

Course Information Document: Undergraduate

For students starting in Academic Year 2024/25

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), Institute for Apprenticeships, Nursing and Midwifery Council
Tuition Fees	<p>UK students:</p> <p>Fee for 2024/25 is £9,250*</p> <p>This programme may also be undertaken as a Nursing Degree Apprenticeship for Adult Nursing or Mental Health Nursing with fees paid by the Apprenticeship Levy of the sponsoring organisation.</p> <p>International students:</p> <p>Fee for 2024/25 is £21,900**</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 in your chosen field. Graduates who successfully achieve all the programme requirements are eligible to apply for registration with the Nursing and Midwifery Council (NMC), and must do so within five years of programme completion. Please note that this programme follows an extended academic year of 45 weeks' duration.

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 and Technical Education (IFATE, 2018). Higher Education (HE) quality standards through Quality Academic Assurance Standards (QAA) are also met through the Higher Education Credit Framework for England bodies (Quality Assurance Agency for Higher Education, 2018; 2021). We are cognisant of the NHS Long-Term Workforce Plan (2023) requirements and are working towards implementation.

Apprenticeship Specific Requirements: This programme also meets the requirements of the Higher Degree Apprenticeship Nursing Standard approved by the Institute for Apprenticeships (IFA, 2018) for those students undertaking an apprenticeship route via their employer. The Apprenticeship Standard ST0781 has more information via the following link: [Home / Institute for Apprenticeships and Technical Education](#)

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 (Commissioning Board Chief Nursing Officer and Department of Health Chief Nursing Adviser, 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 and being culturally sensitive, 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 with our service user carer engagement 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 to demonstrate core knowledge, skills, standards, behaviours to meet people's needs, as well as application to field-specific knowledge and skills required in 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.

Apprenticeship Specific Requirements: It is important to note that whilst the BSc nursing programme course plan is the same for all students, there are some specific requirements that apprenticeship students need to meet to comply with the apprenticeship standard. These are highlighted throughout this document.

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 (NMC, 2018). 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: Apprenticeships - Keele University
Fields of Nursing	Adult Children's Learning Disability Mental Health	Adult Mental Health
Funding	Course fees paid by you	Course fees paid by your employing organisation
Contracts	You are not contracted by an employer	As an employee, you will have a contract in place for the duration of the programme which will determine the terms and conditions of employment e.g. Paid annual leave entitlement and any additional hours as required by the terms and conditions of employment.
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 your employing organisation, the School and you to monitor progress and quality of experience, as an employee and student
Elective Practice Experiences	Your choice of elective placement including an opportunity for international elective	Partnership decision of elective placement by the employing organisation, the School and yourself. International electives are at the discretion of the employer.
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	<p>On successful completion of the programme you receive a BSc (Hons) Nursing and are eligible to apply to the NMC for Nursing Registration</p> <p>To complete the apprenticeship element of the programme you will also need to complete the nursing apprenticeship integrated End-Point Assessment. This requires successful completion of your programme through the award board and registration with the Nursing and Midwifery council. This process is overseen by an Independent End Point Assessor. Please click on the following link for more details:</p> <p>2021021.pdf (skillsforhealth.org.uk)</p>
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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.

5. What you will learn

Studying Nursing at Keele

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 Crowd University Awards, Britain's Best University
- Good, Ofsted Apprenticeship & Skills Provision 2023
- 10th in UK for Student Satisfaction: National Student Survey 2021.
- 19th In UK in 2021 in Guardian league tables in Nursing and Midwifery Schools in UK.
- 12th In Nursing UK for the Complete University guide 2023.
- 2023 Complete University Guide. Keele University awarded Gold in the Teaching and Excellence Framework. Bronze Award Athena Swan

Our metric consistently rates 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 interprofessional 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, several innovative learning experiences are organised between specific professional groups but 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, NMC, 2019a). 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).

As a successful student you 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, 2018a)

Due to the professional nature of this programme all learning outcomes and assessments across all modules are subject specific to nursing. As a successful student you 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)

As a successful student you 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.

Leadership Skills

Our curriculum integrates Maximising Leadership Learning in the Pre-Registration Curricula (HEE, 2018).

The Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical awareness**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

6. How is the programme taught?

Our learning and teaching approaches are based upon the characteristics of andragogy (Knowles 1984), and adult social learning theory. Here, students construct learning through social interaction and exposure to a range of different situations, individuals, experiences, and reflective activities. Supported by academic and practice-based staff, independent learning is facilitated in a way which supports your on-going learning within the programme, and beyond the point of professional registration (Chuang, 2021).

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In your programme you may sometimes be expected to role play and engage in simulated clinical scenarios with other students, such as the practice and observation of practical skills in physical contact with other students. For some specific practices, this may necessitate modification of dress - e.g., to shorts and t-shirt. These activities will be conducted in a professional, safe, respectful and culturally sensitive way, under the supervision of academic staff, according to a defined protocol.

