Programme Specification: Post Graduate Taught

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	MSc Nursing (Adult) MSc Nursing (Children's) MSc Nursing (Learning Disability) MSc Nursing (Mental Health)
Award type	Taught Masters
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	2 years Entry points: September
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Hospital - Nursing & Midwifery Keele Campus
Accreditation (if applicable)	This subject/programme is accredited by the Nursing and Midwifery Council (NMC). For further details see the section on Accreditation.
Regulator	Office for Students (OfS), Nursing and Midwifery Council
Tuition Fees	**UK students:** Full-time fee for 2025/26 is £9,535 per year* **International students:** Full-time fee for 2025/26 is £16,600 per year*

How this information might change: Please read the important information athttp://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.

* 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. Overview of the Programme

Postgraduates 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 (NMC, 2019a). You will be studying this programme as a full-time nursing student for two years and will be supernumerary for the entirety of the programme (NMC, 2018).

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 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.

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 Advisor, 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.

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.

3. 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 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 wellness. Prevent ill-health to improve and maintain the mental, physical, and behavioural health and wellbeing 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.
- Demonstrate initiative in professional leadership of self and others 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, making use of the skill set of self and others, working proactively to formulate solutions.
- Synthesise appropriate a range of evidence to meet people's individual nursing needs and be able to systematically evaluate theoretical concepts and methodologies available.
- Develop and disseminate critical responses to existing knowledge and skills and apply these to shape and innovate nursing practice.
- Become an independent and autonomous student with transferable skills and be prepared for postgraduate employment.
- Maintain concepts of life-long professional learning and reflective practice in self and others.

4. What you will learn

Studying Nursing at Keele

Nursing at Keele offers pathways in Adult, Mental Health 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 2022
- 10th in UK for Student Satisfaction: National Student Survey 2021.
- 8th in England in the Mail University Guide 2024
- 10th in England in the Guardian University Guide
- 2nd in England for Nursing - The Good University Guide from The Times and Sunday Times
- Keele University awarded Gold in the Teaching and Excellence Framework.
- Silver Award Athena Swan

Our metrics consistently rate student satisfaction highly. The School has excellent relationships with a range of NHS and non-NHS organisations that provide clinical placements that support students in achieving an excellent standard of practice. Keele nursing students are fundamental to the wider Faculty of Medicine and Health Sciences including Schools of Medicine, School of Allied Health Professions & Pharmacy 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 masters 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. Critically evaluate 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 co-ordinating 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.
- Critically examine 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. Successful students will be able to:

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

Key or transferable skills (including employability skills)

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, present, and disseminate information and ideas from a wide range of sources.
- Demonstrate confidence in evaluation and research skills, and their applications for nursing, personal and professional development.
- Critically appraise complex evidence and judge the appropriateness of the enquiry.
- Utilise appropriate methods to answer a research question suggesting new concepts or approaches.
- Work autonomously and independently for an extended period.
- Demonstrate independent and creativity in writing study.
- Take responsibility for your own learning by reflecting on their strengths and weaknesses, enhancing study skills, and identifying appropriate courses of action.

Leadership Skills

Our curriculum integrates Maximising Leadership in the Pre-registration Curricula (Health Education England, 2018).

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 responsibility.** 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.

5. 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).

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.

Diagram: BSc MSc Nursing - Course Structure (October 2023).png

Course Structure

This programme is divided between 50% theoretical learning and 50% practice learning modules, underpinned by the NMC Standards and the 'Future Nurse' curriculum model. 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 accumulates 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 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 (inclusive of the RPL). You will undertake 90-credits of compulsory modules for each year for the duration of the two-year programme and all modules will be assessed at level 7. We have adopted the Health Education England (2018) Maximising Leadership in healthcare curricula strategy as our curriculum threads - Focus on self, working with others and improving healthcare.

RPL Part 1 Focus on self	**Part 2** **90 credits (Level 7) Working with others**	**Part 3** **90 credits (level 7) Improving healthcare**
All Learning Outcomes and proficiencies to be covered as part of portfolio **900 hours to be achieved for theory and 660 hours for practice**	**Nursing Care in Context and Health Promotion** - 30 credits **Summative Assessment**: Group Presentation Report (written)	**Clinical Judgement and Decision Making** - 15 credits **Summative Assessment**: Practical examination **Summative Assessment:** Online numeracy assessment 100% pass rate required
	Research Methods in Nursing - 15 credits **Summative Assessment:** Research Proposal (written).	**Leadership in Nursing Practice MSc** - 15 credits **Summative Assessment**: Written Report
	Master Clinical Nursing Practice (MCNP) 1 - 15 credits **Summative Assessment:** Practice Assessment Document (PAD) Episode of care (practical) Formative Numeracy assessments Reflective essay	**MCNP3** - 15 credits **Summative Assessment:** PAD Episode of care (practical) Formative Numeracy assessments Reflective essay
	Applied Pharmacology and Safety MSc - 15 credits **Summative Assessment:** MCQ Exam	**Dissertation** - 30 credits **Summative Assessment:** 8,000-word dissertation based on a literature review
	MCNP2 - 15 credits **Summative Assessment:** PAD Episode of Care (practical) Formative Numeracy assessments Reflective essay	**MCNP4** - 15 credits **Summative Assessment:** PAD Episode of Care (Practical) Formative Numeracy assessments Reflective essay

Each module will be structured so that students 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, you are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs you may have, with your 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. A maximum of one theoretical outstanding assessments can be taken through to the next part of the programme and 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.

Service user and carer involvement

The Faculty of Medicine 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 https://www.keele.ac.uk/health/about/fuclg/

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 students will gain an insight into people's journeys through the health and social care system across a range of settings.

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

6. 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.

