

Course Information Document: Undergraduate

For students starting in Academic Year 2020/21

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Children's) BSc (Hons) Nursing (Learning Disability) BSc (Hons) Nursing (Mental Health)
Award type	BSc (pre-registration)
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 Years N.B The Nursing and Midwifery Council (2018) stipulates that the programme can be no less than three years or 4,600 hours in length
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Hospital - Nursing & Midwifery Keele Campus
Accreditation (if applicable)	This subject/programme is accredited by the Nursing and Midwifery Council (NMC). For further details see the section on Accreditation.
Regulator	Office for Students (OfS), Nursing and Midwifery Council
Tuition Fees	<p>UK/EU students:</p> <p>Fee for 2020/21 is £9,250*</p> <p>This programme may also be undertaken as a Nursing Degree Apprenticeship for Adult Nursing with fees paid by the Apprenticeship Levy of the sponsoring organisation.</p> <p>International students:</p> <p>Fee for 2020/21 is £20,000**</p>

How this information might change: Please read the important information at <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.

* 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/>

** 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/tuitionfees/>

2. What is a Single Honours programme?

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

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 five years of programme completion.

The programme meets the NMC standards for pre-registration nursing education. The NMC (2018a) reviewed their standards with the publication of 'Future Nurse: Standards of Proficiency for Registered Nurses' and this programme reflects the comprehensive range of subject knowledge, clinical skills and leadership required of the registered Nurse from September 2020. This programme also meets the requirements of the Higher Degree Apprenticeship Nursing Standard approved by the Institute for Apprenticeships (IFA 2018). Higher Education (HE) quality standards through Quality Academic Assurance Standards (QAA) are also met through the Frameworks for HE qualifications of UK degree-awarding bodies (QAA, 2014), and the Higher Education Credit Framework for England (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 compassionate, 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. Registered nurses lead care in their chosen field, managing teams and delivering a wide range of clinical skills to ensure that people's needs are met. 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 developed out of Compassion in Practice (Department of Health and NHS Commissioning Board 2012), the Shape of Caring (Health Education England (HEE) 2015), Leading Change, adding Value (NHS England (NHSE) 2016) and the NHS Long Term Plan (NHS 2019).

The concepts of compassionate care and excellence in practice are fundamental 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 compassionate, competent, person-centred registered nurse who is an excellent communicator, possesses emotional intelligence, 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.

The Keele 'Future Nurse' nursing programme has been designed to meet the seven NMC platforms, which underpin pre-registration nursing education (NMC, 2018a). These require you, regardless of your chosen field, to demonstrate core knowledge, skills, standards, behaviours to meet people's needs, as well as field-specific knowledge and skills as required in either adult, children's, learning disability or mental health nursing. Two NMC annexes detail extensive communication skills and clinical procedures, which are also included in the programme:

- **Platform 1:** Being an accountable professional.
- **Platform 2:** Promoting health and preventing ill-health.
- **Platform 3:** Assessing needs and planning care.
- **Platform 4:** Providing and evaluating care.
- **Platform 5:** Leading and managing nursing care and working in teams.
- **Platform 6:** Improving safety and quality of care.
- **Platform 7:** Co-ordinating care.
- **Annex A:** Communication and relationship management skills.
- **Annex B:** Nursing Procedures.

A 'Future Nurse' Curriculum Model shows how these elements come together to develop you at Keele University to successfully achieve your goal to become a compassionate, competent, registered nurse:

'Future Nurse' Keele Curriculum Model

- see image here: https://docs.google.com/document/d/e/2PACX-1vSaDwvHyJ3ztikz-09ECe5R8DW3R-W3rCQzaQOePvLVIVJXPEj-nbGtGVe9P_8Tykct0m0APWrCnim4/pub

Differences between undertaking this programme as a self-funding student or as an apprenticeship-funded student

Regardless of your funding arrangements, you will be studying this programme as a full-time nursing student for three years and will be supernumerary for the entirety of the programme. The key differences to your educational experiences will be as follows:

Difference to programme	Self-funding	Apprenticeship
Admission	Through UCAS application	Through application to an employing organisation Written contractual agreements between you and the employer. Please see link below for further information: https://www.keele.ac.uk/apprenticeships/informationforstudents/#useful-information/glossary-of-terms
Fields of Nursing	Adult Children's Learning Disability Mental Health	Adult
Funding	Course fees paid by you	Course fees paid by the employing organisation
Additional Programme Costs	Paid by you. Please see the section on additional costs for more details	Paid by the employing organisation, but see the section on additional costs for more details
Practice Experience	Placements organised by the School of Nursing and Midwifery in conjunction with practice partners	Placements organised by the employing organisation in partnership with the School of Nursing and Midwifery Regular tripartite meetings between the employing organisation, the School and you to monitor progress and quality of experience
Elective Practice Experiences	Your choice of elective placement including an international elective	Partnership decision of elective placement by the employing organisation, the School and yourself
Exit Award (in the event of failure to complete the programme)	As per table in the section on Final and Intermediate Awards	As per table in the section on Final and Intermediate Awards and in agreement with the employing organisation
End of Programme	On successful completion of the programme you receive a BSc (Hons) Nursing and are eligible to apply to the NMC for Nursing Registration	On successful completion of the programme you receive a BSc (Hons) Nursing and are eligible to apply to the NMC for Nursing Registration To complete the apprenticeship element of the programme you will also need to undertake and successfully complete the Nursing Apprenticeship End-Point Assessment. Please click on the following link for more details: https://haso.skillsforhealth.org.uk/wp-content/uploads/2019/02/2019.02.13-Registered-Nurse-L6_NMC2018-ST0781-Assessment-plan.pdf

4. Aims of the programme

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

- Achieve the Nursing and Midwifery Council (NMC, 2018a) Standards of Proficiency for entry to the NMC Professional Register as