The School of Nursing and Midwifery embraces the [Keele Learning Principles](#) and further addresses specific learning needs of students undertaking a programme of study leading to professional registration. The Keele Learning Principles are central to the way in which our curriculum is delivered, offering blended approaches which encourage social collaboration, help to create meaningful experiences for our students. It is key for our students to be actively engaged and take personal responsibility in translating their learning into the clinical practice environment.

The infographic below illustrates the school's blended learning approach.

[Link to Course structure diagram](#)

Course Structure

This programme is equally divided between theoretical learning and practice learning modules, underpinned by the NMC Standards. 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. Your programme will be split 50% theory and 50% practice allowing you to achieve the 2,300 theory hours and 2,300 practice hours for the course. 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 and carer involvement

The Faculty of Medical and Health Sciences User and Carer Liaison group provides links to information that provides a backdrop from which we, in the SNaM, work together with SUCs (User and carer group - Keele University). Across the Faculty of Medicine and Health Sciences, we share our aims and terms of reference. The SUC group representatives link to the Faculty Service User and Carer strategy

Service Users and Carers (SUC) are representatives of the local community, who have lived experiences of past and current engagement with a broad range of healthcare services either as a service user and/or carer. We use the term 'service users' as people who are experts by experience, and the term 'carer' to refer to someone who provides, or has provided, support to a family member, partner, or friend.

The group members participate in many stages of the student journey including the design and delivery of courses, contribution to lectures and seminars, the production of re-useable learning materials such as patient stories, and research.

SUCs generously share their time, knowledge, and expertise from diverse lived experiences. They engage in open, authentic, and informed discussion with students and staff, ensuring that their voices are heard, and their experiences inform and improve the quality of the training programmes for all our students.

Some SUCs, particularly those with protected characteristics, such as ethnicity, are harder to reach. We actively seek to invite them to join us to ensure a diverse and inclusive approach to all SUC activity.

In line with policy expectations, we have a vision of embedding service user and carer (SUCs) involvement in all aspects of our business. We recognise that knowledge by experience, theory or indeed practice wisdom is of equal value and dynamic and supports a valuable learning opportunity for nursing and midwifery students. SUCs shared experiences of illness and healthcare are integral to programme delivery and key to the development of an empathic future nursing and midwifery workforce.

The School of Nursing and Midwifery is committed to supporting a SUC strategy that values and involves service users at all levels of programme development, clinical development, and research activities, to create a realistic and meaningful dimension to the facilitation of learning. The School is recognised for service user innovations providing a range of dynamic, clinically based, educational programmes to the highest standard to prepare students to meet the Nursing and Midwifery Council (NMC) Standards of proficiency for pre-registration nurse education. In addition, the knowledge and skills of those undertaking Continuing

Professional Development courses are enhanced by orientation to the service user experience empowering registered practitioners to challenge the publicly recognised barriers to achieve person centred care, empowering nurses as leaders and researchers of the future. Evidence based practice remains at the very core of our teaching, and research with service user involvement actively supported at undergraduate, postgraduate, doctorate and post doctorate level.

The continued aim of the User and Carer Strategy is to:

- Promote meaningful service user and carer involvement for student learning within the School of Nursing and Midwifery experience.
- Maintain a robust, user-driven innovative and dynamic curriculum and further develop interesting ways of involving service users and carers, including student recruitment, assessment, research, and clinical practice.
- Ensure the value and impact of service user and carer engagement is recognised across the school and wider community.
- Ensure the appropriate support is in place for all levels of involvement.
- Evaluate the impact of service user/carer involvement so that standards can be monitored and continuously improved.

This is also reflected in a person-centred approach to learning and teaching, including the 'hub and spoke' approach in practice where you 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 you 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 you with the best opportunities for successful progression.

Each module will be structured so that you learn in both core 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 interrelationship 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. Methods allow for a blended approach to programme delivery, with some educational delivery taking place online with some small group teaching, laboratory sessions and practical sessions permissible adhering to current COVID-secure guidelines, where appropriate. 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 you 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 practice 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 Academic Mentors or module lecturers on a one-to-one basis.

It is very important that you attend for your theory and practice learning as indicated on your programme of studies. The Nursing and Midwifery Council (NMC) (2018) Nursing; NMC (2019) Midwifery, stipulate a minimum number of clinical practice hours required for registration of new registrants. Your programme has been developed to ensure that you meet this requirement of the NMC. Any non-attendance without good cause will result in disciplinary action and may prevent registration at course end if NMC clinical practice hours are not met. Regardless of the nature of absence, the minimum number of hours must be achieved before you can complete the programme. Students studying a professional programme under the NMC Standards **must** achieve the professional requirements for progression. Theoretical outstanding assessments must be successfully achieved and confirmed within 12 weeks of entering the next part of the programme. The 12-week period includes holidays and any absences. This may affect your student finance, if you are not successful within the time period and it would result in your programme being paused. Reasonable adjustments may apply for students with a disability.

Apprenticeship specific requirements: There is a dedicated Apprenticeship Lead within the BSc programme who has oversight of all apprentice students and is a point of contact for any specific information in relation to students on the BSc apprenticeship route. 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 preregistration 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 or Senior 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 or more of the Faculty Research Themes (FReT) groups.

