# PROGRAMME SPECIFICATION

<table>
<thead>
<tr>
<th>Programme Aim and Title</th>
<th>BSc (Hons) Nursing (Adult) And Degree Nursing Apprenticeship (DNA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Awards Available</td>
<td>Cert HE Health Studies (120 credits at level 4), Dip HE Health Studies (240 credits level 4, 5), BSc Heath Studies (ordinary degree, 300 credits level 4,5,6,) (These awards do not lead to eligibility for NMC registration)</td>
</tr>
<tr>
<td>University of East London</td>
<td></td>
</tr>
<tr>
<td>Alternative Teaching Institutions (for local arrangements see final section of this specification)</td>
<td>N/A</td>
</tr>
<tr>
<td>UEL Academic School</td>
<td>HSB</td>
</tr>
<tr>
<td>UCAS Code</td>
<td>B740</td>
</tr>
<tr>
<td>Professional Body Accreditation</td>
<td>Nursing and Midwifery Council (NMC)</td>
</tr>
<tr>
<td>Relevant QAA Benchmark Statements</td>
<td>Degree Characteristics Statement (QAA 2019)</td>
</tr>
<tr>
<td></td>
<td>This BSc (Hons) Nursing (Adult) Apprenticeship programme has been designed to meet:</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.instituteforapprenticeships.org/media/2889/st0508_nursing--level-6-epa-for-publication-05042019.pdf">https://www.instituteforapprenticeships.org/media/2889/st0508_nursing--level-6-epa-for-publication-05042019.pdf</a></td>
</tr>
</tbody>
</table>
**Programme Aims**

This programme is designed to give you the opportunity to:

1. Develop as a compassionate, competent, and confident nurse with the values and behaviours of the NHS constitution to practice safely within the parameters of nursing practice.

2. Engage in a learning environment that integrates the theoretical and practical elements of the nursing curriculum to achieve the 7 platforms and 2 annexe’s (NMC 2018) and achieve the learning outcomes of the programme and, for degree apprentices, the 10 Occupational Duties of the Apprenticeship Standard.

3. Access healthcare settings for you to gain the knowledge, skills and behaviours across health and social care to support health, well-being and the physical and mental health needs of individuals across the lifespan.

4. Become situationally competent in your practice placements and gain new knowledge through experience in a range of clinical placements.

5. Develop as a person-centred adult nurse and work as part of a multi-professional team supporting self-care and the individual needs of service users, their families and carers.

6. Develop excellent communication skills that are non-judgemental and have respect for equality and diversity.

7. Develop leadership skills, research informed and evidence-based practice, able to initiate and assess service improvements and innovation in healthcare.
8. Develop as a critically reflective practitioner with a passion for life-long learning and high-quality care.
Learning and Teaching:

The programme uses the Standards of Proficiency for Nursing (NMC, 2018) and the Nursing Apprenticeship Standards (2018) as a structure on which to build learning.