- a Nurse.
- Become a registered nurse in accordance with the NMC Code (NMC, 2018b) who delivers competent nursing care based on partnership, which respects the individuality of people and families.
- Be self-aware and understand your own strengths and limitations and how these impact on others in order to assess, plan, implement and evaluate care effectively to meet individual's needs, work in teams and lead nursing care.
- Be an accountable professional acting in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate.
- Communicate effectively, act as a role model for others and be accountable for your own actions.
- Promote health and prevent ill-health to improve and maintain the mental, physical and behavioural health and well-being of people, families, communities and populations.
- Assess individuals' nursing care needs and plan care using information obtained during assessments to identify the priorities and requirements for person-centred and evidence-based nursing interventions and support.
- Provide and evaluate nursing care to individuals and groups taking the lead in providing evidence based, compassionate and safe nursing interventions.
- Improve safety of care by assessing risks to safety or experience and take appropriate action to manage those, putting the best interests, needs and preferences of people first.
- Improve quality of care by making a key contribution to the continuous monitoring and quality improvement of care and treatment, to enhance health outcomes and people's experience of nursing and related care.
- Provide professional leadership in the coordination and management of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings.
- Lead nursing care, taking responsibility for managing nursing care and accountability for the appropriate delegation and supervision of care provided by others in the team including lay carers.
- Work in teams, collaborating and communicating effectively with a range of colleagues.
- Find and use appropriate evidence to meet people's individual nursing needs and be able to critically evaluate the evidence available.
- Develop research awareness and skills and apply these to nursing practice.
- Become an independent and motivated student with transferable skills and be prepared for graduate employment.
- Develop the concept of life-long learning.
- **(For apprenticeship students only)** prepare for the apprenticeship End Point Assessment (EPA).

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 staff and their families. There is a supermarket, bookshop, bank and newsagent on campus, as well as a health centre with doctors. We have extensive sports fields, tennis courts and indoor including a state-of-the-art Fitness Centre, climbing wall and courts for basketball, five-a-side football, badminton, squash, netball, korfbal, 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.

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.

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 a range of quality-monitoring processes:

- 1st in UK for Student Satisfaction: National Student Survey 2018.
- 10th In UK in 2019 in Guardian league tables in Nursing and Midwifery Schools in UK.
- 8th In the UK the Complete University guide 2019.
- Keele University awarded Gold in the Teaching and Excellence Framework.
- Bronze Award Athena Swan.

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. Keele nursing students are fundamental to the wider Faculty of Medicine and Health Sciences including Schools of Medicine, Pharmacy and Bioengineering, Allied Health Professions and Primary, Community and Social Care which enables facilitation of meaningful inter-professional working and learning. Thus, nursing students will work alongside students from medicine, physiotherapy, midwifery, radiography, pharmacy and social work in a planned programme in each academic year. In addition, a number of innovative learning experiences are organised between specific professional groups but in particular with medical students within the clinical skills' laboratory setting. You will be able to develop your clinical skills relevant to your field of practice using simulation within the clinical skills laboratories, which puts you at an advantage when seeking employment at the end of the programme. The School is committed to developing a vibrant and supportive environment for you, 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 you 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 framework for nursing and midwifery education and QAA Academic and Practitioner Standards for nursing (NMC 2018a, QAA 2010). The programme 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 (based on the seven NMC Platforms and annexes (NMC 2018a))

Successful students will be able to:

- Understand and adhere to the NMC Code (NMC, 2018a) recognising how it enables nurses to be an accountable professional, providing evidence-based, person-centred, safe, compassionate care.
- Critically evaluate the principles underpinning health protection, health promotion and preventing ill-health, and the factors relating to health and social inequalities, locally, nationally and globally.
- Use knowledge of body systems, anatomy and physiology, the human lifespan, legislation and policy to critically examine safe and effective person-centred assessment and care planning. Analyse the provision of high-quality evidence-based nursing care across the lifespan and the value of care evaluation which includes partnership with people and their families and carers.
- Understand the principles of leadership, and how to develop their own leadership behaviours and qualities to work effectively in teams and lead and manage nursing care.
- Evaluate the process of risk management in healthcare, and how to improve safety and quality through legislation, policy, governance, audit and reflective practice.
- Critically analyse the process of coordinating the care of people with complex needs, including multi-agency working, partnership, advocacy, finance and cost effectiveness, and political awareness.
- Critically examine the principles and importance of effective communication and relationship management in a range of settings with people of all ages, and their families and carers, and while working in teams.
- Understand the theory underpinning nursing procedures used in the assessment of people's care needs and the provision of safe, competent person-centred nursing care.

Subject specific skills NMC Platforms and annexes (NMC, 2018))

Successful students will be able to:

- Act as an accountable nursing professional in accordance with the NMC Code (NMC, 2018b), providing effective, evidence-based, person-centred, safe, compassionate care.
- Utilise the principles underpinning health protection, health promotion and preventing ill-health, and the factors relating to health and social inequalities, locally, nationally and globally.
- Apply knowledge of body systems, anatomy and physiology, the human lifespan, legislation and policy to undertake safe and effective person-centred assessment and care planning.
- Deliver high-quality evidence-based nursing care across the lifespan and undertake care evaluation in partnership with people and their families and carers.
- Apply leadership skills to nursing practice demonstrating effective leadership behaviours and qualities, team working, and management of nursing care.
- Assess risk in clinical practice, and improve safety and quality through legislation, policy, governance, audit and reflective practice.
- Coordinate the care of people with complex needs, including multi-agency working, partnership, advocacy, finance and cost effectiveness, and political awareness.
- Use effective communication and relationship management in a range of settings with people of all ages, and their families and carers, and while working in teams.
- Demonstrate competence in practice while undertaking nursing procedures in the assessment of people's care needs and the provision of safe, competent person-centred nursing care.

Key or transferable skills (including employability skills)

Successful students will be able to:

- Demonstrate effective use of Information technology and will be digitally literate.