Honorary lecturers, visiting lecturers and leading clinicians are integral to the delivery of modules within the programme and are utilised where appropriate.

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 BSc Programme is three calendar years in duration consisting of 15 and 30 credit modules over each 45 week 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

As an adult nursing student, you 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, social and emotional needs across a range of health care settings.

You will experience a range of clinical placements where you will develop the requisite skills, knowledge and attitudes needed for contemporaneous nursing practice. Initially you will be challenged to adopt a person-centered approach to care delivery by integrating theory with practice and focusing on the health requirements of the individual and your 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

Children's Nursing

As a children's nurse you will have 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 you into a Children's Nurse who is inquisitive, questioning, clinically astute, empowered, cognitively adaptable, and able to respond to current and future needs of health care delivery. Through managing both acute and chronic illnesses, you will continuously demonstrate leadership and decision-making skills.

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 programme, students will develop the skills to enable children and young people to be meaningful participants in their own care.

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 focusing 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 you with a wide range of practice placements, to reflect this.

Learning Disabilities Nursing

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. 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 (LD) nurses have the same essential skill base as any other registered nurse, it's just the way they apply their skill in a creative non-traditional sustainable way that makes you think differently about them. They are as unique as the individuals they have chosen to serve and innovative in their thinking

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 make change happen that will improve the health outcomes of people with learning disabilities. In order for the LD nurse can make change happen, that will improve the health outcomes of people with learning disabilities.

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. Learning Disabilities nurses are key in facilitating prompt access to services 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 (Royal College of Nursing, 2016)

For the Learning Disabilities nurse to do this, they must be person-centred thinking individuals. There is already a range of well-established approaches, tools and strategies when delivering person centred care, which place the individual with learning disabilities at the centre. It is with this approach that the current curriculum begins; by placing both the individual with a learning disability and the student at the centre of education and practice through the fundamentals of nursing and build upon evidence-based knowledge and advanced skills both in theory and practice. The Learning Disabilities student nurse will learn how to meet the needs of individual with learning disabilities with physical, mental, cognitive or behavioural health challenges.

The Learning Disabilities nursing student will gain placement experience in a range of settings including residential and day services, special schools, general and specialist nursing services in the community and inpatient environments, across the National Health Service (NHS) and in the private, voluntary and independent sector.

By always using a person-centred approach, the student and the individual with a learning disability will be at the centre of learning and practice. To this end, the learning disabilities student nurse will be prepared to be inquisitive, empowered, focused, clinically skilled and cognitively adaptable. This will result in Learning Disabilities nurses being able to respond to the individual needs of people with learning disabilities, their families, carers, and services.

Mental Health Nursing

The mental health nursing programme person-centred care at its' heart, an acknowledgement that people are individuals with physical, emotional, social, and cultural needs. It is acknowledged that severe and enduring mental illness can adversely affect physical health (King's Fund 2022). It is with this in mind that health promotion and education are key aspects of the mental health nurses' role.

Future mental health nurses will be self-aware, reflective and be positive role models for the people in their care, displaying resilience and compassion. You will apply your skills, identifying opportunities to educate and support people at every stage of their lives. Underpinning this will be early intervention in children and young people's mental health, recognising the impact of adverse childhood experiences on mental health across the lifespan. It is also recognised that by 2025, over a million people in the UK will be diagnosed with dementia (Alzheimer's Society, 2019) and mental health nurses will be pivotal in prevention, early identification, assessment, and intervention for cognitive impairment.

You will require strong excellent communication skills, facilitating positive therapeutic engagement with service users, their families, and other professionals as you manage complex care. High level interpersonal and clinical skills will enable you to work within an evidence-based framework, delivering more complex therapeutic interventions such as motivational interviewing and cognitive behaviour therapy. These skills will be developed using a combination of theory, simulation, and practical placement experiences. The placements within this programme will reflect a range of settings: in-patient hospital wards, community settings and clinics, including the person's own home and residential care home settings.

All Programmes

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 the opportunity to prepare for summative assessments. Consolidation periods enable you to further develop your studies, and will also support you retrieving assessments (if permitted) or any 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: As per student course plan

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 clinical practice modules are undertaken utilising simulated clinical skills sessions and reflecting on practice. Up to 600 hours of simulated practice learning will be flexibly utilised on the programme, as clinical practice hours.

Language modules: You are able to take up to 60 credits across your degree programme as Faculty Funded additional Modern Language modules in order to graduate with the Enhanced Degree Title. [Please see [link](#) for more information on Enhanced degree titles.]

