Course Information Document: Undergraduate

For students starting in Academic Year 2019/2020

1. Course Summary

<table>
<thead>
<tr>
<th>Names of programme(s) and award title(s)</th>
<th>BSc (Hons) Children’s Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award type</td>
<td>Single Honours</td>
</tr>
<tr>
<td>Mode of study</td>
<td>Full time</td>
</tr>
<tr>
<td>Framework of Higher Education Qualification (FHEQ) level of final award</td>
<td>Level 6</td>
</tr>
<tr>
<td>Duration</td>
<td>3 years</td>
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<tr>
<td></td>
<td>NB: the Nursing and Midwifery Council (NMC, 2010) stipulates that the programme can be no less than three years or 4,600 hours in length.</td>
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<tr>
<td>Location of study</td>
<td>Keele University Clinical Education Centre at Royal Stoke University Hospital and Keele University main campus (see the Learning Resources section)</td>
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<tr>
<td>Accreditation (if applicable)</td>
<td>This subject/programme is accredited by the Nursing and Midwifery Council (NMC). For further details see the section on Accreditation.</td>
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<tr>
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<td></td>
<td>Nursing and Midwifery Council</td>
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<td>Tuition Fees</td>
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<td></td>
<td>Fee for 2018/19 is £9,250*</td>
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<tr>
<td></td>
<td>International students:</td>
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<td></td>
<td>Fee for 2018/19 is £18,000**</td>
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<td>Additional Costs</td>
<td>Please refer to the Additional costs section</td>
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How this information might change: Please read the important information at [http://www.keele.ac.uk/student-agreement/](http://www.keele.ac.uk/student-agreement/). This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus exclusively on children’s nursing. Thus it also enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at [http://www.keele.ac.uk/studentfunding/tuitionfees/](http://www.keele.ac.uk/studentfunding/nu/)

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at [http://www.keele.ac.uk/studentfunding/nu/](http://www.keele.ac.uk/studentfunding/nu/)
3. **Overview of the Programme**

Graduates who successfully achieve all the programme requirements are eligible to apply for registration with the Nursing and Midwifery Council, and must do so within 5 years of programme completion.

The programme meets the NMC standards for pre-registration nursing education. The NMC have reviewed their Standards and in line with these the programme will meet the revised standards on or before September 2020. The QAA Academic and Practitioner Standards in Nursing (2001) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland is also met (QAA 2008).

In light of the review of standards by the NMC in 2018 this programme will have changes to the curriculum. We will communicate these changes as they are confirmed. The programme will be approved by the NMC and the University in 2019 to ensure it meets the changes that the NMC have published. The information presented below outlines the programme which met the 2010 standards of pre-registration nursing and these will be amended.

The programme meets the NMC standards for pre-registration nursing education (NMC 2010), The QAA Academic and Practitioner Standards in Nursing (2001) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland is also met (QAA 2008).

*Throughout this document the term “people” is used to refer to the diversity of groups nurses work with including patients, clients, service users, and children, young people and their families.*

Nursing requires the ability to provide empathetic, responsive care to people and their families, to contribute to public health outcomes through education and preventative interventions and to undertake confident and well-informed decision making, while working autonomously and in teams. Nursing practice entails mastery of a range of skills for effective communication and partnership working with people, colleagues and members of multidisciplinary teams. The programme philosophy addresses contemporary challenges faced by health care practitioners in providing effective clinical care, recognising the key issues raised by Lord Darzi’s review of the NHS (Darzi 2008) through to the current Equity and excellence: Liberating the NHS (DH 2010).

Recent public inquiries and reports (Francis 2009; CQC 2011; Parliamentary and Health Ombudsman 2011) highlight the importance of the qualities of kindness, care and compassion that the programme philosophy makes explicit within pre-registration nurse education. These qualities will be instrumental for our students when developing their confidence and competence as professional nursing practitioners. We believe that valuing and respecting people’s individuality is a vital step to person-centred care. Listening and responding to how people’s experiences have shaped their lives in relation to their health and wellbeing, finding out more about their sources of support from family and community, and how they use them, enables the nurse to understand more about their hopes and concerns for the future. These beliefs are underpinned by the robust partnerships formed by our service user strategy embedded throughout the development of our curriculum. The programme strives to develop a person-centred graduate nurse who is an excellent communicator, possesses emotional intelligence, and has a strong sense of professional identity and values to safeguard the interests of people and promote high standards of care. In recognising the importance of research and evidence-based practice the programme will foster students' ability to make sound clinical judgments and to continuously improve nursing care delivery through effective leadership skills. This programme reflects the aspirations shared across Keele University to equip students completing our programmes with a set of Distinctive Attributes (Keele 2010).

We have developed a curriculum model (Figure 1) which illustrates relationships between the components of the programme. Within the model the student is placed at the centre around which the objectives, content and mode of delivery of the programme are structured. The first ring from the centre represents the four domains of nursing practice as defined within the NMC Standards for Pre-registration Nursing Education (NMC, 2010). These domains articulate the scope of nursing practice:

i. Professional Values
ii. Communication and Interpersonal skills
iii. Nursing Practice and Decision-making
iv. Leadership, Management and Team Working

The educational experience must, therefore, provide opportunities for learning the knowledge, skills, attitudes and behaviours that enable practice across the domains.

The content of the educational process is represented by the next ring, with three components which are delivered as year-long integrated modules; Module One: Knowledge for Professional Nursing Practice, Module Two: Developing Professional Nursing Practice and Module Three: Transition to Professional Nursing Practice. The next ring of programme content illustrates the mechanisms for delivery comprising of Construction, Collaboration and Consolidation.

The educational strategies adopted are informed by insights from social constructivist theory. The programme philosophy acknowledges that students are adults and bring to this educational experience a diversity of previous learning, experience and skills and that learning will be experienced and processed differently by individual students. The approach is learner-centred, acknowledging that learning is a social and active process (Giddens & Brady 2007; Loyens et al. 2009; Kala et al. 2010). The intention is to facilitate the learner in constructing rather than merely acquiring knowledge, developing new ideas using prior knowledge; sharing ideas and promoting learner self-management, through learning experiences which engage the whole person.

Students will construct knowledge by engaging in verbal and written reflection, through self-assessment in theory and practice, and by participating in practice-focussed problem-solving activities and simulated scenarios (Brandon and All 2010). The construction of knowledge and skills will be further enhanced through interprofessional collaboration with people and students and practitioners from a range of professions. Such activities provide relevant, contextual learning opportunities and contribute to the promotion of collaborative practice at the same time as viewing students as active, self-directed participants rather than passive recipients of knowledge (Zachary & Daloz 2000).

The Construction element of the learning entails a joint effort by learners and teachers to build upon an existing scaffold the foundations of knowledge, skills, attitudes and behaviours required of a qualified nurse. The element of learning referred to as Collaboration prepares students to make use of a wide range of resources to make sense of the experiences and situations they are learning to manage, seeking to access and take account of the varied perspectives and contributions of people and other professionals when judging situations and acting on them. An important outcome of partnership working, highlighted within the service user strategy, is the value of nurses’ collaboration with people in meeting their care needs, rather than delivering care to people. The final element of the teaching strategy, Consolidation, entails an approach to students’ use of the skills of reflection and learning from experience. The re-evaluation and enrichment of experience through the process of reflection is a fundamental activity in professional practice and the part played by it within the learning process is well documented (Schön 1983; Kolb 1984; Boud et al. 1985a; Weir & McGill 1989). In most accounts, reflection is described as a student responding to and analysing their own experience.