- 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, using appropriate leadership behaviours.
- 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.

Institute of Leadership and Management

The Institute of Leadership and Management learning activities have been aligned to appropriate module assessments that you will complete whilst on your BSc (Hons) Nursing course. This will allow you to receive recognition from the ILM as a value added outcome.

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

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.

The curriculum design is underpinned by scaffolded learning based on the work of Bruner (1976) influenced by the theorist Vygotsky. In the field of education, the term 'scaffolding' refers to a process in which teachers model or demonstrate how to solve a problem, and then step back, offering support as needed. You will develop as independent critical thinkers through the use of enquiry based learning and flipped classroom techniques, where learners assess what they can do independently and then build on their knowledge through a range of guided learning activities. The characteristics of andragogy (Knowles 1984) underpin how you will learn:

- **Self-Concept** - As a person matures their self-concept moves from one of being a dependent personality toward one of being a self-directed human being.
- **Adult Learner Experience** - As a person matures they accumulate a growing reservoir of experience that becomes an increasing resource for learning.
- **Readiness to learn** - As a person matures their readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.
- **Orientation to Learning** - As a person matures their time perspective changes from one of postponed application of knowledge to immediacy of application. As an orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.
- **Motivation to Learn** - As a person matures the motivation to learn is internal.

Learning through experience is underpinned by Kolb's experiential learning theory (Kolb 1984) of learning by doing and reflecting on this process. 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, you will develop the ability to reflect critically on practice and respond proactively to change, whilst maintaining quality within care.

The programme is equally divided between theoretical learning and practice learning modules, underpinned by the NMC Standards (NMC, 2018a). You will be assessed in all theory and practice modules and this will contribute towards your overall degree classification. You will undertake 60-credits of compulsory theory modules and 60 credits of compulsory practice modules each year, for the duration of the three-year programme:

Academic Level	Number of credits per year	30 credits	30 credits	30 credits (Y1) 15 credits (Y2 & 3)	30 credits
FHEQ Level 4	Year 1: 120 credits	Theory Module 1	Practice Module 1	Theory Module 2	Practice Module 2
FHEQ Level 5	Year 2: 120 credits	Theory Module 3	Practice Module 3	Theory Module 4 Theory Module 5	Practice Module 4
FHEQ Level 6	Year 3: 120 credits	Theory Module 6	Practice Module 5	Theory Module 7 Theory Module 8	Practice Module 6

Service user involvement in curriculum development has been a key feature. The concept of person-centredness is at the centre of our 'future nurse' curriculum model. Service user/carer feedback themes that are incorporated into the curriculum:

- Visibility of service user / carers.
- Service user carer voice is explicit in preparation for practice.
- Care is co-produced in practice and that service user / carers are equally valued in their contributions to the curriculum.
- Service user / carers' input has a tangible measurement within the curriculum.

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 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 practice supervisors/practice assessors in clinical practice will be encouraged to structure learning and assessment to ensure that your learning in practice develops effectively. The 'hub and spoke' approach to practice will allow you to be involved in a wide range of health care experiences, with an orientation to the service user's experience, and will provide practice supervisors/practice assessors with opportunities to enhance your on-going professional development.

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:** you will engage in both clinical and simulated practice to develop your clinical and nursing skills across a range of practice environments, which reflects the diversity of clinical practice experiences in the your 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 you 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 your confidence, competence and communication skills. Tutorials will be arranged as both individual and small group sessions with an emphasis on your individual 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 you.

- Field-specific learning.
- **Student-led tutorials:** Students 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 together 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 focusing 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:** you have opportunities to focus on health-related scenarios and practice learning working within inter-professional groups of students to facilitate your understanding of each other's roles and how you 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:** you 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 person's 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. Apprenticeship students will also have an employing organisation representative available for further support related to learning and teaching or other aspects of the programme.

7. Teaching Staff

All current 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. 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, External Advisors to other HEI's, Member of RCN Education Forum, Members of HEE leadership in pre-registration nursing group, Journal reviewers, Member of NHS Ethics Committee, Supervisor of Midwives, Local Provider Committees and charitable organisations.

The School has a significant number of staff that hold PhDs and Professional Doctorates with a number of staff currently 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
- Children's Nursing
- Learning Disabilities Nursing
- Mental Health Nursing

Theoretical learning will be mainly generic in mixed groups of students from each pathway to enhance learning relating to the principles of nursing across all fields, as well as some pathway - specific sessions to enable you to focus more intensively on your chosen field on nursing.

Adult Nursing

The adult nursing pathway adopts a contemporary person-centred approach to health care that prepares students to meet evolving health needs and to promote wellness. It strives to develop nurses who place the patient at the centre of decision-making, promoting dignity, care and compassion; delivering excellent evidence-based care in all care settings. Students will be empowered and challenged to develop the ability to assess, plan, implement and evaluate - and monitor care management effectively, while acting as a role with whom they work. Clinical and academic skills will be developed so that, by the end of your programme, you will have a range of key skills including numeracy, literacy, digital literacy, critical thinking, cultural competence and research, which will not only be applicable to a career in healthcare, but may also be transferable to other potential areas of employment.

Adult Nursing students will acquire the competencies required for registration as an adult nurse and develop the knowledge, skills and attitudes that are required to deliver care in an evolving health care environment. Central to the focus of the adult pathway is the person's journey through their life continuum and their exposure to, and experiences of, different health care settings. You will explore how nurses engage with people who have mental, physical, cognitive or behavioural health challenges and those who have different values and beliefs and who come from ethnically diverse communities. The pathway adopts a person-centred approach to care delivery encouraging people to work in partnership with health professionals to meet their physical, psychological and emotional needs.