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

9. Final and intermediate awards

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

BSc Honours Degree in Nursing ("field")	360 credits	<p>You will require at least 120 credits at levels 4, 5 and 6</p> <p>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.</p>
BSc (Hons) Healthcare Studies	360 credits	<p>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.</p> <p>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.</p> <p>NB: 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</p>
Diploma in Higher Education in Healthcare Studies	240 credits	<p>You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher</p> <p>NB: 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</p>
Certificate in Higher Education in Healthcare Studies	120 credits	<p>You will require at least 120 credits at level 4 or higher</p> <p>NB: 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</p>

Apprenticeship specific requirements: If an apprenticeship student is unable to complete their programme at any stage, their employment contract with their employing organisation may 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. Academic colleagues 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 help 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 multimethod 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 nursing:

- Continuous assessment of practice
- Assessments of an 'episode of care' in practice settings conducted by practice assessors.
- Practical examinations.
- Reflective accounts.
- Examinations in different formats test your' knowledge and understanding of the subject. You will have an opportunity to test your numeracy and medicines management skills through the use of an online learning package. Examinations may consist of essay, short answer and/or multiple choice questions. These are normally 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 online via the Keele Learning Environment (KLE) assess your subject knowledge and your ability to apply it in a more structured and focused way.
- Dissertations enable you to explore in depth an area of particular interest through writing a literature review and to test your ability to work independently and formulate recommendations for practice.
- 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.
- Peer assessment: In some cases students will be involved in marking other students' work, usually with a prescriptive marking guide. This helps you to appreciate where marks are gained and lost and gives you the opportunity to see the common mistakes made by other students.
- Reviews of other scholars' work e.g. Journal Clubs, exemplars to support the 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 your knowledge of research methodologies and your 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. **Please note that where there are two or more assessment components, failure of one assessment will cap the overall grade for that module.** 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 usually within five working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

Assessments are specified at the level ascribed to individual modules and reflect the increasing specificity and complexity of the learning outcomes that you will be required to achieve for the progression points. The dissertation is designed to provide you 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 you maximum opportunity to link your theoretical learning to your practice development. By staggering the submissions of theoretical assessments, the aim is to enable you 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 you within assessment briefs and support will be available for you. Detailed, constructive and timely feedback will identify your areas of strength and areas for further improvement. You will be encouraged to reflect on your theoretical and practical learning using reflection to assess your own development. This will enable you to become a more independent learner as you progress through your 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).

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.
- Achievement of theory and practice hours as per the professional requirements of the programme.

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

Assessment of Clinical Performance

As 50% of the 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 undertake practice based assessments of your clinical skills. This will be facilitated with the use of an electronic Practice Assessment Document 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 electronic Practice Assessment Document will also record your practice hours throughout the programme.

The assessment process aims to ensure validity and reliability in the assessment of practice. Support and guidance will be available to supervisors from Academic Assessors utilising the electronic Practice Assessment Document and other methods. 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. 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.

11. Contact Time and Expected Workload

This contact time (in-situ, synchronous or asynchronous) 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 content 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.

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)	20.1%	43.9%	36%
Year 2 (Level 5)	11.8%	48.6%	39.6%
Year 3 (Level 6)	6.8%	50.4%	42.9%

The NMC requires 4,600 hours are required for structured learning activities across the programme.

12. Accreditation

Progression

You should note that to be awarded Registration with the Nursing and Midwifery Council you must pass all the assessments within all your modules, for each part of the programme 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 part (year) of the programme is dependent on successful completion of the previous part (year) and achievement of the progression point. If you have not completed the required assessment components, you may not progress to the next year of the programme. Your progress will be reviewed to determine the support to study you require. There is no such provision for outstanding practice assessments. If you do not complete the required practice assessment with a specific part of the programme, you will be required to undertake a leave of absence (LOA) and return to an agreed point within the following cohort.**

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

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 and government guidelines outlined by the School International Director/Lead for Study Abroad. Apprenticeship students will require agreement from their employer to undertake a study abroad elective.

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

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.

Practice constitutes a minimum 50% of the curriculum hours (2,300 hours) which includes some simulation, up to 600 hours maximum (NMC 2018a).

Field Placements

Field placements will provide you with a range of practice experiences that will develop your professional values and nursing skills providing an opportunity to apply your learning in your chosen field of nursing. Practice experience will be provided in partnership with local health care trusts and the independent sector, 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.

Apprenticeship Specific Requirements: 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 Facilitator/Practice Education Facilitator' 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 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 is incorporated into existing supervisor and assessor preparation (SSSA, NMC 2018). Moderation of practice assessment documents are 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. 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.

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 nurse, midwife, nursing associate, physiotherapist, radiographer, medical, pharmacist, paramedic and bio-medical science students, all of whom participate in the online IPE strategy for the Faculty. IPE permeates all three years of the pre-registration nursing programme.

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 has six priority objectives:

1. Identify Keele's place and strengths in the global knowledge economy, in both research and learning.
2. Identify and develop strategic institutional collaborations: focused, multi-functional, and appropriately funded.
3. Develop global dimensions to the curriculum.
4. Develop a modern languages strategy.
5. Review and continually update our international recruitment strategy.
6. 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. 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	Edith Cowan University
Sri Lanka	General Sir John Kotelawala Defence University
Hong Kong	The Chinese University of Hong Kong.
Germany	Catholic University of Applied Science
Republic of Georgia	School of Nursing, Tblisi State Medical School
Zambia	Levy Mwanawasa University Teaching Hospital Lusaka
Italy	Istituto Scientifico di Pavia
Bahrain	Royal College of Surgeons in Ireland - Medical University of Bahrain
Finland	Seinäjoki University of Applied Sciences
St Lucia	Caribbean Elective (may not go ahead)

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.