In practice, student progress and performance will be assessed using Steinaker and Bell’s (1979) taxonomy, which aligns with and promotes the concepts of students constructing, and through collaboration, consolidating their practice, from initial exposure through to internalisation and dissemination.
4. Aims of the Programme

The broad aims of the programme are to enable you to:

- Facilitate students’ achievement of the Nursing and Midwifery Council (NMC, 2010) standards of proficiency for entry to the Professional Register as a Nurse
- Develop nurses who apply a person-centred approach to care based on partnership, which respects the individuality of people and families
- Facilitate the development of a set of values that underpin nursing practice that is safe, caring and compassionate
- Enable students to acquire the knowledge, skills, attitudes and behaviours necessary to become thoughtful and effective professionals who provide high-quality care based on best evidence, responsive to the changing context of nursing practice, and delivered to standards agreed at national and local levels
- Provide challenging and broad-based education that develops students’ personal, professional and academic competence and abilities
- Promote research awareness and its application to nursing practice
- Develop students’ clinical reasoning and decision-making skills to enable them to undertake best nursing practice
- Produce independent and motivated students with transferable skills who are prepared for graduate employment
- Develop nurses who have leadership qualities
- Develop nurses who promote ethical and non-discriminatory practices
Enable students to work in collaboration with people, professionals and other agencies

Develop the concept of life-long learning in students

5. What you will learn

Studying Nursing at Keele

Keele’s main campus has the best of both worlds, from the beautiful estate with woods, lakes and parkland to a centre of shops, the Students’ Union, cafés and restaurants. The campus is home to around 70% of our full-time students, as well as a large number of a staff and their families. There is a supermarket, bookshop, bank and newsagent on campus, as well as a health centre with doctors and a National Health Service dentist. We have extensive sports fields, tennis courts and indoor sports facilities including a state-of-the-art Fitness Centre, climbing wall and courts for basketball, five-a-side football, badminton, squash, netball, korfball, karate and aerobics. We also have an art gallery and ceramic collection, and the University’s arboretum boasts one of the largest collections of flowering cherry trees in the country. Keele also has a custom-built campus at the nearby Royal Stoke University Hospital, including a library, seminar rooms, laboratories and research facilities. Keele is the UK’s largest campus-based University and was founded on the principle that a different kind of University education was needed, one which produced distinctive graduates, who were able to balance essential specialist and expert knowledge with a broad outlook and independent approach. The School of Nursing & Midwifery, based at the Royal Stoke University Hospital site, remains committed to this approach.

Engagement with the programme will enable the student to develop intellectual, personal and professional capabilities and these form the ten key Graduate Attributes. These include independent thinking, synthesizing information, creative problem solving, communicating clearly and appreciating the social, environmental and global implications of their studies and activities. The educational programme and learning environment are designed to help the student to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world.

Keele’s professional student services empower the student to have the skills and confidence to make the most of their potential at Keele and beyond.

Keele University Learning and Teaching Strategy

The Keele Learning and Teaching Strategy (2015-2020) not only promotes the development of the graduate attributes, but acknowledges the diversity of courses at Keele, including professional courses, such as nursing, which requires the alignment of theoretical learning, practice learning, evidence-based practice and research.

Nursing at Keele offers pathways in all four fields of nursing; Adult, Mental Health, Learning Disabilities and Children’s Nursing, delivering high-quality educational programmes which are evidenced by the regional outcomes of the West Midlands Strategic Health Authority (WMSHA, 2010) quality-monitoring process where Keele gained the highest quality indicator result. Furthermore National Student Survey results consistently rate student satisfaction highly. The school has excellent relationships with a range of NHS and non-NHS organisations that provide clinical placements that support students in achieving an excellent standard of practice. Nursing students at Keele are fundamental to the wider Faculty of Health including Schools of Medicine, Pharmacy and Health and Rehabilitation (Physiotherapy) which enables facilitation of meaningful inter-professional working and learning. Thus, nursing students will work alongside students from medicine, physiotherapy, midwifery, operating department practice, pharmacy and social work in a planned programme in each module. In addition to this a number of innovative learning experiences are organised between specific professional groups but in particular with medical students within the clinical skills’ laboratory setting. Students will be able to develop advanced clinical skills relevant to their field of practice using simulation within the clinical skills laboratories, which puts them at an advantage when seeking employment at the end of the programme. The School is committed to developing a vibrant and supportive environment for students which facilitates development of confidence and competence in academic studies and clinical practice performance. In addition to studying at Keele University there are opportunities for students to undertake an international experience.
Preparation for nursing practice encompasses learning in the spheres of knowledge, skills, attitudes and behaviours. Content is driven by the NMC Standards for Pre-registration Nursing Education and QAA Academic and Practitioner Standards for nursing (NMC 2010; QAA 2010). It builds in terms of academic level, professional responsibility and technical complexity throughout the programme with key themes threaded throughout. Content will be delivered by means of an integrated framework which will include generic and field-specific learning throughout the programme underpinned by the skills of critical thinking and analysis required in degree-level study.

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

**Subject knowledge and understanding**

Successful students will be able to:

- Deliver a high standard of nursing care, based on evidence and a sound understanding of the physiological, social and psychological dimensions of health and illness
- Make effective use of communication skills throughout the health care journey
- Assess and meet the full range of essential physical and mental health needs of people of all ages who come into their care
- Work in partnership with people requiring nursing care and other care providers to provide seamless care and appropriate interventions to people and their families
- Where necessary, provide safe and effective immediate or emergency care to all people prior to accessing or referring to specialist services irrespective of their field of practice
- Practise in a way which respects promotes and supports individuals’ rights, interests, preferences, beliefs and cultures and maintain confidentiality of information
- Practise in accordance with The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives (The Code) (NMC 2015), consistent with the legislation relating to nursing practice and other relevant legislation
- Understand their responsibilities regarding safeguarding and know how to raise concerns when they believe people’s safety is at risk
- Develop professional identity in order to make a positive contribution to inter-professional working
- Undertake activity, such as audit and research, to monitor, evaluate and optimise the care received by people and their families
- Support the creation and maintenance of environments that promote health, safety and wellbeing of people and contribute to enhancing the health and social wellbeing of individuals and their communities
- Recognise the national and global and environmental context of nursing practice within 21st century health and social care
- Demonstrate the development of skills in intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving
- Utilise reflective strategies to maintain a professional portfolio which demonstrates effective self-appraisal and personal development planning

**Subject specific skills**

Successful students will be able to:

- Achieve registration as a Registered Nurse with the United Kingdom’s Nursing and Midwifery Council (NMC)

**Key or transferable skills (including employability skills)**
Successful students will be able to:

- Demonstrate effective use of Information technology
- Engage with numerical data and calculation and understand their significance
- Communicate effectively by written, spoken and other means using appropriate techniques including participation in group discussions, communicating ideas and presenting information to a variety of audiences
- Work independently or as part of a team respecting other people’s contributions
- Use problem-solving skills including generation of a variety of strategies to address a problem and design, implement and evaluate a solution that addresses the problem
- Acquire, analyse, synthesise, summarise and present information and ideas from a wide range of sources
- Promote evaluation and research skills, and their applications for nursing, personal and professional development
- Critically appraise evidence and identify appropriate methods to answer a research question
- Sustain motivation for an extended period of time
- Demonstrate independent study skills and take responsibility for their own learning by reflecting on their strengths and weaknesses, and identifying appropriate courses of action

6. How is the Programme taught?

The Keele University Learning and Teaching Strategy (2015-2020) supports and promotes all aspects of student learning in relation to five key themes:

- Providing Transformative learning Opportunities
- Promoting Inspirational Learning and Teaching
- Providing a supportive and inclusive learning community
- Developing students capabilities
- Providing opportunities for students to learn beyond the curriculum

The School of Nursing and Midwifery embraces this strategy and further addresses specific learning needs of students undertaking a programme of study leading to professional registration.