The BSc (Hons) Nursing programme identifies the need for adult nursing students to assess the physical, psychological, social and spiritual needs of individuals and their families/carers in a range of care settings. Fundamental to the programme is recognition of the changing nature of contemporary health care provision with a move from hospital-based settings to more intermediate and community-based care provision. Therefore, you will experience a range of clinical placements where you will develop the requisite skills, knowledge and attitudes needed for contemporary nursing practice. Initially you will be challenged to adopt a person centred-approach to care delivery by integrating theory with practice and focussing on the health requirements of the individual and their own personal development. As you progress into your second and third year of the programme, you will develop more advanced skills and abilities to assess and manage a group of people or individuals with complex needs whilst developing a strategic approach to care delivery.

Central to understanding the health needs of an individual and a community is developing an awareness of public health issues and current health challenges. Public Health England (2016) '*Strategic Plan for the next four years: Better outcomes for 2020*' and the NHS 10 year Plan (DH, 2019) provide an overview of current health challenges. These include obesity, diabetes, cardiovascular disease, dementia, respiratory conditions, cancer and hypertension. These along with socio-cultural influences of health (e.g. diet, alcohol, smoking and poverty) have a profound effect on the health of an individual or a community. By embracing these challenges the adult nurse will be empowered to actively work with other members of the MDT and promote a healthier society whilst having the knowledge, skills and ability to assess, plan, deliver and evaluate care relating to specific disease processes. Emphasis will be placed on caring for people in a range of settings and developing advanced skills that help in early diagnosis.

The programme will provide opportunities for you to acquire adult nursing knowledge and skills related to assessment, planning, implementation and evaluation of individuals, families' and communities' needs across the lifespan from adolescence to older age, promoting health and wellbeing in partnership with people, families and carers. In addition, you will also gain knowledge and competence in managing, co-ordinating, and supporting continuity of care, referring people and families to relevant agencies, using communication skills developed throughout their programme of study.

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. The care needs of children and young people change as they grow and develop. Therefore Children's Nurses play an important role in supporting children, young people and their families to manage these changing care needs until they transition to adult health care services. The aim of the BSc (Hons) Nursing programme is to develop Children's Nurses who are inquisitive, questioning, clinically astute, empowered, cognitively adaptable, and able to respond to current and future needs of health care delivery. The programme will prepare students to care for children and young people with mental, physical, cognitive or behavioural health challenges. Moreover, to lead care with cultural sensitivity that makes a positive difference to children, young

people and their families.

Children and young people have a right to be involved in decisions that affect them (Department for Education, 2018, UNICEF, 1989). Fundamental to the programme is the enablement of partnership between the child or young person, family and the Children's Nurse which is driven by effective communication, negotiation and respect. Throughout the Future Nurse programme, students will develop the skills to enable children and young people to be meaningful participants in their own care.

Furthermore, every child has the right to be safe and the Children's nursing programme will emphasise that a central role of Children's Nurses is safeguarding children and young people from harm (DfE, 2018; NMC, 2018b).

The BSc (Hons) Nursing programme reflects the changing delivery of health care, whereby services are designed around the needs of children, young people, and their families, with services 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 and therefore the programme will provide students with a wide range of practice placements, in order to understand the healthcare experience of children and young people in different settings. The programme will reflect the inter-agency nature of children's services and provide opportunities for student nurses to develop advanced skills in order to collaborate with services around the child, young person and their family. Health care delivery will include the management of critical and acute illness; the management of long term conditions such as asthma, diabetes, mental health and the provision of complex and technically demanding care involving rapid-response and high level decision-making.

Learning Disabilities Nursing

The reason people become learning disabilities nurses are varied, but one thing is universal; they make a vital contribution to the care and welfare of vulnerable people (Department of Health and Social Care, 2014, p.6). Learning Disability Nurses are central to supporting people with learning disabilities achieve the best outcomes to maintain and improve health and promote wellbeing. There is a wealth of evidence that demonstrates that people with learning disabilities have poorer health, lower life expectancy, and die unnecessarily compared to the general population. Learning disabilities nurses are key in facilitating prompt access to services with reasonable adjustments, as well as contributing to preventative and anticipatory care. These skilled nurses are equipped to support people with learning disabilities and complex physical and mental health needs, and their specialist training and education enables them to provide interventions that improve patient outcomes and enable people to live more fulfilling, healthy and engaging lives (RCN, 2016).

People with learning disabilities are amongst one of the most socially excluded and vulnerable groups in the UK today. Very few have jobs, live in their own homes or have a real choice over who cares for them. Many have few friends outside their families and those paid to care for them. As well as social inequalities people with learning disabilities experience serious health inequalities. People with learning disabilities often have unmet health needs, partly because of difficulties with identifying and acting on symptoms (Turner, 2017), 50% of people with a learning disability will have at least one significant health problem, higher rates of mental health issues and dementia when compared to their non-disabled peers (Public Health England, 2018). In addition to this, people with learning disabilities are living longer and thus experiencing health needs associated with older age.

To overcome these barriers and challenges, the Learning Disability (LD) nurse has a vast range of skills to utilise in supporting individuals with learning disabilities to access services they are entitled to. LD nurses can comprehensively assess health and social care needs; provide interventions to maintain and improve health and promote wellbeing; provide advice, education and support to people and their carers throughout their care journey. They also enable equality of access and outcomes within health and social care services; provide education and support to promote healthy lifestyle and choices; and act to safeguard and protect the rights of people with learning disabilities.

By working in partnership with people with learning disabilities; their families and carers and other professionals as part of health and social care teams, the LD nurse can rise to these challenges and make change happen that will improve the health outcomes of people with learning disabilities. In order for the LD nurse to do this, they must become person centred thinking individuals. Person-centred care has been used extensively in learning disability services since the 1980's and has gained significant presence over the last decade. There is already a range of well-established approaches, tools and strategies when delivering person centred care but they all place the person with learning disabilities at the centre, and it is with this approach that the current curriculum begins; by placing both the person with a learning disability and the student at the centre of education and practice.