Apprenticeships Specific Requirements:

Apprenticeship students must discuss any proposed international opportunity with their employing organisation.

15. Additional Costs

Apart from additional costs for textbooks, 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.

Your geographical location, when possible, is taken into account when allocating to clinical placements and, whilst efforts are made to limit your travel, it is not possible to guarantee that placements will be in particular locations and you may be required to travel some distance for your placements. Clinical placements currently in use by the School of Nursing and Midwifery are within a 60-mile radius, 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 nurse. 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.

Disclosure and Barring Service (DBS)

Clearance for an enhanced DBS check is mandatory. Students will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. There is also an online DBS update service to sign up for once the DBS certificate has been received, which allows employers to check DBS status and lets students keep their DBS certificates up to date online.

The costs are an initial £45.40 plus £3.80 for a digital ID check (the preferred option) totalling £49.20 for the enhanced DBS check, plus £13 per year for the update service.

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 MUST complete a health questionnaire, prior to the start of your programme and undertake as necessary immunisations or blood tests to meet practice learning requirements. You will be responsible for any fee that may be required by your GP and any OH costs including non-attendance.

Apprentices will receive occupational health clearance via their employer

Other costs are outlined in the table below:

Activity	Self funding cost	Estimated Cost Apprenticeship students
Total estimated additional costs Travel - as outlined above	£- dependent on placement	£- Dependent on your employing organisation
One additional set of Uniforms if required (three sets supplied free)	£60- £80 including VAT and postage	£60 - £80 including VAT and postage paid by employing organisation
UHNM ID Card (Adult and Child students only)	£5-£15 per replacement card	Paid by your employing organisation
Replacement of Lost or Damaged Name Badge.	£5 per replacement badge	Paid by your employing organisation
Register to the DBS Update Service (£13 per year)	£50.60	Paid by your employing organisation
Enhanced DBS Check (Only applicable to students who do not register to the Update Service in time) (£47.20 per check)	£47.20 per new DBS check	Paid by your employing organisation
OH Clearance - as outlined above	£- dependent on circumstances	Paid by your employing organisation
Total estimated additional costs	£167.80 - £197.80 excluding potential travel and OH costs	N/A excluding potential travel costs

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 programme.

Additional Financial support:

If you are experiencing any financial hardship during your programme you are advised to discuss this with the Student Experience Support Officer. There may be access to additional funding which is dependent on individual circumstances.

Apprenticeship Specific Requirements:

As apprenticeship students you are employed and will not be entitled to additional financial support.

16. Annex - Programme-specific regulations

Programme Regulations:

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	March 2024
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 Award/Professional Lead 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). Regulation D1:9 and D5:1 - all assessments must be passed to progress - there is no condonement or compensation on the BSc Nursing. No compensation is permitted for modules within the BSc Nursing programme (NMC 2023c) Part 1: Standards Framework for nursing and midwifery

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 Progression Panel, and, if deemed appropriate, will be awarded a further assessment attempt capped at the module mark.

Practice assessments and competencies: Students are not able to proceed to the next year of study if they have not completed the part of the programme as set out in the NMC standards (2018) 7.5 -A nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies.

Regulation B5 - fitness to practise - in addition to the University regulation 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.

Regulation D1:12 - A student who has failed an assessment at two attempts with no extenuation will be invited on one occasion to submit evidence of extenuation for the assessment and, if deemed appropriate, will be awarded a further assessment attempt capped at the module mark. All outcomes must be achieved within the assessed period for that part of the programme, any outstanding outcomes must be met and confirmed within 12 weeks of the student entering the next part of the programme. Where there are exceptional circumstances or reasonable adjustments this period may be lengthened.

Regulation D1, Section 4.2: The pass mark for all summative assessments is 40% (pass) except the computer software numeracy test assessments.

Practice assessments and competencies: Students are not able to proceed to the next year of study if they have not completed the part of the programme as set out in the NMC standards (2018) 7.5 -A nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies.

A student who has not met the above professional requirements may be eligible for the award of a University Certificate of Higher Education if they have accumulated a minimum of 120 credits at Level 4. Those students who, in addition to 120 credits at Level 4, have also accumulated 120 credits at Level 5 may be eligible for the award of a University Diploma of Higher Education. These awards will not have 'Nurse' in their title and students will not be eligible to apply for entry to the NMC professional register.

Variation 2: Dissertation

This programme varies from Regulation C4 Bachelors Degree (8.7) as students will complete a 6,000 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 4,000-5,000 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.

Variation 3: Repeat options

University Regulation D2 (1.1.4, 1.2.4 and 1.6.4): the repeat year options outlined in the regulation will be subject to approval by the Progression and Award Board. In making decisions, the Progression and Award Board will offer repeat options based on the prospect of the student progressing or completing the failed modules or assessments. Students with approved exceptional circumstances will be granted repeat options, subject to the caveat noted below. For students without approved exceptional circumstances, Progression and Award Boards will take the following into account when making decisions: students should normally have achieved an average module mark on failed modules within 10% of the module pass mark and demonstrated engagement with their studies through an attendance record of at least 80% (not including reported absences) to be eligible for a repeat year option.