In order to prepare a practitioner who is able to contribute positively to delivering the health needs of communities, the educational and learning process will concern itself with the integration and application of theory to practice. Consequently, the student will develop the ability to reflect critically on practice and respond pro-actively to change, whilst maintaining quality within care.

Using the curriculum model, through construction, collaboration and consolidation, students will focus on learning outcomes in 3 year-long modules, as represented on the curriculum model (See Figure 1),

- Module 1 Knowledge for Professional Nursing Practice
- Module 2 Developing Professional Nursing Practice
- Module 3 Transition to Professional Nursing Practice

structured by the four nursing domains (NMC, 2010), also represented within the model:

- Professional Values
- Communication and Interpersonal Skills
- Nursing Practice and Decision-making
- Leadership, Management and Team Working.

These structures will enable dynamic content delivery to produce the person-centred graduate nurse at the heart of the curriculum model. Service user involvement in curriculum development has been a key feature, ensuring the concept of person-centredness is explicit within the curriculum model, and this is also reflected in a person-centred approach to learning and teaching, including the ‘hub and spoke’ approach in practice where
students will gain an insight into people’s journeys through the health and social care system across a range of settings.

Thus, the course content is contemporary and aligns to professional, statutory and regulatory body requirements. Each module will encourage students to demonstrate deep learning that includes subject-specific knowledge and transferable skills. The delivery and assessment of the programme is structured to integrate theoretical and practice learning whilst ensuring that summative assessment occurs throughout the academic year to provide students with the best opportunities for successful progression.

Each 120-credit module will be structured so that students learn in both generic and field specific groups, whilst encouraging inter-professional learning with colleagues from other health and social care disciplines. Formal lectures will be used to impart information, stimulate interest and provide a medium for the considered application of theory to practice. Discussions, seminars and small group presentations will be used to explore the dynamics of clinical practice, and small field seminar groups will be facilitated to promote independent study in achieving the learning outcomes. Tutorials will be arranged with an emphasis on individual student support and development. Opportunity will be given to create a climate for learning through structured reflection on practice and the inter-relationship with knowledge, research and evidenced-based practice.

A variety of learning and teaching methods will be used throughout this programme in recognition of the range of subject matter and skills needed by students to develop competency for entry to the professional register. Teaching will be undertaken in both the University and clinical placement environments and will integrate theoretical and practice-based learning.

Students and supervisors/assessors in clinical practice will be encouraged to structure learning and assessment around an adapted Steinaker and Bell framework (Steinaker & Bell 1979). This user-friendly framework will allow the students to self-assess and the supervisors/assessors to formatively and summatively assess knowledge and skills in a valid and reliable manner. The ‘hub and spoke’ approach to practice will allow the students to be involved in a wide range of health care experiences, with an orientation to the service user’s experience, and will provide supervisors/assessors with opportunities to enhance students’ on-going professional development.

It is expected that the students should be achieving ‘Internalisation’ (level 4) on the Steinaker and Bell framework by the end of their programme but minimum acceptable levels of advancement are provided as guidance to assist supervisors/assessors in their decisions about a student’s progress throughout the programme at each progression point.

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Practice learning**: students will engage in both clinical and simulated practice to develop their clinical and nursing skills across a range of practice environments which reflects the diversity of clinical practice experiences in the student’s field of nursing. Learning in clinical practice is an essential and significant component of the programme

- **Lead lectures**: the lecturer will impart information, stimulate interest and provide a medium for the considered application of theory to practice and provide students with a framework and context for further reading and independent study, to broaden and deepen their existing professional knowledge and understanding of the core principles of nursing.

- **Tutor-led tutorials**: the lecturer will focus on a topic of interest and relevance to the module with in-depth discussion in a small group to further develop students’ confidence, competence and communication skills. Tutorials will be arranged as both individual and small group sessions with an emphasis on individual student development and opportunity given to:
  - Explore specific learning intentions and/or any difficulties
  - Provide formative feedback and clarification of learning
  - Create a climate for learning through structured reflection on practice and the inter-relationship with knowledge, research and evidence – based practice.
- Provide effective support for students
- Field-specific learning

- **Student-led tutorials**: the student will lead the discussion on a topic within a small group or on a one to one basis.

- **Problem-solving scenarios**: case-based scenarios will be used to focus students’ attention and develop their problem solving skills to facilitate linking of theory and practice

- **Case study presentations**: the lecturer and/or students will present a specific case and use this as a vehicle for discussion and critical analysis

- **Small group work**: students learn whilst working on a focused activity

- **Service user involvement**: fields of nursing and topic areas will determine a variety of methods and levels of service user involvement enabling the student to develop their practice to fully engage with the service user with all aspects of their care, realising the impact interactions have upon individuals whilst receiving health care and focussing on person-centred care

- **Blended learning approaches**: the University’s virtual learning environment will be used to facilitate online discussions, ‘blogs’, conditional release tasks and access to a wide range of learning resources and research tools

- **Seminars and small group presentations**: Small group work will be facilitated to promote independent study in achieving the learning outcomes

- **Inter-professional learning**: students have opportunities to focus on health-related scenarios and practice learning working within inter-professional groups of students to facilitate their understanding of each other’s roles and how they might communicate and work together as practitioners in partnership in the future to support and improve people’s experiences of health and social care

- **Independent study**: students will be self-directed in relation to the various study demands of each module and its assessment. This is particularly relevant to portfolio development and the dissertation in the final module

- **Simulation**: will expose students to a range of skills within a simulated environment

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

Lead lectures and independent study enable students to broaden and deepen their existing professional knowledge and understanding of the core principles of their specific field of nursing.

Lecturer and student-led tutorials and small group work enable students to explore a topic to considerable depth and to rationalise their opinions and actions within the safe, but challenging company of their peers. This further develops students’ confidence, competence and communication skills.

Case studies and case-based problem-solving scenarios facilitate linking of theory and practice; they encourage critical analysis and evidence-based discussion as students are drawn into the rhetoric/reality debate that such scenarios often generate.

Web-based learning facilitates breadth and depth of learning as participants engage in critical and challenging discussion with a large, multi-professional audience. Furthermore, communication skills are enhanced as students learn the nuances of web-based communication with practitioners from a variety of disciplines.

Simulated activities allow students to practise skills, self-assess their knowledge, understanding and clinical skills alongside their ability to reflect in action, problem solve, and make decisions which in turn should build their competence and confidence.
Service user involvement will facilitate the students’ awareness of how they interact and involve the person with care delivery and the significance of meaningful involvement throughout a persons’ interaction with healthcare across a variety of services and organisations.

Clinical learning offers the opportunity for students to bring all their learning together and actually undertake nursing practice under supervision.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

7. Teaching Staff

Currently our core teaching staff comprises of academic teaching staff including some part-time staff. All teaching staff hold active NMC registration as either a nurse or midwife; those from other Schools who contribute to the programme are registered with the appropriate professional body. The majority of staff have recordable teaching qualifications or are working towards achievement of this. Moreover, they have extensive experience of teaching at undergraduate and postgraduate level and many are external examiners at other universities. Some staff have dual qualifications; one member of staff also has registration as a social worker. Staff are actively encouraged to hold honorary contracts with health care provider organisations and to utilise this to ensure they remain updated with contemporary issues within their own field. A number of staff have additional roles or memberships with external organisations for example, NMC Reviewers, Member of RCN Education Forum Steering Committee, Member of NHS Ethics Committee, Supervisor of Midwives and Local Provider Committees.