The "Future Nurse" Curriculum for the learning disability nursing field will begin with person-centred approaches, developing the fundamentals of nursing and build upon evidence-based knowledge and advanced skills both in theory and practice. You will learn how to meet the needs of people with mental, physical, cognitive or behavioural health challenges. Practice experience will be gained in a range of settings including residential and day services, special schools, general and specialist nursing services in the community and inpatient settings, across the NHS and in the private, voluntary and independent sector. By using a person-centred approach at all times, the student and the person with a learning disability will be at the centre of learning and practice. To this end, you will be prepared to be inquisitive, questioning, empowered, focused, clinically skilled and cognitively adaptable. This will result in LD nurses being able to respond to the individual needs of people with learning disabilities, their families and carers and services.

Mental Health Nursing

The mental health field of nursing is underpinned by contemporary policy that determines the competencies of the future mental health workforce. The Nursing and Midwifery Council (NMC) introduced new educational standards, which identified the importance of parity between mental health and physical health care (NMC, 2018a). Mental health nursing field welcomes this and recognises that the lifespan of people with mental health problems is shorter compared to the general population (DH, 2011; Nash, 2010). Cardiovascular diseases, which include coronary heart problems, hypertension and stroke, are among the leading causes of death among people with

mental health problems. Therefore an emphasis on the importance of physical health in both assessment and treatment of individuals is key in this field (NHS Plan, 2018). This will be reinforced by use of case studies that have both physical and mental health components, for example, schizophrenia and diabetes or coronary heart disease. The skills laboratories will be used to practise physical assessment skills which will also be practised in clinical environments. The mental health field will develop a nurse who is culturally competent, empowered able to work in partnership with service users, their families and the wider community. They will be able to work in collaboration with other agencies to provide a recovery focused service.

The promotion of mental health and wellbeing is imperative in mental health nursing. Mental health nursing field will develop future nurses who are self-aware, reflective and who make the maintenance of their own mental and physical health a priority. The main aim will be to have nurses who are positive role models, who use their health promotion and educational skills at every opportunity in all aspects of their mental health practice. This will be translated to the promotion of positive mental health and resilience of service users under their care. Underpinning this will be early intervention in children and young people's mental health, recognising the impact of adverse childhood experiences in later life. An exploration of mental health in its widest sense, and a focus on the characteristics of 'positive' mental health from a local and global perspective will be prioritised.

Local community resources, which support people in distress and those with emerging mental health problems will be explored. This will offer an awareness of the availability of mental health services in the local area, many of which are non-statutory and often service user led. Knowledge and understanding of mental health problems and their impact to the individual, family and society across the life span of individuals will be developed. A study of common mental health problems from mild illnesses to complex and enduring mental health problems in relation to the holistic needs of individuals will be explored. This will involve taking into consideration issues of social inclusion/exclusion and inequalities in mental health nursing. The nursing care for people with dementia and the support of carers will be a key feature in this field recognising that there will be over a million people with dementia by 2025 (Alzheimer's Society, 2010). In this context, issues relating to risk assessment and management will be explored further supported by evidence-based interventions that relate to different health problems. Legal, ethical and professional knowledge will be utilised in promoting safety and appreciating the concept of positive risk taking. To achieve this, there will be a focus on the development of nurses with strong therapeutic communication and core interpersonal skills. This will develop to more complex therapeutic skills, for example motivational interviewing and cognitive behaviour therapy. Simulation will also be utilised to develop these skills further building confidence in a safe and supportive environment.

The mental health field of nursing will develop nurses who underpin their practice with best evidence and have the ability to: practise using high-level interpersonal and clinical skills within a recognised, values-based framework which promotes recovery; be involved with mental health promotion and illness prevention as well as the treatment of disease and / or disorder, recognise that the physical health and wellbeing of the person is equally important as the mental health and wellness, think systemically and understand the relationship between culture, society, health and illness in delivering person centred mental and physical health care in a range of settings.

All pathways

The curriculum plan has blocks of theory and practice modules to enable you to fully engage with both theory practice experiences. The revision weeks are designed to give you opportunity to prepare of summative assessments. 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 academic year.

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, 2018a) 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.

50% Theory and 50% Practice Hours are met across the three years with an increasing number of practice hours over the duration of the programme to maximise practice learning prior to programme completion:

Programme Hours (minimum 4,600 hours) (NMC 2018)

Year	Practice Placement Hours	Theory Hours	Year total hours (excluding 3 weeks Theory/Practice consolidation per year)
1	225+225+225=675	375+75+375+75=900	1,575
2	225+225+225+112.5=787.5	375+75+150+37.5+150=787.5	1,575
3	225+225+225+225=900	300+150+37.5+150+37.5=675	1,575
Total	2,362.5 hours	2,362.5 hours	4,725 hours

Successful completion of the Programme will lead to the award of BSc (Hons) Nursing (in the specific pathway as above) and to be able

to apply for the professional qualification of Registered Nurse with the NMC. The Programme structure is outlined on later in this document. The programme hours are based on a 37.5 - hour theory and practice week, and it should be noted that a proportion of the hours in the practice modules are to enable you to have formative practice experience where you will not be assessed but will provide you with learning opportunities. Some hours in the practice modules are undertaken in simulated clinical skills sessions and reflecting on practice.