Platform 1
Being an accountable professional

Platform 2
Promoting health and preventing ill health

Platform 3
Assessing needs and planning care

Platform 4
Providing and evaluating care

Platform 5
Leading and managing nursing care and working in teams

Platform 6
Improving safety and quality of care

Platform 7
Coordinating care

Annexe A: Communication and relationship management skills

Annexe B: Nursing procedures

The Nursing (NMC 2018) Apprenticeship standard

Occupation duties

<table>
<thead>
<tr>
<th>Duty</th>
<th>Knowledge, Skills and Behaviours</th>
<th>Module</th>
<th>NMC Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duty 1</strong> Be an accountable professional, acting in the best interests of people, putting them first and providing nursing care that</td>
<td>K1 K2 K3 K4 K5 S1 S2 S3 S4 S5 S6 B1 B2 B3</td>
<td>NS 4191 NS 4104 NS 5191 NS 5105 NS 6191 NS 6102</td>
<td>1, 4, 5, 6</td>
</tr>
<tr>
<td>Duty</td>
<td>Knowledge, Skills and Behaviours</td>
<td>Module</td>
<td>NMC Platform</td>
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<tr>
<td>------</td>
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</tr>
<tr>
<td>is person-centred, safe and compassionate</td>
<td>NS 6104</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duty 2 Communicate effectively, recognising and working within the limits of competence and being responsible for their own actions</td>
<td>K6 K7 K8 S5 S7 S8 S9 S10 S11 S12 B1 B2 B3</td>
<td>NS 4191 NS 4104 NS 5191 NS 5102 NS 5105 NS 6191 NS 6102 NS 6103</td>
<td>3, 4, 5, 7</td>
</tr>
<tr>
<td>Duty 3 Promote health and prevent ill health to improve and maintain the mental, physical, behavioural health and well-being of people, families, carers and communities</td>
<td>K9 K10 K11 K12 K13 K14 S13 S14 S15 S16 S17 B1 B2 B3</td>
<td>NS 4102 NS 4103 NS 5102 NS 5103 NS 6101 NS 6104</td>
<td>2, 5, 6</td>
</tr>
<tr>
<td>Duty 4 Contribute to the ongoing assessment of individuals nursing care needs, recognising when it is appropriate to refer to others for reassessment</td>
<td>K15 K16 K17 K18 K19 S18 S19 S20 B1 B2 B3</td>
<td>NS 4191 NS 4102 NS 4104 NS 5191 NS 5102 NS 5105 NS 6191 NS 6102 NS 6103</td>
<td>3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Duty 5 Provide and monitor nursing care to individuals and groups, providing compassionate and safe nursing interventions</td>
<td>K20 K21 K22 K23 K24 K25 K26 K27 K28 K29 S5 S21 S22 S23 S24 S25 S26 S27 S28 S29 S30 S31 S32 S32 B1 B2 B3</td>
<td>NS 4191 NS 4102 NS 4104 NS 5191 NS 5101 NS 5102 NS 5105 Ns 6191 NS 6102 NS 6103 NS 6104</td>
<td>1, 3, 4, 5, 7</td>
</tr>
<tr>
<td>Duty 6 Improve safety of individuals by identifying</td>
<td>K30 K32 K35</td>
<td>NS 4191 NS 4101</td>
<td>1, 3, 6, 7</td>
</tr>
<tr>
<td>Duty</td>
<td>Knowledge, Skills and Behaviours</td>
<td>Module</td>
<td>NMC Platform</td>
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<tr>
<td>risks to safety or experience of care and taking appropriate action, putting the best interests, needs and preferences of people first</td>
<td>S33 S34 S35 S36 B1 B2 B3</td>
<td>NS 4102 NS 4104 NS 5191 NS 5103 NS 6191 NS 6102 NS 6103 NS 6104</td>
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<tr>
<td><strong>Duty 7</strong> Improve quality of care by contributing to the continuous monitoring of people’s experience of care</td>
<td>K31 K33 K34 S37 B1 B2 B3</td>
<td>NS 4191 NS 4102 NS 4104 NS 5191 NS 5102 NS 5105 NS 6191 NS 6102 NS 6103</td>
<td>4, 6, 7</td>
</tr>
<tr>
<td><strong>Duty 8</strong> Contribute to the provision of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings</td>
<td>K36 K37 K38 K39 K40 K41 S38 S39 S40 B1 B2 B3</td>
<td>NS 4191 NS 5191 NS 5102 NS 5105 NS 6191 NS 6103</td>
<td>2, 3, 4, 5, 7</td>
</tr>
<tr>
<td><strong>Duty 9</strong> Work in teams collaborating effectively with a range of colleagues</td>
<td>K42 K43 S43 S44 B1 B2 B3</td>
<td>NS 4191 NS 4103 NS 4104 NS 5191 NS 5102 NS 5105 NS 6191 NS 6102 NS 6103 NS 6104</td>
<td>5, 6, 7</td>
</tr>
<tr>
<td><strong>Duty 10</strong> Support and supervise others in the care team</td>
<td>K6 K42 S38 S41 S42 B1 B2 B3</td>
<td>NS 4104 NS 5191 NS 5105 NS 6191 NS 6102 NS 6103</td>
<td>5, 6, 7</td>
</tr>
<tr>
<td>Duty</td>
<td>Knowledge, Skills and Behaviours</td>
<td>Module</td>
<td>NMC Platform</td>
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<td></td>
<td></td>
<td>NS 6104</td>
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</table>
What you will learn