The School has a significant number of staff that hold PhDs and Professional Doctorates with a number of staff studying at doctorate level. The School has a robust professional development strategy which includes an annual research and scholarship programme, alongside annual appraisal and personal development planning. A number of staff have Fellowship of the Higher Education Academy (HEA) and many staff are working towards this. Staff are actively involved in research across the School and belong to one of the School’s four research groups.

Honorary lecturers, visiting lecturers and leading clinicians are integral to the delivery of modules within the programme and are utilised where appropriate, in addition the School has a number of clinical staff on secondment to the School.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme’s content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

The Programme is three calendar years in duration consisting of one 45-week module per year and offering one of four different pathways in either:
- Adult Nursing
- Mental Health Nursing
- Learning Disabilities Nursing
- Children’s Nursing (the pathway covered in this document)

Children’s Nursing

The Children’s nursing programme has at its centre the child and young person reflecting Casey’s (1988) assertion that “the child is a unique entity: a developing human being” and as individuals, are functioning, growing and developing physically, emotionally, socially, intellectually and spiritually. Children and young people as members within families, communities, and society, have a range of care needs that evolve as they grow and
develop through their life transition. The aim of the programme is to develop children’s nurses who are inquisitive, questioning, clinically astute and cognitively adaptable, and able to respond to current and future needs of health care delivery.

Children and young people have a right to be involved in decisions that affect them (UN 1989, ECM 2003, DOH 2010). During the children’s’ nursing field programme, students will develop practise that enables children and young people to be meaningful participants in their own care.

Fundamental to the programme is the enablement of partnership between the child, family and the children’s nurse which is driven by effective communication, negotiation and respect. Nothing matters more to families than the health and well-being of their children, and that children should, where possible, be cared for by people they know and within their home environment.

The Children’s nursing programme reflects the changing delivery of health care, whereby services are designed around the needs of children, young people, and their families, with the service focussing on the whole child not just their illness. Children and young people receive nursing care in a range of settings including home, school and hospital. The programme will provide a wide range of practice placements throughout and create explicit connections through the use of a hub and spoke placement model.

The programme will reflect the multidisciplinary nature of children’s services and provide opportunities for student nurses to collaborate with the services around the child, young person and their family, such as education and social services.

Every child has the right be stay safe (DfES 2003) and the programme will emphasise throughout that a central role of children’s nurses is in the prevention and protection of children and young people from harm (NMC 2010, DOH 2010).

Children’s nurses need to identify the challenges of meeting a wide range of child care needs in diverse environments. Students will develop knowledge and skills to meet care needs ranging from the promotion of physical, mental, emotional and sexual health; the management of critical and acute illness; the management of long term conditions such as asthma and diabetes; to the provision of complex and technically demanding care involving rapid-response and high level decision-making.

To deliver care that makes a positive difference to children, young people and their families the programme will prepare children’s nurses to be confident, reflective practitioners who are effective communicators; able to practice with cultural competence in accessing appropriate services and care for children and their families; who have cultural sensitivity and respect for the context in which children and their families live and in which professionals work; and who are able to facilitate the delivery of optimum care to children young people and their families.

The curriculum plan has blocks of theory and practice to enable students to fully engage with both their practice experiences, with a half-day reflective practice per practice week to facilitate reflective learning, portfolio development, and theoretical learning.

Following a University ‘Welcome Week’, which orientates students to Keele University’s opportunities for extra-curricular activities, and also supports the students through an induction to the School and programme requirements, students undertake a ‘Learning to Learn’ programme of activities which further supports the student’s induction to academic study, reflection and practice aspects of the programme. The reading weeks and consolidation periods enable students to further develop their studies, and will also support students needing to retrieve assessments or practice hours at the end of the module.

All four pathways contain generic and field-specific elements with assessment of both theory and clinical practice. All module learning outcomes must be successfully met in order to be eligible for academic award and professional registration with the NMC.
The Programme meets the professional requirement (NMC 2010) for a minimum of 4,600 hours over a 3-year period and for an equal emphasis to be placed on practice-based teaching and learning during clinical placements and on theoretical teaching and learning activities.

Successful completion of the Programme will lead to the award of BSc (Hons) Nursing (in the specific pathway as above) and the professional qualification of Registered Nurse. The Programme structure, divided into 3 modules, as represented within the curriculum model, is outlined below. The programme hours are based on a 40-hour study week, and a 37.5-hour practice week:

Figure 2: Structure of the BSc (Hons) Nursing Programme

<table>
<thead>
<tr>
<th>Module 1 – Knowledge for Professional Nursing Practice: Weeks 1–45</th>
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<tr>
<td>Module: Knowledge for Professional Nursing Practice 120 Credits @ Level 4 (Certificate)</td>
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<td>Theory: 920 hours</td>
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<tr>
<td>Practice: 675 hours</td>
</tr>
<tr>
<td>Welcome Week: 40 hours + Consolidation (Practice/Theory): 112.5 hours</td>
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<table>
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<tr>
<th>Module 2 – Developing Professional Nursing Practice: Weeks 1–45</th>
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<tbody>
<tr>
<td>Module: Developing Professional Nursing Practice 120 Credits @ Level 5 (Intermediate)</td>
</tr>
<tr>
<td>Theory: 800 hours</td>
</tr>
<tr>
<td>Practice: 825 hours</td>
</tr>
<tr>
<td>Consolidation (Practice/Theory): 112.5 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3 – Transition to Professional Nursing Practice: Weeks 1–45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module: Transition to Professional Nursing Practice 120 Credits @ Level 6 (Honours)</td>
</tr>
<tr>
<td>Theory: 680 hours</td>
</tr>
<tr>
<td>Practice: 900 hours</td>
</tr>
<tr>
<td>Consolidation (Practice/Theory): 150 hours</td>
</tr>
</tbody>
</table>

This structure gives a total of 2,400 practice hours and 2,400 theory hours excluding consolidation periods.

Module 1 920 + 675 + 152.5 = 1,747.5 hours 120 Level 4 credits
Module 2 800 + 825 + 112.5 = 1,737.5 hours 120 Level 5 credits
Module 3 680 + 900 + 150 = 1,730 hours 120 Level 6 credits

Total = 5,215 hours excluding annual leave (NMC requirement = 4,600 hours excluding annual leave)

The integrated module learning outcomes have been developed to represent the generic approach that the NMC has taken in developing pre-registration nursing competencies (NMC, 2010), focusing on person-centred care. The NMC domains, as represented within the curriculum model, have been used to structure the programme, while themes will be explored across the domains. The module outcomes are largely generic, and apply to all nurses across fields, as well being applied to their own field of nursing. Some field-specific outcomes require the nurse to consider particular aspects and challenges within their own field of nursing.
Content has been identified as both generic and field-specific to help support application of the integrated outcomes, and to create a balance of learning across and within fields.