7. What is the structure of the programme?

The MSc programme is two calendar years in duration consisting of 45 weeks per year and offering one of three different pathways in either:

- Adult Nursing
- Children's Nursing
- Mental Health Nursing

Theoretical learning will be mainly core 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. There are currently Learning Disability Nursing students on programme but we are not recruiting to this field in 2025/26 and so they are mentioned within this document only in respect of students currently on programme.

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 it's 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 MSc Children's 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 MSc Children's Nursing programme reflects the changing delivery of health care, whereby services are designed around the needs of children, young people, and their families, with 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.

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 has 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. Over a million people in the UK will be diagnosed with dementia by 2025 (Alzheimer's Society, 2019) and mental health nurses will be pivotal in the 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 working within the wide spectrum of mental health conditions including in-patient hospital wards, community settings and clinics, 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. Retrieval periods enable you to further develop your studies, and will also support you retrieving some assessments (if permitted) or any practice hours at the end of the academic year.

All four pathways contain core 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 (inclusive of RPL-year 1) 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 and academic calendar.

Successful completion of the Programme will lead to the award of MSc Nursing (in the specific pathway as above) and to be able to apply for the professional qualification of Registered Nurse with the NMC. The Programme structure is outlined on later in this document. The programme hours are based on a 37.5 - hour theory and practice week, and it should be noted that a proportion of the hours in the practice modules are to enable you to have formative practice experience where you will not be assessed but will provide you with learning opportunities. Some hours in the practice modules are undertaken in simulated clinical skills sessions and reflecting on practice. Up to 300 hours of simulated practice learning, will be flexibly utilised on the

programme as clinical practice hours.

Structure of the MSc Nursing Programme

Compulsory modules	Module Code	Credits	Period
Part 2			
Nursing Care in Context and Health Promotion	NUR-40095	30	Trimester 1-2
Applied Pharmacology and Safety MSc	NUR-40099	15	Trimester 2-3
Research Methods In Nursing	NUR-40097	15	Trimester 2-3
Masters Clinical Nursing Practice 1	NUR-40107	15	Trimester 1-2
Masters Clinical Nursing Practice 2	NUR-40109	15	Trimester 2-3
Part 3			
Clinical Judgement and Decision Making	NUR-40101	15	Trimester 2-3
Leadership in Nursing Practice MSc	NUR-40103	15	Trimester 1-2
Dissertation	NUR-40105	30	Trimester 1-3
Masters Clinical Nursing Practice 3	NUR-40111	15	Trimester 1-2
Masters Clinical Nursing Practice 4	NUR-40113	15	Trimester 2-3

Module Lists

Level 7

Compulsory modules	Module Code	Credits	Period
Nursing Care in Context and Health Promotion	NUR-40095	30	Trimester 1-2
Leadership In Nursing Practice	NUR-40103	15	Trimester 1-2
Masters Clinical Nursing Practice 1	NUR-40107	15	Trimester 1-2
Masters Clinical Nursing Practice 3	NUR-40111	15	Trimester 1-2
Dissertation	NUR-40105	30	Trimester 1-3
Research Methods In Nursing	NUR-40097	15	Trimester 2-3
Applied Pharmacology and Safety	NUR-40099	15	Trimester 2-3
Clinical Judgement and Decision Making	NUR-40101	15	Trimester 2-3
Masters Clinical Nursing Practice 2	NUR-40109	15	Trimester 2-3
Masters Clinical Nursing Practice 4	NUR-40113	15	Trimester 2-3

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 7

The table below sets out what you will learn in each year of the programme, the modules in which that learning takes place, and the main ways in which you are assessed on your learning. These learning outcomes are

achieved in the compulsory modules which all students are required to take.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
understand the NMC Code (NMC, 2018b) recognising how it enables nurses to be accountable professionals, providing evidence-based, person-centred, safe, compassionate care	Leadership In Nursing Practice - NUR-40103 Nursing Care in Context and Health Promotion - NUR-40095 Clinical Judgement and Decision Making - NUR-40101 Dissertation - NUR-40105
critically evaluate the principles underpinning health protection, promoting health and preventing ill-health, and the factors relating to health and social inequalities, locally, nationally and globally	Dissertation - NUR-40105 Nursing Care in Context and Health Promotion - NUR-40095
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	Clinical Judgement and Decision Making - NUR-40101 Dissertation - NUR-40105 Masters Clinical Nursing Practice 1 - NUR-40107 Masters Clinical Nursing Practice 2 - NUR-40109
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	Masters Clinical Nursing Practice 2 - NUR-40109 Research Methods In Nursing - NUR-40097 Masters Clinical Nursing Practice 1 - NUR-40107 Dissertation - NUR-40105 Nursing Care in Context and Health Promotion - NUR-40095 Clinical Judgement and Decision Making - NUR-40101
critically evaluate the principles of leadership, and how to develop their own leadership behaviours and qualities to work effectively in teams and manage nursing care	Masters Clinical Nursing Practice 1 - NUR-40107 Leadership In Nursing Practice - NUR-40103 Nursing Care in Context and Health Promotion - NUR-40095 Masters Clinical Nursing Practice 2 - NUR-40109
evaluate the process of risk management in healthcare, and how to improve safety and quality through legislation, policy, governance, audit and reflective practice	Leadership In Nursing Practice - NUR-40103 Clinical Judgement and Decision Making - NUR-40101 Applied Pharmacology and Safety - NUR-40099
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	Nursing Care in Context and Health Promotion - NUR-40095 Leadership In Nursing Practice - NUR-40103 Clinical Judgement and Decision Making - NUR-40101
critically examine the theory underpinning nursing procedures used in the assessment of people's care needs and the provision of safe, competent person-centred nursing care	Masters Clinical Nursing Practice 2 - NUR-40109 Masters Clinical Nursing Practice 1 - NUR-40107 Dissertation - NUR-40105