If it is identified that additional support is required, students will be guided towards the Support to Study process.

Where a repeat year or module option requires a clinical placement, this option may be deferred depending on placement capacity and students may be required by the Progression and Award Board to take a leave of absence until such time that the placements can be undertaken.

Additional Requirements:

Feedback on assessments is greater than 15 working days (Regulation D1.11.1)

Apprenticeship Specific Requirements:

The knowledge Skills and behaviours required for the Degree Nursing Apprenticeship have been mapped and are integrated into the programme, see below:

Area (as listed in the standard)	What is required for occupational competence? (as listed in the standard)	How is this to be delivered (specify relevant modules)	Principal forms of assessment (of the competency) used and/or how and where it will be evidenced and formatively assessed	If any of the Knowledge requirements are to be met by on-the-job learning, rather than within the programme, please indicate which elements and how this will be managed and monitored
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<p>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.</p>	<p>K1 K2 K3 K4 K5</p> <p>S1 S2 S3 S4 S5 S6</p> <p>B1 B2 B3</p>	<p>Person Centred Care</p>	<p>Essay & Communication exercise</p>	<p>Assessed in Practice Assessment Document (PAD)</p> <p>managed and monitored by supervisors/Assessors in Practice and overseen by Academic Assessor who will check all practice learning outcomes are met for the part of the programme.</p> <p>Reflective Essay marked by Academic Mentor</p> <p>Episode of care conducted by practice assessor</p>
		<p>Clinical Nursing Practice 1</p>	<p>PAD and Episode of care for each placement</p>	
		<p>Clinical Nursing Practice 2</p>	<p>Reflective Essay</p>	
		<p>Clinical Nursing Practice 3</p>		
		<p>Clinical Nursing Practice 4</p>		
		<p>Clinical Nursing Practice 5</p>		
		<p>Clinical Nursing Practice 6</p>		
		<p>The Nurses Role in supporting Health and Wellness</p>	<p>Report & group presentation</p>	
		<p>Evidenced Based Nursing Practice</p>	<p>Essay</p>	
		<p>Leading and managing care</p>	<p>Report</p>	

<p>Communicate effectively, act as a role models for others and be accountable for their own actions</p>		Exploring Person Centred Care	Essay & Communication exercise	
		Clinical Nursing Practice 1	PAD and Episode of care for each placement	Assessed in Practice Assessment Document (PAD)
		Clinical Nursing Practice 2	Reflective Essay	
		Clinical Nursing Practice 3		managed and monitored by supervisors/Assessors in Practice and overseen by Academic Assessor who will check all practice learning outcomes are met for the part of the programme.
	K6 K7 K8	Clinical Nursing Practice 4		Reflective Essay marked by Academic Mentor
	S7 S8 S9 S10 S11 S12 S13	Clinical Nursing Practice 5		Episode of care conducted by practice assessor
	B1 B2 B3	Clinical Nursing Practice 6	Report & group presentation	
		The Nurses Role in supporting Health and Wellness		
	Leading and managing care	Report		
	Clinical Judgment and Decision Making	OSCE		

<p>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.</p>		<p>The Nurses Role in supporting Health and Wellness</p>	<p>Report & group presentation</p>	<p>Assessed in Practice Assessment Document (PAD)</p>
		<p>Clinical Nursing Practice 1</p>		
	<p>K9 K10 K11 K12 K13</p>	<p>Clinical Nursing Practice 2</p>	<p>PAD and Episode of care for each placement</p>	<p>managed and monitored by supervisors/Assessors in Practice and overseen by Academic Assessor who will check all practice learning outcomes are met for the part of the programme.</p>
	<p>S14 S15 S16 S17 S18 S19 S20 S21</p>	<p>Clinical Nursing Practice 3</p>	<p>Reflective Essay</p>	
	<p>B1 B2 B3</p>	<p>Clinical Nursing Practice 4</p>		<p>Episode of care conducted by practice assessor</p>
		<p>Clinical Nursing Practice 5</p>		<p>Reflective Essay marked by Academic Mentor</p>
		<p>Clinical Nursing Practice 6</p>	<p>report</p>	
	<p>Leading and managing care</p>			