The balance between generic and field-specific theoretical learning is as follows:

- Module 1: 75% generic, 25% field-specific
- Module 2: 50% generic, 50% field-specific
- Module 3: 25% generic, 75% field-specific

While the programme takes a generic approach to learning the principles of nursing, differentiation between fields of nursing is acknowledged through a person-centred approach.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

A summary of the credit requirements per year is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Compulsory</th>
<th>Optional</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min</td>
<td>Max</td>
<td>Min</td>
</tr>
<tr>
<td>1</td>
<td>120</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>120</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>120</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Module lists**

**Year 1 (Level 4)**

<table>
<thead>
<tr>
<th>Compulsory modules</th>
<th>Module Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge for Professional Nursing Practice</td>
<td>NUR-10036</td>
<td>120</td>
</tr>
</tbody>
</table>

**Year 2 (Level 5)**

<table>
<thead>
<tr>
<th>Compulsory modules</th>
<th>Module Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Professional Nursing Practice</td>
<td>NUR-20130</td>
<td>120</td>
</tr>
</tbody>
</table>

**Year 3 (Level 6)**

<table>
<thead>
<tr>
<th>Compulsory modules</th>
<th>Module Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition to Professional Nursing Practice</td>
<td>NUR-30178</td>
<td>120</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take.
<table>
<thead>
<tr>
<th>Programme Learning Outcomes (PLOs) assessed at Levels 4, 5, 6</th>
<th>Module in which this is delivered</th>
<th>Principal forms of assessment (of the Level Outcome) used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Deliver a high standard of nursing care, based on evidence and a sound understanding of the physiological, social and psychological dimensions of health and illness</td>
<td>All Modules</td>
<td>Essay, Communication Skills, Case Study, Reflective Analysis, Practice Assessment Document (PAD), MCQ, Practical Exam, Portfolio, Communication Skills, Presentation, Critique Exam, Reflective Analysis, PAD, Portfolio</td>
</tr>
<tr>
<td>2 Make effective use of communication skills throughout the health care journey</td>
<td>All Modules</td>
<td>Essay, Communication Skills, Case Study, Reflective Analysis, PAD, Practical Exam, Portfolio, Presentation, Dissertation, Reflective Analysis, PAD, Portfolio</td>
</tr>
<tr>
<td>3 Assess and meet the full range of essential physical and mental health needs of people of all ages who come into their care</td>
<td>All Modules</td>
<td>Essay, Communication Skills, Case Study, Reflective Analysis, PAD, MCQ, Numeracy 1, Numeracy 2, Practical Exam, Portfolio, Numeracy, Presentation, Critique Exam, Reflective Analysis, PAD, Portfolio</td>
</tr>
<tr>
<td>4 Work in partnership with people requiring nursing care and other care providers to provide seamless care and appropriate interventions to people and their families</td>
<td>All Modules</td>
<td>Essay, Communication Skills, Case Study, Reflective Analysis, PAD, MCQ, Numeracy 1, Numeracy 2, Practical Exam, Portfolio, Communication Skills, Numeracy Presentation, Critique Exam, Reflective Analysis, PAD, Portfolio</td>
</tr>
</tbody>
</table>

1. Deliver a high standard of nursing care, based on evidence and a sound understanding of the physiological, social and psychological dimensions of health and illness.

2. Make effective use of communication skills throughout the health care journey.

3. Assess and meet the full range of essential physical and mental health needs of people of all ages who come into their care.

4. Work in partnership with people requiring nursing care and other care providers to provide seamless care and appropriate interventions to people and their families.
<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment Type</th>
<th>Example of Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Modules</td>
<td>Essay Case Study</td>
<td>Reflective Analysis PAD MCQ Numeracy 1 Numeracy 2 Practical Exam Portfolio</td>
</tr>
<tr>
<td>All Modules</td>
<td>Essay Case Study Communication Skills Case Study Reflective Analysis PAD</td>
<td>Practical Exam Portfolio</td>
</tr>
<tr>
<td>All Modules</td>
<td>Essay Communication Skills Case Study Reflective Analysis PAD Numeracy 1 Numeracy 2 Practical Exam Portfolio</td>
<td>Numeracy Presentation Critique Exam Reflective Analysis PAD Portfolio</td>
</tr>
<tr>
<td>All Modules</td>
<td>Essay Communication Skills Case Study Reflective Analysis PAD</td>
<td>Practical Exam Portfolio</td>
</tr>
<tr>
<td>All Modules</td>
<td>Essay Communication Skills Case Study Reflective Analysis PAD Numeracy 1 Numeracy 2 Practical Exam Portfolio</td>
<td>Numeracy Presentation Critique Exam Reflective Analysis PAD Portfolio</td>
</tr>
<tr>
<td>All Modules</td>
<td>Essay Communication Skills Case Study Reflective Analysis PAD Numeracy 1 Numeracy 2 Practical Exam Portfolio</td>
<td>Numeracy Presentation Critique Exam Reflective Analysis PAD Portfolio</td>
</tr>
<tr>
<td>All Modules</td>
<td>Essay Communication Skills Case Study Reflective Analysis PAD Numeracy 1 Numeracy 2 Practical Exam Portfolio</td>
<td>Numeracy Presentation Critique Exam Reflective Analysis PAD Portfolio</td>
</tr>
<tr>
<td>All Modules</td>
<td>Essay Communication Skills Case Study Reflective Analysis PAD Numeracy 1 Numeracy 2 Practical Exam Portfolio</td>
<td>Numeracy Presentation Critique Exam Reflective Analysis PAD Portfolio</td>
</tr>
<tr>
<td>10 Undertake activity, such as audit and research, to monitor, evaluate and optimise the care received by people and their families</td>
<td>All Modules</td>
<td>Essay</td>
</tr>
<tr>
<td>11 Support the creation and maintenance of environments that promote health, safety and wellbeing of people and contribute to enhancing the health and social wellbeing of individuals and their communities</td>
<td>All Modules</td>
<td>Case Study</td>
</tr>
<tr>
<td>12 Recognise the national and global and environmental context of nursing practice within 21st century health and social care</td>
<td>All Modules</td>
<td>Case Study</td>
</tr>
<tr>
<td>13 Demonstrate the development of skills in intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving</td>
<td>All Modules</td>
<td>Case Study</td>
</tr>
<tr>
<td>14 Utilise reflective strategies to maintain a professional portfolio which demonstrates effective self-appraisal and personal development planning</td>
<td>All Modules</td>
<td>Case Study</td>
</tr>
</tbody>
</table>

### Employability Skills (ES)

<table>
<thead>
<tr>
<th>Module in which this is delivered</th>
<th>Module 1 (Yr 1)</th>
<th>Module 2 (Yr 2)</th>
<th>Module 3 (Yr 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Modules</td>
<td>Numeracy 1 Essay</td>
<td>Communication Skills</td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>Case Study</td>
<td>Reflective Analysis</td>
<td>Critique Exam</td>
</tr>
<tr>
<td></td>
<td>PAD</td>
<td>Portfolio</td>
<td>Reflective Analysis</td>
</tr>
<tr>
<td>1 Demonstrate effective use of Information technology</td>
<td></td>
<td>Communication Skills</td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>All Modules</td>
<td>Numeracy Presentation</td>
<td>Dissertation</td>
</tr>
<tr>
<td></td>
<td>Essay</td>
<td>Critique Exam</td>
<td>Reflective Analysis</td>
</tr>
<tr>
<td></td>
<td>Communication Skills</td>
<td>Exam</td>
<td>PAD</td>
</tr>
<tr>
<td></td>
<td>Case Study</td>
<td>Reflective Analysis</td>
<td>PAD</td>
</tr>
<tr>
<td></td>
<td>Reflective Analysis</td>
<td>PAD</td>
<td>Portfolio</td>
</tr>
<tr>
<td></td>
<td><strong>2 Engage with numerical data and calculation and understand their significance</strong></td>
<td><strong>3 Communicate effectively by written, spoken and other means using appropriate techniques including participation in group discussions, communicating ideas and presenting information to a variety of audiences</strong></td>
<td><strong>4 Work independently or as part of a team respecting other peoples’ contributions</strong></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td><strong>All Modules</strong></td>
<td><strong>All Modules</strong></td>
<td><strong>All Modules</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MCQ Numeracy 2 Practical Exam Portfolio</strong></td>
<td><strong>Presentation Reflective Analysis PAD Portfolio</strong></td>
<td><strong>Communication Skills Presentation Numeracy Critique Exam Reflective Analysis PAD Portfolio</strong></td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
<td><strong>Presentation Dissertation Reflective Analysis PAD Portfolio</strong></td>
<td><strong>Presentation Dissertation Reflective Analysis PAD Portfolio</strong></td>
</tr>
<tr>
<td>Competency</td>
<td>Module</td>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>nursing, personal and professional development</td>
<td>Case Study, Reflective Analysis, PAD, Practical Exam, Portfolio</td>
<td>Exam, Reflective Analysis, PAD, Portfolio, Reflective Analysis, PAD, Portfolio</td>
<td></td>
</tr>
<tr>
<td>8 Critically appraise evidence and identify appropriate methods to answer a research question</td>
<td>All Modules</td>
<td>Essay, Case Study, Reflective Analysis, PAD, Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation, Reflective Analysis, PAD, Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation, Dissertation, Reflective Analysis, PAD, Portfolio</td>
<td></td>
</tr>
<tr>
<td>9 Sustain motivation for an extended period of time</td>
<td>All Modules</td>
<td>Numeracy 1, Essay, Communication Skills, Case Study, Reflective Analysis, PAD, Numeracy 2, Practical Exam, Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication Skills, Numeracy, Presentation, Critique Exam, Reflective Analysis, PAD, Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation, Dissertation, Reflective Analysis, PAD, Portfolio</td>
<td></td>
</tr>
<tr>
<td>10 Demonstrate independent study skills and take responsibility for their own learning by reflecting on their strengths and weaknesses, and identifying appropriate courses of action</td>
<td>All Modules</td>
<td>Essay, Communication Skills, Case Study, Reflective Analysis, PAD, Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication Skills, Presentation, Critique Exam, Reflective Analysis, PAD, Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation, Dissertation, Reflective Analysis, PAD, Portfolio</td>
<td></td>
</tr>
</tbody>
</table>
9. Final and intermediate awards