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
act as an accountable, reflective nursing professional in accordance with the NMC Code (NMC, 2018b), providing effective, evidence-based, person-centred, safe, compassionate care	Masters Clinical Nursing Practice 2 - NUR-40109 Masters Clinical Nursing Practice 3 - NUR-40111 Masters Clinical Nursing Practice 4 - NUR-40113 Masters Clinical Nursing Practice 1 - NUR-40107
utilise the principles underpinning health protection, promoting health and preventing ill-health, and the factors relating to health and social inequalities, locally, nationally and globally	Masters Clinical Nursing Practice 3 - NUR-40111 Masters Clinical Nursing Practice 2 - NUR-40109 Masters Clinical Nursing Practice 4 - NUR-40113 Masters Clinical Nursing Practice 1 - NUR-40107
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	Masters Clinical Nursing Practice 1 - NUR-40107 Masters Clinical Nursing Practice 4 - NUR-40113 Masters Clinical Nursing Practice 3 - NUR-40111 Masters Clinical Nursing Practice 2 - NUR-40109
deliver high-quality evidence-based nursing care across the lifespan and undertake care evaluation in partnership with people and their families and carers	Masters Clinical Nursing Practice 1 - NUR-40107 Masters Clinical Nursing Practice 4 - NUR-40113 Masters Clinical Nursing Practice 2 - NUR-40109 Masters Clinical Nursing Practice 3 - NUR-40111
apply leadership skills to nursing practice demonstrating effective leadership behaviours and qualities, team working, and management of nursing care	Masters Clinical Nursing Practice 2 - NUR-40109 Masters Clinical Nursing Practice 4 - NUR-40113 Masters Clinical Nursing Practice 3 - NUR-40111 Masters Clinical Nursing Practice 1 - NUR-40107
assess risk in clinical practice, and improve safety and quality through legislation, policy, governance, audit and reflective practice	Masters Clinical Nursing Practice 1 - NUR-40107 Masters Clinical Nursing Practice 2 - NUR-40109 Masters Clinical Nursing Practice 4 - NUR-40113 Masters Clinical Nursing Practice 3 - NUR-40111
coordinate the care of people with complex needs, including multi-agency working, partnership, advocacy, finance and cost effectiveness, and political awareness	Masters Clinical Nursing Practice 2 - NUR-40109 Masters Clinical Nursing Practice 3 - NUR-40111 Masters Clinical Nursing Practice 4 - NUR-40113 Masters Clinical Nursing Practice 1 - NUR-40107
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	Masters Clinical Nursing Practice 3 - NUR-40111 Masters Clinical Nursing Practice 2 - NUR-40109 Masters Clinical Nursing Practice 1 - NUR-40107 Masters Clinical Nursing Practice 4 - NUR-40113
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	Masters Clinical Nursing Practice 2 - NUR-40109 Masters Clinical Nursing Practice 4 - NUR-40113 Masters Clinical Nursing Practice 1 - NUR-40107 Masters Clinical Nursing Practice 3 - NUR-40111

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Demonstrate effective use of information technology	Nursing Care in Context and Health Promotion - NUR-40095 Applied Pharmacology and Safety - NUR-40099 Research Methods In Nursing - NUR-40097 Dissertation - NUR-40105 Masters Clinical Nursing Practice 1 - NUR-40107 Masters Clinical Nursing Practice 2 - NUR-40109 Leadership In Nursing Practice - NUR-40103

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Engage with numerical data and calculation and understand their significance	Masters Clinical Nursing Practice 3 - NUR-40111 Masters Clinical Nursing Practice 4 - NUR-40113 Applied Pharmacology and Safety - NUR-40099 Masters Clinical Nursing Practice 2 - NUR-40109 Masters Clinical Nursing Practice 1 - NUR-40107
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	Masters Clinical Nursing Practice 1 - NUR-40107 Nursing Care in Context and Health Promotion - NUR-40095 Leadership In Nursing Practice - NUR-40103 Clinical Judgement and Decision Making - NUR-40101 Masters Clinical Nursing Practice 4 - NUR-40113 Masters Clinical Nursing Practice 2 - NUR-40109 Masters Clinical Nursing Practice 3 - NUR-40111 Research Methods In Nursing - NUR-40097
Work independently or as part of a team respecting other people's contributions, using appropriate leadership behaviours	Masters Clinical Nursing Practice 3 - NUR-40111 Masters Clinical Nursing Practice 1 - NUR-40107 Masters Clinical Nursing Practice 4 - NUR-40113 Masters Clinical Nursing Practice 2 - NUR-40109
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	Research Methods In Nursing - NUR-40097 Masters Clinical Nursing Practice 2 - NUR-40109 Leadership In Nursing Practice - NUR-40103 Masters Clinical Nursing Practice 4 - NUR-40113 Masters Clinical Nursing Practice 1 - NUR-40107 Masters Clinical Nursing Practice 3 - NUR-40111 Clinical Judgement and Decision Making - NUR-40101
Acquire, analyse, synthesise, summarise and present information and ideas from a wide range of sources	Dissertation - NUR-40105 Leadership In Nursing Practice - NUR-40103 Nursing Care in Context and Health Promotion - NUR-40095 Research Methods In Nursing - NUR-40097
Promote evaluation and research skills, and their applications for nursing, personal and professional development	Research Methods In Nursing - NUR-40097 Dissertation - NUR-40105
Critically appraise evidence and identify appropriate methods to answer a research question	Research Methods In Nursing - NUR-40097 Dissertation - NUR-40105
Sustain motivation for an extended period of time	Masters Clinical Nursing Practice 3 - NUR-40111 Masters Clinical Nursing Practice 2 - NUR-40109 Dissertation - NUR-40105 Masters Clinical Nursing Practice 4 - NUR-40113 Masters Clinical Nursing Practice 1 - NUR-40107
Demonstrate independent study skills and take responsibility for their own learning by reflecting on their strengths and weaknesses, and identifying appropriate courses of action	Masters Clinical Nursing Practice 3 - NUR-40111 Masters Clinical Nursing Practice 1 - NUR-40107 Dissertation - NUR-40105 Masters Clinical Nursing Practice 2 - NUR-40109 Masters Clinical Nursing Practice 4 - NUR-40113