Structure of the BSc (Hons) Nursing Programme

Year 1	30 credits	30 credits	30 credits	30 credits	Theory/Practice consolidation	Annual leave
FHEQ Level 4 120 credits	Theory Module 1 NUR-10053 Person-centred Nursing Care	Clinical Nursing Practice 1 NUR-10054 (includes 225 hours formative practice)	Theory Module 2 NUR-10055 Fundamentals of Nursing Practice	Clinical Nursing Practice 2 NUR-10056	As required	
1575 hours	375 hours	525 hours	375 hours	300 hours	112.5 hours	
45 + 7 weeks	= 10 weeks	= 14 weeks	= 10 weeks	= 8 weeks	= 3 weeks	= 7 weeks

Year 2	30 credits	30 credits	15 credits	15 credits	30 credits	Theory/Practice consolidation	Annual leave
FHEQ Level 5 120 credits	Theory Module 3 NUR-20147 The role of the Nurse in supporting Health and Wellness	Clinical Nursing Practice 3 NUR-20148 (includes 225 hours formative practice)	Theory Module 4 NUR-20149 Evidence-based Practice in Nursing	Theory Module 5 NUR-20150 Pharmacology and concepts of safety and quality in care in nursing	Clinical Nursing Practice 4 NUR-20151 (includes 112.5 hours formative elective placement)	As required	
1575 hours	375 hours	525 hours	150 hours	150 hours	375 hours	112.5 hours	
45 + 7 weeks	= 10 weeks	= 14 weeks	= 4 weeks	= 4 weeks	= 10 weeks	= 3 weeks	= 7 weeks

Year 3	30 credits	30 credits	15 credits	15 credits	30 credits	Theory/Practice consolidation	Annual leave
FHEQ Level 6 120 credits	Theory Module 6 NUR-30233 Nursing Dissertation	Clinical Nursing Practice 5 NUR-30225 (includes 225 hours formative practice)	Theory Module 7 NUR-330224 Leading, managing and shaping future nursing care	Theory Module 8 NUR-330226 Clinical judgement and decision-making in nursing	Clinical Nursing Practice 6 NUR-30227 (includes 225 hours formative elective Placement)	As required	
1575 hours	300 hours	487.5 hours	150 hours	150 hours	487.5 hours	112.5 hours	
45 + 7 weeks	= 8 weeks	= 13 weeks	= 4 weeks	= 4 weeks	= 13 weeks	= 3 weeks	= 7 weeks

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 4	120	0	0	0	0
Level 5	120	0	0	0	0
Level 6	120	0	0	0	0

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Person-centred Nursing Care	NUR-10053	30	Trimester 1-2
Clinical Nursing Practice 1	NUR-10054	30	Trimester 1-2
Fundamentals of Nursing Practice	NUR-10055	30	Trimester 2-3
Clinical Nursing Practice 2	NUR-10056	30	Trimester 2-3

Level 5

Compulsory modules	Module Code	Credits	Period
The Role of the Nurse in Promoting Health and Wellness	NUR-20147	30	Trimester 1-2
Clinical Nursing Practice 3	NUR-20148	30	Trimester 1-2
Evidence-based Nursing Practice	NUR-20149	15	Trimester 2-3
Pharmacology and Concepts of Safety and Quality of Care in Nursing	NUR-20150	15	Trimester 2-3
Clinical Nursing Practice 4	NUR-20151	30	Trimester 2-3

Level 6

Compulsory modules	Module Code	Credits	Period
Leading, Managing and Shaping Future Nursing Care	NUR-30224	15	Trimester 1-2
Clinical Nursing Practice 5	NUR-30225	30	Trimester 1-2
Nursing Dissertation	NUR-30223	30	Trimester 1-3
Clinical Judgement and Decision-making in Nursing	NUR-30226	15	Trimester 2-3
Clinical Nursing Practice 6	NUR-30227	30	Trimester 2-3

For further information on the content of modules currently offered, including the list of elective modules, please visit: <https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

9. Final and intermediate awards

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

BSc Honours Degree in Nursing ("field")	360 credits	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.
BSc (Hons) Healthcare Studies	360 credits	You will require at least 120 credits at level 4, 120 credits at level 5, and a minimum 90 credits at level 6, which must include successful completion of all level 6 modules except the final practice module NUR-30227. You will be offered an opportunity to study alternative elective module(s) to achieve the required minimum 120 credits at level 6, as advised by the relevant Programme Lead in the School. Upon successful completion in such circumstances and providing 360 credits have been achieved, the title of the award will be BSc (Hons) Healthcare Studies. <i>NB:</i> this award will not contain 'nursing' within its title due to the integrative nature of the module learning outcomes and professional requirements, and it will not entitle you to practise as a nurse or call yourself a nurse
Diploma in Higher Education in Healthcare Studies	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher <i>NB:</i> this award will not contain 'nursing' within its title due to the integrative nature of the module learning outcomes and professional requirements, and it will not entitle you to practise as a nurse or call yourself a nurse
Certificate in Higher Education in Healthcare Studies	120 credits	You will require at least 120 credits at level 4 or higher <i>NB:</i> this award will not contain 'nursing' within its title due to the integrative nature of the module learning outcomes and professional requirements, and it will not entitle you to practise as a nurse or call yourself a nurse

If an apprenticeship student is unable to complete their programme at any stage, their employment contract with their employing organisation will end. Any exit award will need to be in agreement with the employing organisation.

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, 2018; QAA, 2018) 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
- Assessments of an 'episode of care' in practice settings.
- Written assignments.
- Practical examinations.
- Reflective accounts.
- Individual presentations.
- Online examinations.
- Dissertation.

The following list is representative of the variety of assessment methods used within Nursing:

- **Examinations** in different formats test students' knowledge and understanding of the subject. Students will have an opportunity to test their numeracy and medicine management skills through the use of an online learning package. Examinations may consist of essay, short answer and/or multiple choice questions, and paper comprehension. Many of these are undertaken in an online format.
- **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 you to explore in depth an area of particular interest through a substantial piece of focused research and writing, and test your ability to independently 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 within three 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).

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, you will be placed with practice supervisors/practice assessors who will guide and support you in the development of your nursing skills, by integrating theory with practice. For each practice module, you will be provided with Practice Assessment Documentation (PAD) containing guidance for you and your supervisor along with the details of the skills and learning outcomes to be achieved during your placement. As you progress, you will work with a number of different practice supervisors/practice assessors and will be given the opportunity to learn by observation, direct supervision and participation in placement. Practice supervisors/practice assessors will use the practice assessment documentation to continuously assess, provide feedback and record your achievements throughout your programme.