<p>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</p>	<p>K14 K15 K16 K17 K18 K19 K20 K21</p> <p>S22 S23 S24 S25 S26 S27 S28 S29</p> <p>B1 B2 B3</p>	<p>Person Centred Care</p> <p>Fundamentals of Nursing care</p> <p>Clinical Nursing Practice 1</p> <p>Clinical Nursing Practice 2</p> <p>Clinical Nursing Practice 3</p> <p>Clinical Nursing Practice 4</p> <p>Clinical Nursing Practice 5</p> <p>Clinical Nursing Practice 6</p> <p>Pharmacology and Quality</p> <p>Clinical Judgment and Decision Making</p> <p>Leading and managing care</p>	<p>Essay & Communication exercise</p> <p>MCQ exam & Care Plan</p> <p>PAD and 6 Episode of care for each placement</p> <p>Reflective Essay</p> <p>MCQ exam</p> <p>OSCE report</p>	<p>Assessed in Practice Assessment Document (PAD)</p> <p>managed and monitored by supervisors/Assessors in Practice and overseen by Academic Assessor who will check all practice learning outcomes are met for the part of the programme.</p> <p>Episode of care conducted by practice assessor</p> <p>Reflective Essay marked by academic Mentor</p>
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<p>Provide and evaluate nursing care to individuals and groups taking the lead in providing evidence based, compassionate and safe nursing interventions</p>		Clinical Nursing Practice 1	PAD and Episode of care for each placement	Assessed in Practice Assessment Document (PAD)
		Clinical Nursing Practice 2	Reflective Essay	
		Clinical Nursing Practice 3		
	K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32 K33 K34	Clinical Nursing Practice 4		managed and monitored by supervisors/Assessors in Practice and overseen by Academic Assessor who will check all practice learning outcomes are met for the part of the programme.
	S30 S31 S32 S33 S34 S35 S36 S37 S38 S39 S40	Clinical Nursing Practice 5		
		Clinical Nursing Practice 6		
	B1 B2 B3	Pharmacology and Quality	MCQ exam	Episode of care conducted by practice assessor
	Clinical Judgment and Decision Making	OSCE	Reflective Essay marked by Academic Mentor	
	Leading and managing care	Report		

<p>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</p>		Pharmacology and Quality	MCQ exam	
		Clinical Nursing Practice 1	PAD & Episode of care for each placement	Assessed in Practice Assessment Document (PAD)
		Clinical Nursing Practice 2	Reflective Essay	
		Clinical Nursing Practice 3		managed and monitored by supervisors/Assessors in Practice and overseen by Academic Assessor who will check all practice learning outcomes are met for the part of the programme.
	K35 K36 K37 K38 K39 K40	Clinical Nursing Practice 4		
	S41 S42 S43 S44 S45	Clinical Nursing Practice 5		
	B1 B2 B3	Clinical Nursing Practice 6		Episode of care conducted by practice assessor
		Clinical Judgment and Decision Making		Reflective Essay marked by Academic Mentor
	Leading and managing care	OSCE report		

<p>Improve quality of care by making a key contribution to the continuous monitoring and quality improvement of care and treatment in order to enhance health outcomes and people's experience of nursing and related care.</p>	<p>K41 K42 S46 S47 S48 B1 B2 B3</p>	<p>Leading and managing care Clinical Judgment and Decision Making Clinical Nursing Practice 1 Clinical Nursing Practice 2 Clinical Nursing Practice 3 Clinical Nursing Practice 4 Clinical Nursing Practice 5 Clinical Nursing Practice 6</p>	<p>Poster presentation OSCE PAD & Episode of care for each placement Reflective Essay</p>	<p>Assessed in Practice Assessment Document (PAD) managed and monitored by supervisors/Assessors in Practice and overseen by Academic Assessor who will check all practice learning outcomes are met for the part of the programme. Episode of care conducted by practice assessor Reflective Essay marked by Academic Mentor</p>
<p>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</p>	<p>K43 K44 K45 K46 K47 K48 K49 K50 K51 K52 K53 S49 S50 S51 B1 B2 B3</p>	<p>Leading and managing care Clinical Judgment and Decision Making Clinical Nursing Practice 1 Clinical Nursing Practice 2 Clinical Nursing Practice 3 Clinical Nursing Practice 4 Clinical Nursing Practice 5 Clinical Nursing Practice 6</p>	<p>Poster presentation OSCE PAD & Episode of care for each placement Reflective Essay</p>	<p>Assessed in Practice Assessment Document (PAD) managed and monitored by supervisors/Assessors in Practice and overseen by Academic Assessor who will check all practice learning outcomes are met for the part of the programme. Episode of care conducted by practice assessor Reflective Essay marked by Academic Mentor</p>

<p>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</p>	<p>K54 K55 S52 S53 S54 S55 B1 B2 B3</p>	<p>Leading and managing care Clinical Judgment and Decision Making Clinical Nursing Practice 1 Clinical Nursing Practice 2 Clinical Nursing Practice 3 Clinical Nursing Practice 4 Clinical Nursing Practice 5 Clinical Nursing Practice 6</p>	<p>Poster presentation OSCE PAD & Episode of care for each placement Reflective Essay</p>	<p>Assessed in Practice Assessment Document (PAD) managed and monitored by supervisors/Assessors in Practice and overseen by Academic Assessor who will check all practice learning outcomes are met for the part of the programme. Episode of care conducted by practice assessor Reflective Essay marked by Academic Mentor</p>
<p>Work in teams, collaborating and communicating effectively with a range of colleagues</p>	<p>K55 K56 K57 K58 S55 S56 S57 S58 B1 B2 B3</p>	<p>Leading and managing care Clinical Nursing Practice 5 Clinical Nursing Practice 6</p>	<p>Poster presentation PAD 5 and 6 proficiencies, Episode of care for each placement Reflective Essay</p>	<p>Assessed in Practice Assessment Document (PAD) managed and monitored by supervisors/Assessors in Practice and overseen by Academic Assessor who will check all practice learning outcomes are met for the part of the programme. Episode of care conducted by practice assessor Reflective Essay marked by Academic Mentor</p>

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 practice

partners or (in the case of apprentices, 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 undertake a break in studies and rejoin another (following) cohort, in order to have the best opportunity to be successful with their studies.