8. Final and intermediate awards

Master's Degree in Nursing (field)	180 credits	You will require at least 180 credits at level 7 of the MSc Nursing programme On successful completion of all assignments and all modules, students will exit with MSc Nursing in their relevant field and will be eligible to apply to the NMC for registration as a registered nurse. Please note, registration with the NMC must be completed within 5 years of completion of studies.
Postgraduate Diploma in Healthcare Studies	120 credits	You will require at least 120 credits at Level 7 *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
Postgraduate Certificate in Healthcare Studies	60 credits	You will require at least 60 credits at Level 7 *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

9. How is the Programme Assessed?

The wide variety of assessment methods used within Nursing at Keele University 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, statutory and regulatory bodies (NMC, 2018; QAA, 2018) and University Regulations, and are 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.
- Review of other scholars' work test students' ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them. In the case of work based on

empirical research, reviews also assess 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. 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 support is a feature of all modules, feedback provided will be invaluable for students' learning and progression.

Clear guidance on all assessments will be given to you within assessment briefs. 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 50% (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 50% (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, see variations and additional requirements in the annex.

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. Additionally, you will complete a structured, evidence-based, written reflection based on your experiences in clinical practice, for each summative placement block.

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 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.

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.

	Scheduled learning and teaching activities	Guided independent study	Placements
Part 1 - Recognition of prior learning			
Year 1 (Part 2) Level 7	11.8%	48.6%	39.6%
Year 2 (Part 3) Level 7	6.6%	50.3%	42.9%

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

10. 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 50%. 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.

11. 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'.

12. What are the typical admission requirements for the Programme?

Selection Procedures and Admissions

The School of Nursing and Midwifery Admissions Policy is developed in conjunction with clinical partners and with

user / carer involvement, and is reviewed annually. Application information is available on the School website: https://www.keele.ac.uk/study/postgraduatestudy/postgraduatecourses/adultnursing/#course-summary

Prerequisites for entry to Nurse Education

All candidates for the MSc Pre-Registration Nursing programme are required to meet or exceed Nursing and Midwifery Council requirements.

In order to be accepted onto the programme, candidates must:

- Meet the School's entry criteria.
- MUST demonstrate occupational health clearance by the University's Occupational Health Unit and, if required, the School's Health and Conduct Committee (any reasonable adjustments need to be agreed with our practice partners).
- Demonstrate good character through reference(s).
- Demonstrate a satisfactory enhanced Disclosure and Barring Service check.
- Provide evidence of minimum residency / English language requirements (see below).

Experiential Criteria

In addition, some experience of care (e.g. work experience, voluntary work, caring for family members or care experience as part of a course) is essential and demonstrated through RPL. For candidates who have the correct entry criteria but who have been out of study for five years or more, the School recommends that the candidate undertakes a return to study/refresher study skills activity.

All overseas applicants must have an appropriate level of English Language. If English is not their first language, students will normally be asked to pass a recognised English Language qualification:

Normally applicants will have IELTS level 7.0 (with 7.0 in each sub-test). The University may be able to accept alternative English Language qualifications from applicants from outside the European Economic Area (EEA) on a case by case basis in line with the appropriate Nursing and Midwifery Council (NMC) guidelines.

English for Academic Purposes Please note: All new international students entering the university will provide a sample of Academic English during their registration. Using this sample, the Language Centre may allocate you to an English language module which will become compulsory. This will replace any GCP modules. NB: students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

The Language Centre offer the following postgraduate modules:

ENL-40003 and ENL-40007 - both single semester modules for postgraduate researchers/PhD candidates

ENL-40013 - An Introduction to Academic Skills for Postgraduates - similar to ENL-40005 but designed for students not in the health or science faculties, N.B. In person classes only

ENL-40015 - Development of Critical Academic Skills for Postgraduates - a higher level module designed for students not in the health or science faculties, N.B. In person classes only

ENL-40005 - Academic English for Postgraduate Science Students - now a single semester module, both in-person and online classes available

ENL-40011 - Academic Writing and Speaking for Postgraduate Science Students - a new single semester module at a similar level to ENL-40015, both in-person and online classes available

Keele University provides for a suite of operational protocols to be used to enable students to receive recognition and formal credit from prior learning and experience. **Recognition of Prior Learning (RPL)** claims may be made either from the beginning of a programme in lieu of admission requirements, or with advanced standing to undertake the level 7 MSc Nursing programme. The term RPL encompasses both Recognition of Prior Certificated Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL). Recognition of Prior Learning (RPL) is mandatory for admission onto the MSc programme. The University's guidelines on this can be found here: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

Keele University School of Nursing and Midwifery's MSc programme leading to registration with the NMC meets the requirements of 4,600 hours. This is in line with professional regulations that permit up to a maximum of 50% of the programme hours to be accounted for by RPL. The evidence required for 900 theory hours has been devised to reflect graduate attributes based on Quality Assurance Agency (QAA) Level 7 Descriptors: The evidence required for 660 practice hours has been based on the requirements for the NMC Standards for pre-registration nursing programmes (2018) part one. https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/

The School has expertise in recognising opportunities and developing RPL claims. Those wishing to apply for RPL

are required to provide appropriate evidence to support their claim. School RPL academic advisors offer support and guidance to potential applicants regarding their application. This may include initial advice on the opportunities for RPL as well as guidance on collating the evidence, which will support the claim. Once the applicant has prepared their evidence, it is submitted for assessment.

Following assessment of the claim by an independent RPL assessor and an external examiner, the results are fed into assessment boards and recorded on university student records system with applicants being fully informed on progress throughout the process.

13. How are students supported on the programme?

You are supported in your academic studies, in practice settings, and pastorally during your programme. All work submitted by you is given robust and constructive feedback to support academic development. In practice, your progress is continually reviewed, and learning progression plans are developed to enable you to set goals for improvement of clinical performance.