Credits required for each level of academic award are as follows:

<table>
<thead>
<tr>
<th>Award</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Degree</td>
<td>360</td>
<td>You will require at least 120 credits at levels 4, 5 and 6. On successful completion of all assignments and all modules students will exit with BSc (Hons) Nursing in their relevant field and be able to apply to the NMC for registration as a registered nurse.</td>
</tr>
<tr>
<td>Diploma in Higher Education</td>
<td>240</td>
<td>You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher. <em>NB:</em> This award will not contain ‘nursing’ within its title due to the integrative nature of the module learning outcomes and professional requirements.</td>
</tr>
<tr>
<td>Certificate in Higher Education</td>
<td>120</td>
<td>You will require at least 120 credits at level 4 or higher. <em>NB:</em> This award will not contain ‘nursing’ within its title due to the integrative nature of the module learning outcomes and professional requirements.</td>
</tr>
</tbody>
</table>

10. How is the Programme assessed?

The wide variety of assessment methods used within Nursing at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The assessment strategy reflects the aims and philosophy of the programme whereby student nurses engage in educational activities that integrate the theory and practice of contemporary nursing and enable them to acquire the knowledge, skills, attitudes and behaviours for professional competence. A range of assessments reflects the requirements of professional, regulatory and statutory bodies (NMC 2010; QAA 2006; QAA 2008) and University Regulations, and is informed by service-users, clinical colleagues, students and the course development team. In accordance with Course Regulations, all modules have assessment of theory and practice, and students must be successful in both components in order to pass the module.

In recognition of the varied learning styles of adult learners and the complex range of skills required of a registered nurse, a multi-method approach to assessment is used throughout the programme to test the application of nursing knowledge to practice as well as facilitating students’ development and progression. The following list is representative of the variety of assessment methods used within subject:

- Continuous assessment of practice
- Written assignments
- Practical examinations
- Reflective portfolio
- Individual presentations
- Unseen examinations
- Dissertation

The wide variety of assessment methods used within Nursing at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff take care to apply the principles of assessment laid out in the university’s assessment strategy and pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify
things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Nursing:

- **Unseen closed and open book examinations** in different formats test students’ knowledge and understanding of the subject. Examinations may consist of essay, short answer and/or multiple choice questions, and paper comprehension.

- **Essays** allow you to demonstrate your ability to articulate ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. Essays also develop and demonstrate research and presentation skills (including appropriate scholarly referencing).

- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess students’ subject knowledge and their ability to apply it in a more structured and focused way.

- **Dissertations** enable students to explore in depth an area of particular interest through a substantial piece of focused research and writing, and test their ability to formulate and answer research questions.

- **Oral and poster presentations and reports** assess individual students’ subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.

- **Portfolios** may consist of a range of different pieces of work but routinely include a requirement that students provide some evidence of critical reflection on the development of their own learning.

- **Peer assessment**: In some cases students will be involved in marking other students’ work, usually with a prescriptive marking guide. This helps students to appreciate where marks are gained and lost and gives them the opportunity to see the common mistakes made by other students.

- **Reviews** of other scholars’ work test students’ ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them. In the case of work based on empirical research, reviews also assess students’ knowledge of research methodologies and their ability to make critical judgements about the appropriateness of different strategies for collecting and analysing data.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments normally within five working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

Assessments are specified at the level ascribed to individual modules and reflect the increasing specificity and complexity of the learning outcomes that students will be required to achieve for the progression points. The dissertation is designed to provide students with an opportunity not only to explore literature relating to an issue in placement from a theoretical perspective but to relate that evidence to practice through work with local healthcare partner organisations. The schedule of assessments has been structured to give the students maximum opportunity to link their theoretical learning to their practice development. By staggering the submissions of theoretical assessments, the aim is to enable students to organise the workload and learning effectively. Formative assessment is a requirement of the programme and feedback provided will be invaluable for students’ learning and progression.

Clear guidance on all assessments will be given to students within module handbooks and support will be available for students. Detailed, constructive and timely feedback will identify students’ areas of strength and areas for further improvement. Students will be encouraged to reflect on their theoretical and practical learning using reflection to assess their own development. This will enable them to become more independent learners as they progress through their programme and build a sound foundation for autonomous practice.
Assessments have also been designed to facilitate the development of transferable skills that can be utilised in placement for the benefit of service users, relatives, carers and the student themselves. Similarly, the assessments will offer students the opportunity to demonstrate knowledge, evidence-based practice and application of their developing research skills (i.e. literature searching and reviewing, application and critique of research methods and evaluation of evidence). To ensure that students are able to meet the minimum requirements of the University and in accordance with the School’s marking criteria; the minimum pass mark for all summative assessments is 40% (pass). Failure to achieve a pass mark at the first attempt will lead to an automatic reassessment for which the maximum mark awarded will be 40% (pass). Failure to achieve 40% (pass) at reassessment will result in the student being referred to the Scrutiny Panel (see Course Regulations Section 3). Students will also be required to undertake at least one unseen examination during the programme (NMC 2010, Keele Regulation C3 Section 8).

In order to successfully complete the award and apply for entry to the professional register the students must successfully achieve in each of the following areas:

- Summative module assessments
- Professional conduct
- Good health and good character.

Management of the assessment process will be in accordance with the University academic regulations.

**Assessment of Clinical Performance**

As 50% of the proposed programme is undertaken in the practice setting, student nurses will be placed with supervisors/assessors who will guide and support them in the development of their nursing skills, by integrating theory and practice. For each year-long module, students will be provided with Practice Assessment Documentation (PAD) containing guidance for the student and their mentor along with the details of the skills and learning outcomes to be achieved during the placement and milestone achievement. As students progress from practice to placement, they will work with a number of different supervisors/assessors and will be given the opportunity to learn by observation, direct supervision and participation in placement. Supervisors/Assessors will use the practice assessment documentation to continuously assess, provide feedback and record students’ achievements throughout their programme. Alongside this, students will also be required to successfully complete a milestone assessment in each module which is assessed by their mentor/supervisor/assessor. The milestone assessment is a day-long episode of person-centred care which incorporates student self-assessment, peer assessment and mentor assessment against set domain-focused criteria.