1. Care, communication and therapeutic relationships) (NMC Appendix A and Duty 2)
2. Safeguarding, including understanding and contributing to risk monitoring (NMC Platform 3 & 5 and Duty 6 and 7)
3. Resilience and Mental Wealth
4. Professional values and accountability (NMC Platform 1 and Duty 1 and 5)
5. Life, social, health and behavioural sciences.
6. Physical and mental health assessment and how to escalate concerns (NMC Platform 5 and Duty 4 and 6)
7. Clinical decision making and problem-solving skills
8. Inter-professional learning and team working for integrated care (NMC Platform 4 & 6 and Duty 8, 9 and 10).
9. Working in partnership with service users and carers
10. Promoting health and well-being and preventing ill health. (NMC Platform 2 and Duty 3)
11. Research to inform practice and evidence-based practice (NMC platform 7)
12. The application of theory to practice
13. Leadership and management of care (NMC platform 7)
14. Reflection and preparation for registration and lifelong learning

Successful completion of your programme will be achieved in a minimum of 4600 hours within 3 years of theory and practice for BSc full time students or, for Degree Apprentices, a minimum of 2,320 hours during 4 years of theory and practice.

Learning and Teaching
The teaching and learning methods employed to facilitate achievement of the aims and learning outcomes of the programme: -

- Blended Learning
- Learning in Simulation and Practice
- Learning from Service Users and Carers
- Inter-professional Learning
- Personal and Professional Development Portfolio (PPDP)

Assessment
Knowledge is assessed by:
- Coursework
- Essays
- Examinations (MCQ and short answer questions including drug calculations)
- Case studies
- Practice Assessment Document completion in clinical and simulated practice
Thinking skills are assessed by:
• Coursework
• Examinations
• Project work
• Practice Assessment Document completion in clinical and simulated practice
• Research informed knowledge and the application of evidence-based practice.

Practical skills are assessed by:
• Practical reports
• Practice Assessment Document completion in clinical and simulation environment
• OSCE’s in simulated practice and critical reflection on practice.
• Posters

Skills for life and work are assessed by:
• Project work
• Group work
• Oral presentations
• Practice Assessment Documents (PAD)
• Objective Structured Clinical Examinations (OSCE)
• Use of information sources and databases

The specific learning outcomes for each of the modules are detailed in the module specifications

If you have a disability or a particular learning need, you should discuss assessments with the Programme Leader and your UEL Academic Advisor. The programme allows flexibility for reasonable adjustments to be made and can be agreed and organised in partnership with practice areas. Students must be able to fully engage with all assessments within the programme, in particular the clinical assessments in order to meet the NMC requirements as set out in Annex B. For more information, the NMC website has information on reasonable adjustments. [https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonable-adjustments-policy.pdf](https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonable-adjustments-policy.pdf)

**Placements**
Placement attendance requirements differ between placements and employers with general information from each NHS Trust published on the BSc (Hons) Nursing (Adult) Moodle site for information. Placement information is provided as part of preparation for starting each new placement.

The programme requires that you access theory and practice learning to a total of 4600 learning hours allocated for 50% theory and 50% practice. Practice hours are generally provided in placements but also include some hours in simulated practice learning at UEL.
The 120 credits awarded to each level of the programme will be allocated to specific modules (4 theory modules and 1 module). Each level of the programme is divided into three terms. The structure of each year is as follows
4x 20 credit modules and 1x 40 credit practice module (level 4)
4x 20 credit modules and 1x 40 credit practice module (level 5)
4x 20 credit modules and 1x 40 credit practice module (level 6)

Students and apprentices must complete 120 credits at each level to progress onto the next level.

Students and apprentices are allocated to receive support from a Practice Supervisor (PS), a Practice Assessor (PA), and an Academic Assessor (AA) to fulfil the requirements of the NMC. A UEL Academic Advisor is also allocated from the academic team.

Practice supervisors can be any registered healthcare professional working within a scope of practice. However, the Practice Assessor must be a registered nurse and the Academic Assessor, one for each Part of the programme (of the three Parts), must also be a Registered Nurse. The UEL Academic Advisor will be allocated from the academic team.