The School of Nursing & Midwifery aims to provide an outstanding experience, which is rewarded academically while being personally fulfilling for students who achieve their potential and complete their nursing programme. The School Student-Staff Voice Committee ensures that the student's voice contributes proactively to ongoing curriculum implementation. The student voice is valued and the Nursing Forum, which is programme specific, and the School Student-Staff Voice Committee ensures that the students comments and feedback contribute proactively to ongoing curriculum implementation and enhancement via Student Voice Representatives. There are assessment preparation weeks and formative feedback points giving students time to concentrate on their work and use the feedback to guide their learning. The teaching and learning methods support collaborative learning through working in groups, helping to learn to work with others and develop their own sense of managing their development. Self-direction is encouraged as the student develops strength and confidence in their abilities and attaining their goals. There is a range of staff and services supporting their progress that we invite students to access.

Support from Academic Mentors/Assessors

As a student registered on the MSc Nursing programme you are allocated an Academic Mentor/Assessor (AM/A) to provide support and advice. The AM/A is available to provide academic advice to their allocated students. In addition to providing support and advice, AM/A review their students' progress in theory and practice, and meet with each student formally at least four times per year. Academic Mentors are allocated to students for **each part** of the programme throughout their pre-registration studies in the School. All AM/A are accessible to students by email or MS Teams. Students are allocated an alternative AM/A, should their AM/A be absent from the School for a prolonged period of time.

Student Experience Support Officer

The school has a dedicated student experience support officer (SESO) who is independent of academic colleagues and is able to give advice and signpost students to any pastoral support that helps students, whilst they are on their programme.

Support from Module Lecturers

Module Lecturers will provide support to you regarding specific aspects of learning and teaching. Module Lecturers may offer guidance on assessment work but will not suggest likely grades. Please note that assessments may be marked by any member of the module team and follow quality monitoring processes of the University. Any specific queries should always be addressed to the module team member or the module leader in the first instance.

Disability Inclusion Tutor

The School has a Disability Inclusion Tutor (DIT) whose role is to support students with disabilities and ensure reasonable adjustments are implemented. The DIT can advise you on matters relating to disability, including Dyslexia/Specific Learning Difficulties.

Wider Network of Student Support

You have access to a wide range of support within the University via Student Services incorporating:

- Disability and Dyslexia Support
- Careers and Employability Service
- International Student Support
- Counselling and Wellbeing
- Student Financial Support
- Student Life and Learning
- Occupational Health

Please see the Student Services website for more information:
https://www.keele.ac.uk/students/studentservices/

The Students' Union also offers support through their sabbatical officers and Advice and Support at Keele (ASK).

Support from Practice Supervisors/Practice Assessors

To support you in achieving your learning needs during placements, you will meet with your named supervisor/s early in the placement using your practice documentation for an initial interview during which you will be inducted to the placement environment, discuss the learning opportunities available and how these may be facilitated, and to identify and record in your practice documentation any areas for development that have been previously identified. To assist with your progression from one placement to the next, you will use your practice documentation, ongoing achievement record and evidence from your portfolio to discuss with your practice supervisor/practice assessor your reflections and achievements from the current and previous placements along with areas of your practice that have been identified as requiring further development.

Further Support in Practice

The nominated person for the practice area (who is normally the Clinical Placement Facilitator(CPF) or Practice Education Facilitator (PEF)) acts to support student concerns in practice. The Multi-disciplinary Team (MDT), including both nurses and other practitioners, and Clinical Placement Facilitators (CPFs) and Practice Educator Facilitators (PEFs) also support student learning in practice.

Clinical Placements: Advice to students

All areas used for clinical placements for students on courses leading to entry to the Nursing & Midwifery Council register have to meet agreed standards relating to health and safety and risk management prior to placement of any student.

Before being allowed to commence/continue the clinical component of the programme, you must have received clearance from:-

A. the DBS (Disclosure and Barring Service)

B. the Occupational Health Department

C. the practice placement area (if applicable)

14. Learning Resources

The School of Nursing and Midwifery has excellent facilities, based centrally in the David Weatherall building on Keele campus and at the Clinical Education Centre (CEC). Academic colleagues and professional support staff from the school have a base on campus within the David Weatherall building. The David Weatherall building contains a large lecture theatre, flexible learning teaching spaces and a range of classrooms, computer suite and seminar rooms. Skills and simulation take place across our health houses and state of the art simulation centre. The CEC based at the University Hospitals of North Midlands NHS Trust (UHNM) provides a modern clinical learning environment, which is shared between the Schools of Nursing and Midwifery and Medicine. The clinical skills suites are equipped to a high standard to facilitate a wide range of clinical skills learning. The school has purchased a range of electronic learning packages and licences to aid dynamic, flexible individualised learning including drug calculation software, clinical skills packages and an electronic practice assessment document.

In addition to the University Library facilities on main campus, the School provides excellent facilities with a multidisciplinary health library. This provides an extensive range of books, journals and electronic resources http://www.keele.ac.uk/healthlibrary/. Information skills training and academic writing skills sessions are available from library staff. The Library have extended opening hours. The virtual learning environment will be utilised via Blackboard as a resource to support and complement the learning and teaching approach of the curriculum.

15. 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 Simulated Placement Learning (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.

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 for Student Supervision and Assessment (NMC, 2018e) in partnership.

You will be supported in practice by a named Practice Supervisor in line with Standard for Student Supervision and Assessment (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 MSc Nursing programme is incorporated into existing supervisor and assessor preparation (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 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 had 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 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 school reflect on their international experiences as part of International Nurses Day celebrations

Table 1. International Placements and links from previous years

Australia Edith Cowan University

Bahrain Royal College of Surgeons in Ireland Medical University of Bahrain

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

Finland Seinäjoki University of Applied Sciences

St Lucia Caribbean Elective

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.