Practice performance will be assessed both formatively and summatively in each module. The assessment process aims to ensure validity and reliability in the assessment of practice and support and guidance will be available to supervisors from link lecturers and personal tutors. Students will be encouraged to reflect on and discuss their learning needs with their mentor during placements. To support this dialogue, students will formatively self-assess their progress at the mid and final points of each placement to enable a development plan to be produced. They will provide supervisors with evidence of their achievements in practice as part of the summative assessment of their placement, the development of their Professional Portfolio and achievement of progression point criteria. Supervisors/Assessors will use a variety of sources of evidence to assess the students’ achievements; such as feedback and testimonials from service users and their relatives, nursing colleagues in the hub and spoke placements, students’ own self-evaluation and reflection, and feedback from milestone assessments.

Supervisors/Assessors will assess students’ continuous progress and performance in meeting learning outcomes against an adapted Steinaker and Bell taxonomy (1979) ranging from ‘Exposure’ to ‘Dissemination’.

**Progression**

To indicate student progression an On-going Record of Achievement will be completed as part of the practice documentation. At the end of each module there will be a progression point that students move through to
enter their next level of academic study. The NMC first and second progression points have been incorporated to ensure that the students cannot progress to the next level unless the NMC requirements have been met.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 1 (Level 4)</th>
<th>Year 2 (Level 5)</th>
<th>Year 3 (Level 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching activities</td>
<td>27%</td>
<td>21%</td>
<td>19%</td>
</tr>
<tr>
<td>Guided independent Study</td>
<td>34%</td>
<td>32%</td>
<td>29%</td>
</tr>
<tr>
<td>Placements</td>
<td>39%</td>
<td>47%</td>
<td>52%</td>
</tr>
</tbody>
</table>

12. Accreditation

This programme is accredited by the Nursing and Midwifery Council (NMC). Please note the following:

**Module Selection:** Students should note that to be awarded Registration with the Nursing and Midwifery Council they must pass all of the assessments within all of their modules and achieve a minimum standard of a pass grade or 40%. All modules are compulsory and are to be undertaken in sequence. Entry to a subsequent module is dependent on successful completion of the previous module and achievement of the progression point.

**Regulations:** Your programme has professional accreditation and there are specific regulations, which you have to agree to abide by, which are detailed in the following section.

**Study abroad:** Students are unable to study abroad however there is a self-funded elective period within the programme. Students wishing to undertake this international elective must follow the School processes outlined by the International Director.

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: [http://www.keele.ac.uk/student-agreement/](http://www.keele.ac.uk/student-agreement/)

**Nursing Regulations**

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

- Met the attendance requirements of the curriculum. A student who has not achieved the minimum professional requirement during the Programme will be required to make up time in placement and demonstrate sufficient evidence of engagement with the theoretical content to meet the minimum professional requirements. Students who do not achieve the minimum professional requirements will make up the requisite time at the end of their final year. Bursary payments may not be paid to students making up time at the end of the programme;
• Have experienced a range of placements and met the relevant EU requirements for registration;
• Passed all theory and practice assessments for all modules;
• Have a declaration of good health and good character signed by the Head of School or designate.
• The Nursing and Midwifery Council (NMC) (2009, page 21) defines a progression point as ‘a point (or points) established for the purpose of making summative judgements about safe and effective practice in a programme’. All outcomes within a progression period (for example an academic year) have to be achieved and confirmed within 12 weeks of entering the next academic level’ (NMC 2009, page 20). In order to be recommended for award and professional registration, students must successfully complete every module.

14. Other learning opportunities

Study abroad (semester)

Study Abroad is not available to nursing students but there is opportunity for students to take a self-funded elective international placement See below under Internationalisation.

Other opportunities

Practice Learning
Practice Learning will be organised on a ‘Hub and Spoke’ model. Students will be allocated a base (hub) in their field of nursing and a range of settings relating to the hub and to people’s healthcare journeys (spokes). The development of a practice placement circuit that utilises a ‘Hub and Spoke’ method of allocating students in clinical areas is a way of expanding the capacity of the existing practice placement circuit, ensuring that the NMC (2010) and QAA (2002) aspects of placement learning are met, as well as enabling students to focus on people’s journeys through the complexities of the health and social care system. A diagram below (Figure 3) shows an example of a hub and spoke model from a mental health setting:

Figure 3. Hub & Spoke Example – Crisis Intervention & Home Treatment Team

Practice constitutes a minimum 50% of the curriculum hours (2,300 hours) (Standard 5 NMC 2010).

Field Placements

Children’s Nursing Placement Strategy
The practice learning experience for the children’s nursing field programme has been developed to reflect the reality of the journey that children and young people experience when receiving health services in the local health care trusts, using the hub and spoke model. Reflecting the curriculum model the overall placement learning strategy will facilitate construction, collaboration and consolidation of core and enhanced skills that the student will be able to transfer safely and appropriately across a range of environments e.g. home, school, children’s centres, hospital.

Placements will be allocated as follows:

**Module One:**
The there will be 2 hub placements of either a surgical or medical placement. The spoke placement must include community experience in one of the following school health or health visiting, children’s centre or nursery.

**Module Two:**
Available hub placements are: Neonatal Intensive Care, Paediatric Intensive Care, Paediatric Assessment Unit/A&E/ Emergency care, CCNT, DLT. All students must have a hub placement in either NICU or PICU. All students must have either a spoke or hub experience with either CCN service or another community service related to the hub.

**Module Three:**
Students will have one year-long hub, spokes from the hub will be student - identified and directed with support from the sign off mentor.

**Practice Quality Monitoring**
An audit process is in place to ensure the maintenance of educational standards in practice as part of our practice placement quality systems. Implementation of the NMC standards to support learning and assessment in practice (NMC 2008) is overseen in partnership by the Practice Placement Quality Lead Lecturer and Clinical Placement Facilitators’ meetings. This is a dynamic process, with an updated quality system being implemented in 2011 - 12 to ensure standards continue to be met.

Students will be supported in practice by a mentor in line with Standards to Support Learning and Assessment in Practice (NMC 2008).

There are sufficient supervisors to support the number of students on pre-registration nursing courses, and a rolling programme of mentor updates and education ensures that there will also be sufficient supervisors to meet future student nurse numbers Preparation of supervisors for the curriculum is ongoing General information about the structure and content of the programme has already been incorporated into mentor and supervisor updates (Standard 4 NMC 2010). Moderation of practice assessment documents is undertaken on a regular basis to ensure compliance with NMC standards (NMC 2008) and course regulations. External Examiners regularly visit placement areas as part of their external moderation responsibility.

Working in partnership with placement providers, mentor update registers are sent to enable providers to maintain their live registers of supervisors. At the present time the majority of Trusts maintain these on Excel spreadsheets. Managers use a system as part of their contractual obligation to ensure their supervisors update regularly to remain on the live register. The University’s strategic plan is to develop a placements section within their electronic student information management systems (SCIMS).

