Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	**Nursing and Midwifery Council (United Kingdom)** The course has been designed to meet the requirements of the Nursing and Midwifery Council (NMC) standards for pre-registration nursing: NMC (2018) Future nurse: Standards of proficiency for registered nurses). Students must successfully complete all aspects of the course, to receive a nursing award and be eligible to apply to the NMC for professional registration. By completing the required NMC proficiencies and course outcomes in full, you will be able to demonstrate your fitness for practice and eligibility for the academic and professional award. Students must declare immediately to their Course Coordinator any cautions or convictions, pending charges or adverse The registered nurse responsible for directing the course or their designated registered nurse substitute must be able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme to support the student s request for registration. Any student who gains 360 course credits but fails to meet professional requirements regarding the declaration of Good Health, Good Character, will be eligible for University degree credits that recognises their

Course Learning Outcomes	Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below	

	Outcome	Award
1	Maintain professional standards and practice safely within ethical, legal and quality frameworks and processes within the Adult field of practice (Platform 1: Platform 6).	BSc (Hons) Adult Nursing/Diploma of Higher Education Healthcare Studies/Certificate of Higher Education Healthcare Studies
2	Work in partnership with people, communicating effectively and practising in a compassionate, respectful way, maintaining dignity and wellbeing (Platform 3).	BSc (Hons) Adult Nursing/Diploma of Higher Education Healthcare Studies/Certificate of Higher Education Healthcare Studies
3	Safeguard the public by delivering high quality, person-centred and evidence-based care to people across the lifespan (Platform 3; Platform 4).	BSc (Hons) Adult Nursing/Diploma of Higher Education Healthcare Studies/Certificate of Higher Education Healthcare Studies
4	Analyse and evaluate care decisions in order to plan and deliver interventions to optimise health, prevent ill health or facilitate recovery (Platform 2; Platform 3; Platform 4).	BSc (Hons) Adult Nursing/Diploma of Higher Education Healthcare Studies/Certificate of Higher Education Healthcare Studies
5	Appraise and apply relevant research and scholarship to inform care which is responsive to the needs of people within their care and their families (Platform 3; Platform 6)	BSc (Hons) Adult Nursing/Diploma of Higher Education Healthcare Studies/Certificate of Higher Education Healthcare Studies
6	Use skills of reflection, problem solving and analysis to underpin your practice as a resilient, autonomous and accountable professional Adult Nurse (Platform 1; Platform 3)	BSc (Hons) Adult Nursing/Diploma of Higher Education Healthcare Studies
7	Lead and manage care as an effective member of the interdisciplinary team across care settings (Platform 5; Platform 7)	BSc (Hons) Adult Nursing/Diploma of Higher Education Healthcare Studies/Certificate of Higher Education Healthcare Studies
8	Adopt a systematic, analytical approach to improving safety and quality of care relevant to Adult Nursing (Platform 6)	BSc (Hons) Adult Nursing
9	Practice safely and proficiently the core knowledge and skills contained within the NMC (2018) Future nurse: Standards of proficiency for registered nurses, platforms and annexes that reflect what a newly registered nurse should know and be capable of doing at the start of their career.	BSc (Hons) Adult Nursing/Diploma of Higher Education Healthcare Studies/Certificate of Higher Education Healthcare Studies

Learning and Teaching

The learning, teaching and assessment strategy has the aim of transforming students into independent learners who take

responsibility for their learning in a way that is reasonable for the student and does not compromise public safety. In designing the learning and teaching strategy, the team identified five guiding principles to underpin a course that is designed to develop the knowledge and behaviours of aspiring registered nurses. These principles are to ensure that teaching and learning activities: have immediate professional relevance; foster active learning; are learner-centred in approach and draw on expertise-by-experience. Examples of how this is realised throughout the course are provided.

1. Immediate professional relevance: the course team use a range of teaching methods to help students apply new knowledge. This includes the use of case studies and exemplars in teaching sessions. You are required to identify and share your own exemplars, drawing on evidence from a range of sources to do this. Enquiry based learning; interprofessional learning; simulated learning and peer-learning strategies strengthen this element. You will be supervised in practice by a Practice Supervisor in order to meet the NMC Part 2: Standards for student supervision and assessment (NMC 2018   Section 2). Using your practice assessment document, to support your learning and development, you will be supervised according to your individual learning needs, proficiency and confidence during supported learning time, where you will be supernumerary in practice.

2. Foster active learning: effective and safe healthcare is based upon teamwork with regular and open communication. Professional knowledge is developed, drawing on evidence from a range of sources, including your own placement experiences as well as experiences as recipients of care. For this reason, the team adopt interactive teaching and learning strategies, such as simulation and use of different technologies.

3. Learner-centred: the course is designed to support you to achieve registered nurse status. A generic or uniform approach is unlikely to provide opportunities for you to truly engage with contemporary, complex and challenging professional issues within nursing practice. For this reason, the course team adopt a learner-centred approach based on need and interest, including equality and diversity considerations and reasonable adjustments,. You will shape their learning by drawing on your own experiences in discussion and group work and choosing the focus of some of the assessment tasks. Tutors offer individual and small group tutorials to support this approach.