16. 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

MSc Pre-Registration nursing students are required to undertake a minimum of 2,300 hours in clinical practice

over the duration of a three-year programme (inclusive of RPL- year 1).

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 50-mile radius from the university. Travel Expenses may be claimed in accordance with information from the NHS Learning support fund guidelines however some students, particularly international students may not be eligible for the NHS Learning Support Fund and therefore will need sufficient funds to pay for travel costs.

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 appropriate 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 current costs for a DBS check and update service are detailed on the additional costs webpage: https://www.keele.ac.uk/study/postgraduatestudy/tuitionfeesandfunding/postgraduatetuitionfees/additionalcosts

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.

Other costs are outlined in the table below:

Activity	**Self-funding cost**
Total estimated additional costs Travel as outlined above	£- dependent on placement
One additional set of Uniforms if required (appropriate sets supplied free)	£60-£80 including VAT and postage
UHNM ID Card (Adult and Child students only)	£5-£15 per replacement card
Replacement of Lost or Damaged Name Badge.	£5 per replacement badge
Enhanced DBS check and registration with the update service	See the website (details above)
OH Clearance - as outlined above	£- dependent on circumstances
Total estimated additional costs	**£70 - £100 excluding DBS, potential travel and OH 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.

Optional Costs

Students may wish to join a union, for example the RCN or Unison, which may incur an additional optional cost of around £10-£25.

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.

17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Pre-Registration Curriculum Operational Group and the School Education Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all years of the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

Programme Management

The Programme is led by a Programme Lead (PL) with responsibility for providing academic and managerial leadership for the programme and assuring compliance with NMC standards.

Each field of nursing will have a Professional Lead (PL) with responsibility for maintaining the integrity of professional content relevant to each field and the appropriate delivery of programme content for specific fields.

Operational decisions about programme delivery and organisation will be undertaken by Field Teams and Module Teams, consisting of lecturers involved in delivery of programme content, support and assessment of students and review of student, external examiner and lecturer feedback and evaluation.

The Programme is managed by an **Award Management Committee** (AMC) which meets twice per year. Membership consists of the Award Lead, Professional leads, Director of Education, student voice representatives (SVR's), managers representing partner Trusts, supervisors, Clinical Placement Facilitators and Service User and Carer representatives. Other individuals may be co-opted for attendance as required. Portions of the meeting may be closed to student representation.

The AMC has responsibility to monitor and co-ordinate course content based on best evidence according to local and national need, monitor and co-ordinate course delivery and curriculum compliance, monitor the consistency, equity and effectiveness of assessment processes, receive and discuss examination questions/assessments prior to approval by external examiners on an annual basis, receive and discuss course plans on an annual basis, monitor and develop the effectiveness of clinical placement provision, monitor and act on student issues, monitor student recruitment and retention.

An **Annual Programme Review** is conducted each year to facilitate the opportunity for a representative sample of senior staff from providers of NHS commissioned services and university staff to mutually take stock, review and agree action required to ensure that course content and delivery is suitable for ensuring a workforce that is fit for purpose. The review will take account of relevant regulatory and professional requirements, national/contemporary issues and developments in health and social care alongside local service delivery needs. The meeting will review student feedback and evaluation, receive an overview of current programme content, identifying areas of best practice and those requiring enhancement, receive an overview of anticipated national and local service delivery developments and needs and determine areas of course content and delivery that require revision and agree plan of action to facilitate these changes.

Quality monitoring and enhancement is led by the Director of Undergraduate Programmes and Director of Education, Marketing, and Admissions, and encompasses both internal and external quality developments and

reviews.

External Quality Review NMC Reviews:

The School has received positive outcomes following NMC quality monitoring processes (Full reports available on the NMC website).

Self-assessment and the Annual Monitoring Reports are submitted to the NMC on annual basis.

Mechanisms for review and evaluation of teaching, learning and assessment.

In respect of its pre-registration programmes, the School has in place robust, rigorous and responsive review and evaluation processes that take account of the views of students, clinicians, teaching staff, stakeholders, External Examiners and regulatory bodies. These processes include:

Students' evaluation of individual modules and their respective clinical placements:

- Compilation of module report by module leader
- Report of actions from module evaluation reports presented at programme operation group meeting
- Students' individual and anonymous evaluations are recorded for each clinical practice module
- Collation of placement evaluations by Practice Placement Quality Lead
- Clinical colleagues receive placement evaluations via Link Lecturers and Clinical Placement Facilitators
- Actions taken as a result of module and placements presented at Student Staff Voice Committee Meetings/Nursing forum

Quality management of assessments:

- Management of assessments is overseen by the Programme Team. Assessments align with module aims and learning outcomes.
- Assessment briefs and markers' guides are scrutinised by the relevant External Examiner prior to use.
- Submitted work is marked and moderated by academic staff, and scrutinised and approved by the External Examiner.
- Written assessments are anonymous to the marker unless otherwise specified in the Module Specification Template. The practice of the School's Awards Board in respect of double marking is that written summative assessments are marked in batches by a team of markers and a sample of papers subsequently reviewed and moderated by a different member of academic staff. Where this is not possible (e.g. for oral presentations), work is marked and moderated either by two lecturers present at the assessment, or by reviewing filmed footage of the assessment.
- Assessment of students' practice is subject to quality procedures outlined in the School's Practice Placement Quality System.
- Practice Assessment Documents are moderated by Academic Assessors. A report is presented to the School Education Committee by the Placement Quality Lead.
- Student practice evaluations are discussed with Senior Nurse Representatives and Placement Quality Lead.
- Operational groups review assessment processes throughout the year.

