrity when dealing with colleagues and service users. All practice placement experiences are assessed by a Practice Assessor.</p> <p>For apprentices 80% of the programme is work based in accordance with apprenticeship requirements. The remaining 20% is delivered off the job training and is taught by academic staff with significant and current health and care expertise; the majority of a who are Registered Nurses.</p> |
| Embedded learning development | <p><u>Writing in the disciplines: Alternative formats</u></p> <p>The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report,</p> | <p>The variety of assessment strategies embedded in pre-registration nursing curricula enables students to demonstrate their knowledge, understanding and application of their discipline through a variety of channels such as writing, presenting, formulating articulating and role play. Assessment strategies include formulation of posters and presentations, OSCE's, written assignments and continuous assessment.</p> |

| | | |
|---|--|--|
| | presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide. | |
| High impact pedagogies | <p><u>Multi-disciplinary, interdisciplinary or inter - professional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting inter - professional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p> | Students are introduced to inter - professional working at level 4 through a module of study and experience multi-disciplinary team working in the practice learning environments. As students' progress through levels 5 and 6 this theme continues, and students develop an enhanced awareness of the multi-faceted roles in health care and how they complement health care delivery. Principles are explored during theory modules and application of knowledge is gained during practice placement experiences. |
| Assessment for learning | <p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g., A-level or BTEC) an advantage or disadvantage. A holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p> | The range of assessment strategies across the curriculum allows all students, irrespective of a particular prior qualification to demonstrate their knowledge, understanding and application of their discipline through a variety of channels such as writing, presenting, formulating articulating and role play. Assessment strategies include formulation of posters and presentations, OSCE's, written assignments and continuous and competency-based assessment. |
| Curricula informed by employer and industry need. | <p><u>Career management skills</u></p> <p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the</p> | Students are introduced to the professional roles and responsibilities of a registered nurse during their induction programme. This theme continues throughout their course of study. There are sound links with Trusts who link in with LSBU in the provision of Job Fairs and recruitment events. Apprentices are employed for the duration of their programme |

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| | development of excellence and professionalism . | and have the career aspirations to move up the grading bands in the NHS. |
| Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies | <p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity.</p> | <p>Students undergo a final practice learning experience where they are required to consolidate their knowledge and skills from across the course. This enables them to demonstrate, via competency-based assessment, their ability to provide evidence and research-based nursing care and management to a group of service users. Students are required to adhere to professional values and maintain integrity in all interactions with colleagues and service users.</p> <p>Final theoretical modules of study require students to identify change and quality improvement initiatives of their choosing related to health care, this enabling them to demonstrate creativity.</p> |

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

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| Awarding body | A UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees. |
| Bursary | A financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'. |
| Collaborative provision | A formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former. |
| Compulsory module | A module that students are required to take. |

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| Contact hours | The time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars, and tutorials. |
| Coursework | Student work that contributes towards the final result but is not assessed by written examination. |
| Current students | Students enrolled on a course who have not yet completed their studies or been awarded their qualification. |
| Delivery organisation | An organisation that delivers learning opportunities on behalf of a degree-awarding body. |
| Distance-learning course | A course of study that does not involve face-to-face contact between students and tutors. |
| Extracurricular | Activities undertaken by students outside their studies. |
| Feedback (on assessment) | Advice to students following their completion of a piece of assessed or examined work. |
| Formative assessment | A type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment: formative assessment does not contribute to the final mark, grade or class of degree awarded to students. |
| Higher education provider | Organisations that deliver higher education. |
| Independent learning | Learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision. |
| Intensity of study | The time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study. |
| Lecture | A presentation or talk on a particular topic in general lectures involve larger groups of students than seminars and tutorials. |

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| Learning zone | A flexible student space that supports independent and social learning. |
| Material information | Information students need to make an Informed decision, such as about what and where to study. |
| Mode of study | Different ways of studying, such as full-time, part-time, e-learning or work-based learning. |
| Modular course | A course delivered using modules. |
| Module | A self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'Course unit' to refer to individual modules. |
| National teaching fellowship | A national award for individuals who have made an outstanding impact on student learning and the teaching profession. |
| Navigability (of websites) | The ease with which users can obtain the information they require from a website. |
| Optional module | A module or course unit that students choose to take. |
| Performance (examinations) | A type of examination used in performance-based subjects such as drama and music. |
| Professional body | An organisation that oversees the activities of a particular profession and represents the interests of its members. |
| Prospective student | Those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider. |
| Regulated course | A course that is regulated by a regulatory body. |
| Regulatory body | An organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities. |
| Scholarship | A type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'. |
| Semester | Either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms). |

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| Summative assessment | Formal assessment of students' work, contributing to the final result. |
| Term | Any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters). |
| Total study time | The total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment. |
| Tutorial | One-to-one or small group supervision, feedback or detailed discussion on a particular topic or project. |
| Work/study placement | A planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course. |
| Workload | See 'total study time'. |
| Written examination | A question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions. |