**Inter-professional Learning in the Pre-Registration Curriculum**
The NHS Plan (DH 2000), called for partnership and co-operation at all levels to ensure a seamless service to patient-centred care. Inter-professional education is seen as giving everyone working in the NHS the skills and knowledge to respond effectively to the individual needs of the patients. These propositions are spelt out in the NHS Workforce Strategy (DH, 2000), which calls for education and training which is genuinely multi-professional, to promote:

- Teamwork
• Partnership and collaboration between professions, agencies and with patients
• Skill mix and flexible working between professions
• Opportunities to switch training pathways and expedite career progression

It has been recognised however, that team working, integration and workforce flexibility could only be achieved if there was widespread recognition and respect for the specialist base of each profession. Therefore, interprofessional education has developed over the years in the UK to:

• Modify negative attitudes and perceptions
• Remedy failures in the trust and communication between professionals
• Reinforce collaborative competence
• Secure collaboration to implement policies, to impose services and to effect change
• Cope with problems that exceed the capacity of any one profession
• Enhance job satisfaction and ease stress
• Create a more flexible workforce
• Counter reductionism and fragmentation as professions proliferate in response to technical advance
• Integrate specialist and holistic care

At Keele University, the Faculty of Health is committed to interprofessional education in both principle and practice. We are in a fortunate position as a HEI to have educational provision for Nurses, Midwives, Operating Department Practitioners, Physiotherapists, Doctors, Pharmacists and Biomedical scientists, all of which participate in the IPE strategy for the Faculty. The School of Nursing and Midwifery is a major contributor in terms of numbers of students and lecturers involved in the initiative. IPE also permeates all three modules of the pre-registration nursing programme.

The aims of our IPE programme are;
• To develop of mutual understanding and respect between professional groups
• To promote of inter-professional learning and teaching in undergraduate and post graduate education across the Faculty
• To facilitate the incorporation of interdisciplinary learning and teaching in health disciplines across the University, for example, through collaboration with other Faculties plus the local NHS Trusts
• To identify opportunities for shared learning and teaching in line with Government and University policy
• To enhance the knowledge, skills and attitudes for professional roles

Inter-professional education is integrated into the pre-registration nursing curriculum in every module of their programme. IPE1 runs during Module One and assigns the students, who are allocated into multi profession groups, the task of tracing the patient’s care pathway in an inter-professional group setting. It includes a variety of teaching and learning methods including lectures, small group work (tutor or student led), individual study and the outcome is a group poster presentation.

During Module Two, IPE2 focuses on patient/client safety and aims to increase student’s understanding of the importance of good communication and teamwork, in the safe and effective delivery of health care. Each multi-disciplinary group of students consider a scenario in which there has been a care delivery problem, which has compromised patient safety, resulting in a “significant event”. Students learn how to carry out an investigation using “root cause analysis”. The outcome is a group report and portfolio development.

During the final module the IPE3 learning outcomes are achieved from working together in clinical practice. Evidence for the achievement of the learning outcomes is gathered and recorded in the CPD portfolio whilst on clinical placement. These objectives focus on observing inter professional working; both effective and in effective, participate in inter professional practice and team working and the involvement in inter professional discussion and decision making.
Also during their final module, the pre-registration students will participate in an interprofessional care planning day, which builds on IPE perspectives covered during the first two modules and also contributes and supplements the IPE 3 learning outcomes. Areas covered include discharge planning, communication and transition of care and multi-disciplinary ward meetings. They also learn about process mapping and how to implement this in clinical practice.

Interprofessional education in the School of Nursing and Midwifery, for the pre-registration nursing students is part of a dynamic and ever-developing area of education, which is essential to equip them for today’s working environment in the health service. IPE initiatives are continually evaluated and new initiatives being developed.

Please see website for more details [http://www.keele.ac.uk/health/inter-professionaleducation/](http://www.keele.ac.uk/health/inter-professionaleducation/)

**Internationalisation**

There are considerable opportunities and challenges posed by the increasing globalisation and information base of the world economy and political agendas. Keele has developed a framework which is regularly updated, within which it endeavours to strategically address the international and globalisation requirements through the delivery of key strategic objectives.

The International Strategy had six priority objectives:

- Identify Keele’s place and strengths in the global knowledge economy, in both research and learning
- Identify and develop strategic institutional collaborations: focused, multi-functional, and appropriately funded
- Develop global dimensions to the curriculum
- Develop a modern languages strategy
- Review and continually update our international recruitment strategy
- Internationalise the student [and staff] experience

To help support these objectives, the University International Director provides an internal structure to enable key individuals responsible for internationalisation to have a link person within each School to share best practice, provide information on international opportunities, raise awareness of current and planned activities and ensure that a consistent international approach is adopted across Schools.

The School of Nursing and Midwifery has been proactive in developing the international perspective and has a growing focus with well-established partnerships with a number of institutions as outlined in Table 1 (see school website for more information [http://www.keele.ac.uk/nursingandmidwifery/international/](http://www.keele.ac.uk/nursingandmidwifery/international/)). These enable both staff and student opportunities for exchanges and electives. Students on the nursing programme will explore global health issues, international health targets and international health care policies within the curriculum using a variety of learning and teaching methods. In addition to this students will be given the opportunity to undertake an international placement either in one of the School’s link institutions, via a recognised placement organisation or following appropriate approval processes, a placement they have identified.

Within the School of Nursing and Midwifery many students have experienced short and long placements in a variety of countries (some with Erasmus funding). The School also welcomes a number of students from other countries to spend a period of study here which has evaluated extremely positively and benefits the student group as a whole. An annual event is scheduled where health care students within the Faculty reflect on their international experiences as part of the “Keele International Festival”.

**Table 1. International Placements**

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<tr>
<th>Country</th>
<th>Organisation</th>
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<tr>
<td>Australia</td>
<td>Queensland Health, Gold Coast Hospital</td>
</tr>
<tr>
<td>Canada</td>
<td>York University and hospitals in Toronto</td>
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</table>
Students on the Nursing Programme have the opportunity to spend time abroad during an international elective placement. This is a self-funded placement. Students wishing to undertake this international elective must follow the School processes outlined by the School International Director.

15. Additional costs

Apart from additional costs for text books, inter-library loans and potential overdue library fines, Nursing students should be aware of the following additional costs:

Travel for placements
Pre-Registration nursing students are required to undertake a minimum of 2,300 hours in clinical practice over the duration of a three year course.

A student’s geographical location, when possible, is taken into account when allocating to clinical placements and, whilst efforts are made to limit student travel, it is not possible to guarantee that placements will be in particular locations and students may be required to travel some distance for their placements. Clinical placements currently in use by the School of Nursing and Midwifery are within a 50 mile radius, most being 30 miles or less, from the university.

Travel Expenses may be claimed in accordance with information from the NHS Learning support fund guidelines.

Uniform
You may need to purchase a set of tunics and trousers to adhere to university uniform policy from our designated supplier. You will be informed how to do this. You will need to provide your own appropriate footwear for placements as per the School Uniform Policy, and it is recommended that you purchase a fob watch. You are advised to review and ensure that you can adhere to the School Uniforms. Any replacement uniform costs will need to be paid for by you and could be in the region of £60-80.

UHNMT ID Card
Adult Nursing, and Children’s Nursing students will need to apply for a University Hospitals of North Midlands (UHNMT) ID card at a cost of £5-15.

Disclosure and Barring Service (DBS)
Clearance for an enhanced DBS check is mandatory. From 09.2019 students are required to register with the online DBS update service at their own expense. Currently this is an annual charge of £13.00.

Occupational Health Clearance
The commencement of your course will depend upon a health fitness report being provided by the University’s Occupational Health Service. As part of this process you are required to complete a health questionnaire and arrange for your GP to verify this. You will be responsible for any fee that may be required by your GP and any OH costs including non-attendance

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.
As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.


Date of first approved version (v1.0): 4th October 2018

Revision history

<table>
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<tr>
<th>Version number</th>
<th>Author</th>
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<th>Summary of and rationale for changes</th>
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1 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University’s Guidance on processes supporting curriculum changes)