Quality monitoring processes:

- All clinical placements areas are audited by School staff in collaboration with clinical colleagues
- Partnership meetings take place with the School, representatives of the commissioning body and placement provider partners.
- External Examiners report on each module's assessment and annually on the conduct of assessment
- Annual staff appraisals
- Annual Report submitted to the Nursing and Midwifery Council
- Monthly internal quality reviews by School Education Committee
- University Revalidation of School of Nursing and Midwifery takes place on a five year cycle
- University Annual Programme review process
- Ongoing strategic service user involvement and action planning
- Peer review of teaching
- Ofsted inspections

Committees with responsibility for monitoring and evaluation of quality and standards:

- Course operational groups
- Award management meeting and annual programme review
- Student Staff Voice Committee/Nursing forum
- School Education Committee
- School Award Board
- Field Team Meetings
- Practice Partnership Meetings
- Faculty Education Committee

Staff development includes:

Staff are encouraged to engage in a range of Professional Staff Development Opportunities offered within the School and at Keele University Centre for Professional Development, for example:

- Seminars
- Workshops
- E-learning developments
- Research Sessions
- As part of their scholarly activity, staff are encouraged to attend a series of scholarship sessions which are targeted around the key Learning and Teaching requirements of the School Learning and Teaching Strategy
- Academic staff have the opportunity to hold honorary contacts with relevant NHS Trusts to update their clinical skills
- Staff have access to a wide range of literature both hard copy and on-line in the Health Library in the Clinical Education Centre The School operates a mentoring system to support new staff in their role development
- Academic staff have access to the NHS Trust Intranet for up-to-date clinical information.

External Examiners

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

18. The principles of programme design

Keele University policies and procedures have been utilised in the design of the programme and are referred to in the relevant sections. In addition to this specific national and local health, drivers alongside professional requirements have been factored into the proposal. This has been achieved through the establishment of a curriculum steering group, which involves key stakeholders, alongside a range of curriculum development subgroups and consultation meetings. The NMC Standards for pre-registration nursing education (NMC, 2018a, c, d, e) have shaped the curriculum development process and are dealt with throughout this document. The programme design has been developed to be creative in developing a range of the theory and practice modules, which meet the new standards. By creating assessment opportunities in practice, this gives a balance of assessments across the curriculum. An initial reference document page has been provided to signpost readers to the specific sections of the documentation.

QAA subject benchmarks for nursing are met. Some additional NMC requirements that are not within specific sections of this document are detailed below:

Stakeholder Engagement - The School of Nursing and Midwifery has well established relationships with local stakeholders, which are operationalised on a number of levels including:

- Keele and Trust Partnership meetings, where senior School and placement provider representation/employers meet bimonthly.
- Award Management Committee.
- Placement Quality Partnership meetings between the school PPQL and local CPF's.
- Annual Programme Review.
- Student Evaluation Review.
- Meetings between PQL/Apprenticeship Lead and relevant Trust Education Lead.
- Moderation of practice processes.
- Service users and care engagement.
- Students

In addition to this, the current Head of School regularly meets with the Chief Nurse or Director of Nursing within local NHS Trusts on a one-to-one basis. Regular Trust practice partnership meetings take place to gain feedback.

Safeguarding the Public

Safeguarding the public is a prime duty of academic education providers and is achieved as part of the admissions process via occupational health clearance, references and a satisfactory DBS check. Any prospective student who has any identified health issues that may impact on their ability to engage with the programme and / or criminal conviction will be reviewed by the school Health and Conduct panel which has senior NHS Trust representation to determine suitability for the programme. Subsequently, students are required to identify any change in circumstances in a timely manner alongside completion of an annual self-declaration form.

The University Fitness to Practise procedures ensure that any concerns regarding student conduct are dealt with appropriately in a manner that is fair and equitable whilst protecting the public (See website for more details https://www.keele.ac.uk/regulations/regulationb5/).

Students are made aware of their responsibilities and know how to raise concerns when they believe the safety of service users is at risk. The School has developed a safeguarding policy within a local multi-agency partnership which focuses on safeguarding and child protection.

Equality, Diversity and inclusion

As a leading example of an open and integrated community Keele University strives to be a place where learning, living and working is a positive experience for all.

Equality, diversity and inclusion are core values underpinning the University's mission to making a difference in society by providing innovative, high-quality education for students from all backgrounds and by undertaking world-leading research that transforms understanding and brings benefit to society, communities and individuals (Keele University - Our Vision 2020).

Observing Keele's founding ethos of 'the pursuit of truth in the company of friends', the University is committed to the following values:

- The transformative capacity of education for individuals, communities and society
- Equality of educational opportunity
- Advancing knowledge through independent research and academic enquiry
- Environmental sustainability for the sake of future generations
- Delivering exceptional service and experience in all its activities
- Valuing the rights, responsibilities, dignity, health and well-being of individuals through its commitment to equality and diversity
- Valuing probity and integrity in all its activities
- Exemplifying the highest standards of leadership and governance in the Higher Education sector

Keele University's equality, diversity and inclusion strategy sets out core principles and priorities for Keele University in support of this commitment, and provides an underpinning foundation for the development of a range of complementary policies, practice and procedures. The EDI Strategy is currently under review. In the interim our equality objectives remain as described in the 2018-2022 report.

The School of Nursing and Midwifery is committed to operationalising principles of equality and diversity throughout our programmes. The aims and objectives of the University Strategy are mirrored in the Schools approach to Equality and Diversity. The School's Inclusion Tutor (DIT) and School Equality and Diversity representative (EDR) enables congruence between the support available to students and the requirements of the Public Equality duty.

We support a range of Widening Participation initiatives, as part of the Faculty of Medicine and Health Sciences Widening Participation and Schools and Colleges Liaison Strategy. We work closely with local healthcare providers; the private, independent, and voluntary sector; schools and colleges; and many other organisations to facilitate and encourage prospective candidates from a range of backgrounds to enter Higher Education. The Faculty of Medicine and Health Sciences Widening Participation and Schools and Colleges Liaison team engages in many outreach activities across the region aimed at promoting awareness of the benefits of Higher Education.