There will be opportunities for formative and summative assessment of clinical skills and tasks to ensure progression through the programme which will be closely monitored to assure the outcomes are achieved. Monitoring of student progression is achieved through formal arrangements between the student, the Practice Assessor and Academic Advisor to facilitate a robust model of supervisory support. For apprenticeships, this will also include the employer who will be closely engaged in the development and monitoring of Individual Learning Plans (ILPs) and take responsibility, with UEL for formal tri-partite reviews to meet the requirements of the nursing apprenticeship standard (NMC2018).

The assessment of competence via the PAD Parts 1, 2 and 3 is a pass or fail. Summative assessment of work-based learning occurs once a year and requires a submission of records of attendance for a pass grade to be awarded.

Students and apprentices keep a reflective portfolio which provides evidence of continuous achievement. For apprentices this can also be utilised to support the End Point Assessment (EPA) which is an oral presentation where apprentices are expected to discuss how the evidence in the portfolio meets the domains and outcomes to become a Nurse. Apprentices must pass both elements of the assessment to pass the EPA which is completed during the time that module marks are moderated prior to presentation at the examination Board.

The Nursing Standards of Proficiency (NMC 2018) places significant emphasis on the importance of numeracy and medicines management to ensure patient safety. Students and apprentices access ‘Safe Medicate’, a specific e-learning tool to develop these skills. This package allows many opportunities for practice through online testing in preparation for the exam is included in all Practice modules 1,2 and 3. For students and apprentices struggling to meet the required level of numeracy;
support from the Academic Advisor, module team and Practice Supervisor are available. Importantly, UEL’s Centre for Student Success specialises in supporting students and apprentices with numeracy skills.

It is recognised that using experiences from work environments in learning and assessment strategies can raise ethical issues, for example confidentiality or questioning of work practices. Students and apprentices are aware of the processes with the NHS and the university for raising and escalating concerns and their individual professional responsibilities around the duty of candour. Due to the nature of reflective practice and work-based and placement learning, students and apprentices must also be very careful to abide by the confidentiality policies of employers, placement providers and UEL

**Programme Structure**

All programmes are credit-rated to assist students and apprentices to understand the amount and level of study needed.

One credit is equal to 10 hours of directed study time (this includes, for example, lectures, seminars and private study).

Credits are assigned to e levels in this programme:

4 Equivalent in standard to the first year of a full-time undergraduate degree programme.
5 Equivalent in standard to the second year of a full-time undergraduate degree programme.
6 Equivalent in standard to the third year of a full-time undergraduate degree programme.
Programmes are made up of modules that are each credit weighted.

The module structure of this programme:

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Weighting</th>
<th>Core/Option</th>
<th>Available by Distance Learning? Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>NS4101</td>
<td>Ethics and Law (Mental Wealth)</td>
<td>20</td>
<td>Core</td>
<td>N</td>
</tr>
<tr>
<td>4</td>
<td>NS4102</td>
<td>Bioscience for Nursing</td>
<td>20</td>
<td>Core</td>
<td>N</td>
</tr>
<tr>
<td>4</td>
<td>NS4191</td>
<td>Nursing Practice (1)</td>
<td>40</td>
<td>Core</td>
<td>N</td>
</tr>
<tr>
<td>4</td>
<td>NS4103</td>
<td>Promoting Health and Preventing ill Health</td>
<td>20</td>
<td>Core</td>
<td>N</td>
</tr>
<tr>
<td>4</td>
<td>NS4104</td>
<td>Communication</td>
<td>20</td>
<td>Core</td>
<td>N</td>
</tr>
<tr>
<td>5</td>
<td>NS5101</td>
<td>Pharmacology for Adult Nurses</td>
<td>20</td>
<td>Core</td>
<td>N</td>
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<tr>
<td>5</td>
<td>NS5102</td>
<td>Managing acute and long-term conditions</td>
<td>20</td>
<td>Core</td>
<td>N</td>
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<tr>
<td>5</td>
<td>NS5191</td>
<td>Nursing Practice (2)</td>
<td>40</td>
<td>Core</td>
<td>N</td>
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<tr>
<td>5</td>
<td>NS5103</td>
<td>Evidence Based Research</td>
<td>20</td>
<td>Core</td>
<td>N</td>
</tr>
<tr>
<td>5</td>
<td>NS5105</td>
<td>Clinical Decision Making in Providing and Evaluating Care</td>
<td>20</td>
<td>Core</td>
<td>N</td>
</tr>
<tr>
<td>6</td>
<td>NS6101</td>
<td>Civic Engagement for Adult Nursing</td>
<td>20</td>
<td>Core</td>
<td>N</td>
</tr>
<tr>
<td>6</td>
<td>NS6102</td>
<td>Preparing for Registration as an Adult Nurse</td>
<td>20</td>
<td>Core</td>
<td>N</td>
</tr>
<tr>
<td>6</td>
<td>NS6191</td>
<td>Nursing Practice (3)</td>
<td>40</td>
<td>Core</td>
<td>N</td>
</tr>
<tr>
<td>6</td>
<td>NS6103</td>
<td>Advancing Adult Nursing Skills</td>
<td>20</td>
<td>Core</td>
<td>N</td>
</tr>
<tr>
<td>6</td>
<td>NS6104</td>
<td>Quality Improvement and Evaluation</td>
<td>20</td>
<td>Core</td>
<td>N</td>
</tr>
</tbody>
</table>
The module structure has been designed to meet the NMC standards for pre-registration nursing programmes, the Standards for Student Supervision and Assessment and the Standards of Proficiency for Nurses. For Students on the Apprenticeship route, they also meet the Nursing (NMC 2018) Apprenticeship Standards.

The overall credit-rating of this programme is 360 credits. If for some reason students and apprentices are unable to achieve this credit they may be entitled to an intermediate award, the level of the award will depend on the amount of credit accumulated to a maximum of 300 credits for the award of an ordinary degree.

Programme Specific Regulations
Self-funding students must have an enhanced Disclosure and Barring Service (DBS) check and occupational health clearance. For Apprentices, UEL will require an up to date DBS from the employing organisation and all students on the apprenticeship route have to complete an occupational health questionnaire.

The programme also requires mandatory skills training and the topics are listed in the programme handbook.

This programme must achieve approval by the Nursing and Midwifery Council and comprises both work based learning and taught theory.

The programme has a requirement for a range of external placements to support a generic and holistic experience across the lifespan and a range of clinical practice.

Typical Duration

The typical duration of this programme is 4600 hours over three years full time for BSc students and 4600 hours over four years for the apprenticeship route, to accommodate the EPA and, (for Nursing Associate APL candidates). Students who are unable to progress for any reason may use the intermission process to catch up on their studies.

The Award will be a BSc (Hons) Degree in Nursing.

A student cannot normally continue study on a programme after 5 years 7 months of study as they are considered to the “out of time” to retain currency of clinical experience.

Progression:

Students who complete the FdSc Nursing Associate Programme will be eligible to APL onto the pre-registration Nursing Programme for all of the level 4 and two level 5 modules to a maximum of 50% of the entire programme.
Further Information

More information about this programme is available from:
• The UEL web site (www.uel.ac.uk)
• The programme handbook
• Module study guides
• UEL Manual of General Regulations (UEL website)
• UEL Quality Manual (UEL website)
• HSB web pages

All UEL programmes are subject to thorough programme approval procedures before commencement. UEL constantly monitor, review and enhance programmes by listening to student and employer views. Appropriately qualified and experienced external examiners and advisors consider and report on the quality of theory and practice learning. These processes enable programme performance and outcomes to be assessed against the NMC standards and requirements, and other recognised quality frameworks in education such as the Quality Assurance Agency for Higher Education to facilitate quality enhancement, risk management and the dissemination of effective practice.

Additional costs:
Travel to placements may take additional time due to geographical factors and transport links.
Textbooks. Core texts identified in the modules are provide via the UEL Kortext service
Stationary. PAD and OAR documents are provided but there may be additional requirements to develop notes
Printing/Photocopying costs are set by UEL
Membership of a Union (Optional but advised)
NMC registration on completion of the programme.

Alternative Locations of Delivery
N/A