The assessment process aims to ensure validity and reliability in the assessment of practice and support and guidance will be available to supervisors from Academic Assessors and link lecturers. You will be encouraged to reflect on and discuss your learning needs with your supervisors during placements. To support this dialogue, you will work collaboratively with your nominated practice supervisor at the beginning of the placement to develop a bespoke learning and progression plan which you will formatively self-assess your progress at the mid and final points of each placement with your practice assessor to enable ongoing development plans to be produced. You will provide practice supervisors and practice assessors with evidence of your achievements in practice as part of the summative assessment of the placement, by the development of a Professional Portfolio and achievement of progression point criteria. Practice supervisors/practice assessors will use a variety of sources of evidence to assess achievements; such as feedback and testimonials from service users and their relatives, nursing colleagues in the hub and spoke placements, peers and your own self-evaluation and reflection

Progression

To indicate student progression an Ongoing Record of Achievement will be completed as part of the practice documentation. At the end of each year, 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.

Apprenticeship End Point Assessment (For apprenticeship students only)

This will take place within three months of successful completion of the award of BSc (Hons) Nursing. It will be conducted by someone who has not directly taught you on the programme. The assessment will comprise:

- A demonstration of Practice
- An open book examination

The full assessment plan details can be accessed via this link: https://haso.skillsforhealth.org.uk/wp-content/uploads/2019/02/2019.02.13-Registered-Nurse-L6_NMC2018-ST0781-Assessment-plan.pdf

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.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	19%	38%	43%
Year 2 (Level 5)	18%	32%	50%
Year 3 (Level 6)	11%	32%	57%

As required by the apprenticeship standard, a total of approximately 4,725 hours is devoted to structured learning activities across the programme. This comprises the following:

- Practice learning in placements (learning on the job) will consist of a total of 2,362.5 hours overall
- Theory / independent study (learning off the job) totals 2,362.5 hours overall

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: There is a self-funded elective period within the programme. Students wishing to undertake this elective period internationally must follow the School processes outlined by the School International Director and Lead for Study Abroad.

13. University 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/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

14. Other Learning Opportunities

Study abroad (semester)

There is an opportunity for students to take a self-funded elective international placement, please 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 (2018e) and QAA (2002) aspects of placement learning are met. This enables students to focus on people's journeys through the complexities of the health and social care system.

Hub & Spoke Example - Home Treatment Team

See image at: https://docs.google.com/document/d/e/2PACX-1vQNya-D298SbDgI8sliLtr0SrxjNbr0cQ1_suG2YtkPCDwMbb4C9ES9CQRG2MDqtrXNY7NnxvX1zf-t/pub

Practice constitutes a minimum 50% of the curriculum hours (2,300 hours) (NMC 2018).

Field Placements

Field placements will provide the student with a range of practice experiences that will develop their professional values and nursing skills providing an opportunity to link theory with practice. Practice experience will be provided in partnership with local health care trusts and the independent sector, and will follow a hub and spoke model commencing with a formative placement from week 9 of the nursing programme, experiencing person-centred care in your chosen field.

Placements will take place in a range of settings across a number of NHS Trusts and the independent health and social care sector to

maximise your experience and achievement of your practice proficiencies. As you progress through the programme, you will develop your knowledge and skills to learning how to manage people with more complex health needs, and develop your team working skills. The final year prepares you for registration as a 'future nurse' with leadership qualities, and clinical judgement and decision-making skills. Your final year dissertation will consolidate your understanding of research empowering nursing practice and service user experience of healthcare.

Placement experiences for apprenticeship students will be led by the employing organisation in partnership with the School.

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. The Practice Placement Quality Lead Lecturer and Clinical Placement Facilitators' meetings oversee implementation of the NMC standards to support learning and assessment in practice (NMC, 2018e) in partnership.

You will be supported in practice by a named supervisor in line with Standards to Support Learning and Assessment in Practice (NMC, 2018e), and you will be assessed by a named practice assessor and academic assessor.

There are sufficient supervisors to support the number of students on pre-registration nursing programmes, and a rolling programme of practice supervisor / practice assessor education and updates ensures that there will also be sufficient supervisors to meet future student nurse numbers and meet NMC quality standards. Preparation of supervisors for the curriculum is ongoing. General information about the structure and content of the BSc (Hons) Nursing programme has already been incorporated into existing 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 and University Regulations. External Examiners regularly visit placement areas as part of their external moderation responsibility.

Working in partnership with placement providers, practice supervisor / practice assessor learning in Practice update registers are sent to enable providers to maintain their prepared practice supervisor and practice assessor databases. At the present time, the majority of Health Organisations maintain these on Excel spreadsheets. Managers use the organisation appraisal system as part of their contractual obligation to ensure their supervisors receive ongoing support to continue in their role as a practice supervisor or practice assessor. The University's strategic plan is to develop an electronic system for overseeing preparation and ongoing support information.

Inter-professional Learning in the Pre-Registration Curriculum

Partnership and co-operation at all levels is fundamental in 21st Century health and social care systems to ensure a seamless service to meet people's healthcare needs. Inter-professional education is seen as giving everyone working in the health sector the skills and knowledge to respond effectively to the individual needs of the patients (NHSE, 2014).

It has been recognised 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, inter-professional 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 Medicine and Health Sciences is committed to inter-professional education in both principle and practice. We are in a fortunate position as an HEI to have educational provision for Nurses, Midwives, Nursing Associates, Physiotherapists, Radiographers, Doctors, Pharmacists and Bio-medical 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 years 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 postgraduate 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 normally 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 Year Two, IPE2 normally 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 year, the IPE3 learning outcomes are normally achieved from working together in clinical practice. Evidence for the achievement of the learning outcomes is gathered and recorded in the professional 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.