The School's admissions team of regular interviewers has undergone Equality and Diversity training for the selection of preregistration students.

The School's policies and procedures are subject to Equality Impact Assessments through Keele University Human Resources Unit. Staff within the School are trained to undertake Equality Impact Assessments on the School's policies and procedures.

The role of the Disability Inclusion Tutor (DIT) in relation to the protected characteristic of Disability:

The main responsibilities of the role are:

- Liaison with Disability Support and Inclusion (DSI) services.
- Management of reasonable adjustments for disabled and dyslexic students for both theory and practice, within the School of Nursing & Midwifery.
- Provision of support and advice for disabled students and for members of staff within the School.

Keele University has developed four equality objectives in line with its duties under the Equality Act 2010 and the public sector equality duty. The objectives have been developed in collaboration with our staff, students, and Staff Unions.

The equality objectives support all three aims of the general duty (to eliminate unlawful discrimination, advance

equality, and foster good relations) and are specific and measurable. The four equality objectives are listed below and they are further detailed in our Equality, Diversity and Inclusion (EDI) Strategy. Work to ensure relevant action is taken and monitored is carried out by our Directorates EDI Action Group together with EDI groups in academic departments. Strategy is driven by the EDI Steering Group with oversight from a committee including members of Council and UEC (the EDI Oversight Group).

EQUALITY OBJECTIVES

1. Inclusive leadership and decision making at all levels of the organisation.
2. Inclusive student experience/student lifecycle.
3. Accessible and inclusive campus.
4. Progressive, informed, diverse and supported workforce.

Service user and Carer Involvement

Nationally, professional and regulatory bodies have adopted policies that ensure that user consultation and participation is central to development in policy, practice and education. A vitally important driver for change in curricula is the service user and carer's voice (Griffiths et al. 2011). The standards for pre-registration nurse education (NMC, 2018) is a key driver to ensure that the qualities service users seek in nurses are enhanced by appropriately designed graduate programmes (Griffiths et al. 2011).

The Nursing Programmes described in this document have been drawn up with reference to, and in accordance with the guidance set out in the following documents:

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19. Annex - Programme-specific regulations

Programme Regulations: MSc Nursing

Final Award and Award Titles	MSc Nursing (Adult) MSc Nursing (Children's) MSc Nursing (Learning Disability) MSc Nursing (Mental Health)
Intermediate Award(s)	Postgraduate Diploma in Healthcare Studies Postgraduate Certificate in Healthcare Studies
Last modified	July 2025: DBS and OH information added September 2025: Repeat year text clarification (Variation 3)
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:

i) 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 (inclusive of RPL- year1), demonstrating 50% theory and 50% practice hours

ii) The Award/Professional Lead or designate declares good health and good character of students to the NMC on programme completion.

B) VARIATIONS

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

Variation 1: Module and Assessments

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 D5:1 - all assessments must be passed to progress - there is no condonement or compensation on the MSc Nursing programme (NMC 2018c) Part 1: Standards Framework for nursing and midwifery

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 - All outcomes must be achieved within the assessed period for that part of the programme. A maximum of one theoretical outstanding assessment can be taken through to the next part of the programme and 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.

Regulation D1, Section 4.2: The pass mark for all summative assessments is 50% (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.

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

Variation 2: Dissertation

This programme varies from Regulation C7 Postgraduate Taught Degrees (8.1) as students will complete a 8,000 word dissertation in recognition of the academic and practice endeavour required for completing professional programme.

Variation 3: Repeat Options

This programme varies from Regulation C7.12: the reassessment 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 reassessment options based on the prospect of the student progressing or completing the failed modules or assessments. Students with approved exceptional circumstances will be granted reassessment 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 a module mark on all failed modules within 10 percentage points 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 reassessment 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

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

Additional requirement 1: Disclosure and Barring Service (DBS) checks

Clearance for an enhanced DBS check is mandatory on this programme. Students will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. Students must also sign up to the online DBS update service once the DBS certificate has been received.

Any student who has not completed the DBS application and sign up process, or who has not made the Programme Team, Student Support, Admissions Team aware of any Exceptional Circumstances, by the first working day in November (for September start programmes) or the first working day in March (for January start programmes) will be in breach of regulation B8 (11.1) in relation to providing incomplete information during the application process, and will enter the formal termination of studies process.

Additional requirement 2: Occupational Health

An Occupational Health assessment confirming fitness to commence the programme is mandatory on this programme.

Any student who has not completed all aspects of the Occupational Health process, or who has not made the Programme Team, Student Support, Occupational Health Team aware of any Exceptional Circumstances, by the first working day in January (for September start programmes) or the first working day in May (for January start programmes) will be in breach of regulation B8 (11.1) in relation to providing incomplete information during the application process, and will enter the formal termination of studies process.

Additional requirement 3: 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.

Additional requirement 4: Eligibility to apply to enter the NMC Professional Register
To be awarded the relevant MSc 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
- 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 5: 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.

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[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: 16 September 2025

What's Changed

Repeat options wording clarified

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.2	2025/26	LOUISE VINCENT	15 August 2025	Additional costs - DBS information updated.
1.1	2025/26	LOUISE VINCENT	07 July 2025	Updated information relating to DBS and Occupational Health requirements added to the programme-specific regulations annex
1	2025/26	LOUISE VINCENT	19 June 2025	
1	2024/25	LOUISE VINCENT	17 June 2024	
3	2023/24	LOUISE VINCENT	13 March 2024	Variation added to the regulations section regarding repeat options
2	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	LOUISE VINCENT	18 April 2023	
1.1	2022/23	LOUISE VINCENT	12 December 2022	Revision of the AY 22/23 PST which reflects the wider review and revision of the AY 22/23 MSc Nursing curriculum.
1	2022/23	IVAN MCGLEN	28 September 2022	
1	2021/22	MARIE DOHERTY	19 August 2022	
1	2020/21	MARIE DOHERTY	29 April 2020	