4. Independent learning: the course has been designed to ensure that learning experiences are tailored to your stage of learning, the NMC proficiencies required of a nurse and the course outcomes. The aim is to move you from guided learner to an autonomous learner across the duration of the course, being mindful to the stage of your learning. Whilst in the practice learning environment you will be supervised by a Practice Supervisor. The level of supervision provided to you reflects your learning needs and your stage of learning. The stage of learning is agreed through milestones of achievement and reduces as you achieve the proficiencies as your course progresses.

5. Draw on expertise-by-experience: the course team recognises that students bring with them a rich resource of expertise-by-experience through their pre course study and work experiences, placement learning experiences and through contact with health services as recipients of care. Teaching and learning strategies encourage you to share your experiences and to look at healthcare from a range of theoretical perspectives, with an emphasis on inter-professional learning and practice.

Teaching, learning and assessment strategies

In order to meet University and NMC requirements you are expected to attend all elements of your course. Attendance during the course will be monitored and actions taken to address unexplained and frequent absences.

As a student you will be involved in the evaluation of your course. This includes evaluating both your practice and academic learning, raising and escalating concerns that affect your learning in practice and participating in local and national learner surveys.

Assessment

The assessment strategy for this course is closely aligned to the teaching and learning strategy which is designed to have: immediate professional relevance to ensure safe and effective practice; foster active learning, be leaner-centred in approach and draw on expertise-by-experience. The choice of assessments is determined by their fitness for purpose i.e. to evidence achievement of unit learning outcomes at undergraduate level (Level 6). You will be assessed across a range of practice settings and learning environments throughout the course.

To enhance your understanding and experiences of assessment practices you will encounter a wide range of formative and summative assessment methods including those that enable you to undertake practice-focussed tasks that have the potential to influence care delivery. Many of the assessment tasks are designed so that you can tailor them to your professional interests, experience and development needs. They are also designed so that you can rehearse ways of thinking and acting that are professionally relevant. Examples include: written assignments ranging from reflective pieces to case studies and academic essays as well as assessed practice within your placements. Assessments are also designed to support you integrating learning

You will be assessed in practice through the use of a Practice Assessment Document which outlines the skills and competencies required as a registered nurse. These assessments are recorded and confirmed by a Practice Assessor, alongside your own self-reflections on your progress. Service users and carers also contribute to your assessments.

During each of your placement allocations you will have a nominated Practice Assessor in accordance with the NMC Part 2: Standards for student supervision and assessment (NMC 2018). They conduct assessment to confirm that you have achieved the NMC proficiencies and course outcomes for practice learning. You will also have a nominated Academic Assessor who is responsible for confirming your achievement of the NMC proficiencies and course outcomes in the academic environment for each part of the course. Together the Practice Assessor and Academic Assessor evaluate and recommend a student for progression for each part (year) of the course, in line with course standards and local and national policies.
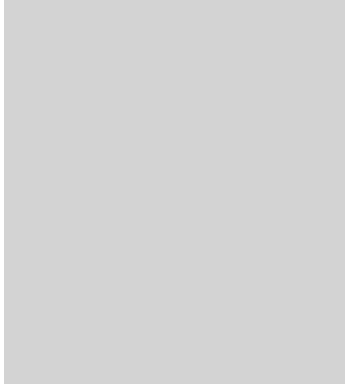
Learning support	The University s comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those with physical or learning needs or more general student well being; Study Hub team providing academic skills guidance; Personal Academic Tutoring system; a student managed Peer-Assisted Learning scheme; support from your lecturers

	https://www.beds.ac.uk/entryrequirements
	Approved Variations and Additions to Standard Admission
	Academic Entry Requirements
Admissions Criteria	

Unit   **Unit Name**   **Level Credill**

on C: Assignment Plan

ourse is assessed as follows

NUABF- BSc (Hons) Adult Nursing)

Code	Level	Period	W/O	Type	Subject	2 Type	Assessment
22-1	4	NUR1		S		S	
21-1	4	NUR1-2	Core				27
NAD003-1	4	NUR1-3	Core	C	34	40	PR
NUR020-1	4	NUR2	Core		NUR020-1		

BSANUABF- BSc (Hons) Healthcare Studies

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
NUR022-1	4	NUR1	Core	CW-ESS	6	CW-ESS	12				
NUR021-1	4	NUR1 -2	Core	**WR-PO**	**12**	EX-CB	27				

NAD003-1	4	NUR1-3	Core	CW-OT	34	PR-PLC	40	PR-PLC	40
NUR020-1	4	NUR2	Core	EX-CB	12				
NUR019-1	4	NUR3	Core	WR-I	8				
NAD029-2	5	NUR1	Core	PJ-ART	11	EX-CB	12		
NAD031-2	5	NUR1-3	Core	CW-OT	35	PR-PLC	40	PR-PLC	40
NUR027-2	5	NUR2	Core	CW-DE	14				
NAD030-2	5	NUR2-3	Core	CW-OT	23	PR-PLC	28	PR-PLC	28
NUR008-2	5	NUR3	Core	WR-PO	8				
NUR007-3	6	NUR1	Core	CW-OT	12				
NUR033-3	6	NUR1-2	Core	PJ-PRO	27				

NAD003-1	4	NUR1-3	Core	CW-OT	34	PR-PLC	40	PR-PLC	40
NUR020-1	4	NUR2	Core	EX-CB	12				
NUR019-1	4	NUR3	Core	WR-I	8				
NAD029-2	5	NUR1							

| Head of School/Department | Sally Boyle |
| Course Coordinator | Ruth Rush |