Inter-professional 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/>

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/>). 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 and links from previous years

Country	Organisation
Australia	Queensland Health, Gold Coast Hospital
Canada	York University and hospitals in Toronto
Turkey	Ankara University - Agreement for Teaching Mobility & Student Mobility.
Sweden	University of Gothenburg - Agreement Teaching Mobility/Admin Mobility/Student Mobility
Iceland	Agreement Teaching Mobility
Range of countries for example Nepal, Sri Lanka, and Tanzania	Work the World Organisation, or 'Mindmygapyear'
Spain	University Nebrija Madrid

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. Apprenticeship students would need to discuss any proposed international opportunity with their employing organisation.

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. Apprenticeship student nurse placement travel costs will be managed by their employing organisations travel policy.

Uniform

Smart presentation is an important aspect of being a student nurse as a professional requirement of representing nursing and being a Keele student. You will be supplied with three sets of uniform (tunic and trousers). You may purchase extra sets of tunics and trousers to adhere to university uniform policy from our designated supplier if you choose to. 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 policy. Any replacement uniform costs will need to be paid for by you and could be in the region of £60-80.

University Hospitals of North Midlands NHS Trust (UHNM) ID card

Adult Nursing, and Children's Nursing students who have any placement experiences at UHNM will need to apply for a University Hospitals of North Midlands NHS Trust (UHNM) ID card at a cost of £5-15.

Disclosure and Barring Service (DBS)

Clearance for an enhanced DBS check is mandatory. From September 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.

The table below summarises these costs:

Activity	Estimated cost: Self-funding Student	Estimated cost: Apprenticeship Student
Travel - as outlined above	£dependent on placement	£ dependent on your employing organisation
Additional Uniform if required (three sets supplied free)	£60 - £80	£60 - 80
UHNM ID Card (Adult and Child students only)	£5 - 15	£ paid by your employing organisation
DBS Service (annual £13)	£ 39	£ paid by your employing organisation
OH Clearance - as outlined above	£dependent on circumstances	£ paid for by your employing organisation
Total estimated additional costs	£104 - £134 excluding potential travel and OH costs	£60 - 80 excluding potential travel costs

N.B. As you will note above, apprenticeship students' DBS, OH and UHNM ID Card costs for apprenticeship students will normally be

met by the employing organisation. For placement travel costs see under 'Travel for placements'.

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. We do not anticipate any further costs for this undergraduate programme.

16. Annex - Programme-specific regulations

Programme Regulations:

- BSc (Hons) Nursing (Adult)
- BSc (Hons) Nursing (Children's)
- BSc (Hons) Nursing (Learning Disability)
- BSc (Hons) Nursing (Mental Health)

Final Award and Award Titles	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Children's) BSc (Hons) Nursing (Learning Disability) BSc (Hons) Nursing (Mental Health)
Intermediate Award(s)	BSc (Hons) Healthcare Studies DipHE Healthcare Studies CertHE Healthcare Studies
Last modified	n/a
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions**, **variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- The programme should be of 45 weeks duration per year with a minimum total of 4,600 hours over the duration of the three-year programme, demonstrating 50% theory and 50% practice hours
- The Head of School or designate declares good health and good character of students to the NMC on programme completion.

Recognition of Prior Learning (RPL)

The Keele Recognition of Prior Learning (RPL) Policy 2.2.1 (2019) states that:

1. The guideline to be followed when assessing RPL applications is that no more than 50% of the taught credits for a programme can be exempted through RPL. Exceptions to the guideline in 2.2.1 are only permitted where they are set out in programme-specific regulations.
2. The NMC (2018d) permits RPL for registered nurses that is capable of being mapped to the NMC (2018a) Nursing Standards of Proficiency and programme outcomes that may be more than 50% of a programme
3. Therefore this programme has an exemption to the RPL guideline 2.2.1 to allow entry for registered nurses as set out in the clause above.

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1: Modules and Assessment

This programme varies from Regulation C3 Bachelors Degree (11.7a)

- A student must be successful in all summative assessments as the NMC (2018c) Section 5.16 states that there should be no compensation across theory and practice learning.
- All modules must be successfully completed.
- No compensation is permitted for modules within the Nursing Degree programme (NMC QA Framework 2013 Annex).
- A student who has failed an assessment / module at two attempts with no extenuation will be invited to submit evidence of extenuation for the assessment / module to a School Progress Review Panel, and, if deemed appropriate, will be awarded a further assessment attempt capped at the module mark.

Variation 2: Dissertation

This programme varies from Regulation C3 Bachelors Degree (8.8) as students will complete a 6000 word dissertation in recognition of the academic and practice endeavour required for completing professional programme.

in any module which is assessed solely by one unit of in-course assessment, that assessment should be a piece of written work of 4000-5000 words or the equivalent in respect of a 15 credit module and 8-10,000 words or the equivalent in respect of a 30 credit module;

Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

Additional requirement 1: Regulations relating to Student Discipline

Fitness to Practise: Students are required to inform the School of any change in their physical or mental health status following their initial assessment as fit to practise. The School may refer any student whose fitness to practise is in doubt to the University's Occupational Health Unit for reassessment in partnership with the organisation employing the student. Such students may also be subject to the School's Health and Conduct arrangements.

Students are required to inform the School and their organisation of any change to their status regarding criminal convictions and/or cautions following their initial enhanced disclosure by the Disclosure & Barring Service (DBS). Where there are grounds to do so, a further DBS check may be requested in partnership with the organisation sponsoring the student.

Any student who has taken a prolonged period of leave of absence or sickness may be subject to the arrangements above. A leave of absence or prolonged period of sickness may mean that a student may need to 'back group' to another cohort, in order to have the best opportunity to be successful with their studies.

Any apprenticeship student discipline issue will be fully discussed in partnership with the employing organisation.

Additional requirement 2: Eligibility to apply to enter the NMC Professional Register

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

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

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

Version History

This document

Date Approved: 02 January 2020

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2019/20	ALEXIS WARRILOW	02 January 2020	