Apprenticeship Specific Requirements:

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.

Additional requirement 3: Regulations relating to placements

Students that miss or are unable to attend one or more placements and as a result are not be able to successfully fulfil the professional requirements of the year and progress to the next level of study, may be required by the board of examiners to take a leave of absence until such time (normally at the start of the next academic year) when they can re-join the programme and undertake the missing placements.

Student Additional Placement Requirement

An additional placement requirement may be required where you

- Fail your PSRB capabilities in a planned placement and an additional placement is required to support your regulatory standard attainment
- are outstanding skills and capabilities to support your programme progression.
- are outstanding your required PSRB capabilities to support professional registration.
- are outstanding PSRB work based practice days to support your course completion and professional registration. **(N.B.** this list is not exhaustive)

The following guidance applies to any circumstances where an additional placement is required.

Work Based Placement Provision

Work based placements are provided by Local Authorities, NHS Trust and Private Voluntary and/or Independent Organisations (PVIO) for programmes in FMHS. All Local Authorities, NHS Trust/organisation providers manage and coordinate their own work based student placements for all learners. This is done through liaison with the university.

Work Based Placement Pathway

Each university has a planned work based placement pathway for every student cohort group completing PSRB training and education programmes. This is to ensure that you meet all the professional practice capabilities and requirements for your programme of study. The planned work based placement pathway is agreed with the university.

Additional Work Based Placements

Should you need an additional work based placement, outside of the agreed placement pathway, the university would need to liaise closely with the educational team for the relevant Local Authority, NHS Trust/PVIO organisation provider. An additional placement request would need to be made.

Additional Work Based Placement Considerations

The ability to accommodate you with an additional placement outside of the normal placement pathway, is dependent upon several variables. For example, the number of mentors, practice assessors/educators, available in placement areas to support your learning and assessment and the numbers of student learners already situated in planned placements from other cohort groups and or other universities. The above factors sit mostly outside of the university's sphere of control.

Additional Work Based Placement Requests

If you require an additional work based placement, this will be requested and managed by the School's Placement Team (at the point at which the team are informed that additional placements for students are required and numbers are known). For social work courses, these placements are located by the placement coordinator, and in counselling by you with quality assurance checks undertaken by the relevant academic staff member

Additional Work Based Placements Timings

There may be times when it is not possible to secure an additional placement at the point at which you require an additional placement, and some organisations may not be able to offer any additional placements for you outside of the university agreed plans. You may therefore need to wait until a suitable placement opportunity becomes available within a Local Authority, NHS or PVIO provider organisation and the organisation is able to accommodate your additional placement request.

Additional Work Based Placement Progression Delay

Additional placement opportunities may not occur for you again until the next cohort group undertakes the equivalent placement experience in the next academic year. The need for any additional placements may lead to a delay which may affect your ability to continue to progress on programme with your cohort group.

Additional Work Based Placement Travel and Accommodation

Your school will make every effort to secure you an additional placement, however, this may mean that you will be expected to make informed decisions and take responsibility about travel, accommodation, and financial subsistence when the additional placement area secured is not within the normal placement pathway. The decision you will need to make will be between continuing with your current cohort group or delaying your progression on programme.

Programme Progression

Where your programme progression or course completion end date is impacted, it is important for you to seek advice and guidance from your programme specific Academic Mentor or Student Support Services, and if applicable your School International Director. Delays in your progression may have consequences for your professional registration and employment/financial/accommodation offers, visas, and or other contractual arrangements.

[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: 31 May 2024

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
2	2023/24	SHIRLEY HEATH	13 March 2024	Variation added to the regulations section regarding repeat options
1.1	2023/24	CLARE CORNESS-PARR	04 September 2023	To meet the requirements of the NMC standards (2018) to support a flexible increase of up to 600 hours of simulation, to support placement learning across the programme
1	2023/24	SHIRLEY HEATH	09 February 2023	
1.1	2022/23	SHIRLEY HEATH	12 December 2022	Revision of the AY 22/23 PST which reflects the wider review and revision of the AY 22/23 BSc Nursing curriculum.
1	2022/23	IVAN MCGLLEN	05 October 2022	
2.1	2021/22	CLARE CORNESS-PARR	28 September 2021	Changes made to narrative for CNP assessments to align to MSTs. Replacement of ILM with optional NHS Leadership academy Edward Jenner programme
2	2021/22	CLARE CORNESS-PARR	09 August 2021	Changes made due to addition of apprenticeship route for Mental Health Nursing (NMC Major Modification visit 30.6.21)
1	2021/22	CLARE CORNESS-PARR	10 February 2021	
1.1	2020/21	SHIRLEY HEATH		F2 changed by QA
1	2020/21	CLARE CORNESS-PARR	02 January 2020	
1	2019/20	CLARE CORNESS-PARR	02 January 2020	