

## Programme Specification: Undergraduate

### For students starting in Academic Year 2017/2018

#### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	BSc (Hons) Mental Health Nursing
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Duration</b>	3 years NB: the Nursing and Midwifery Council (NMC, 2018) stipulates that the programme can be no less than three years or 4,600 hours in length.
<b>Location of study</b>	Keele University Clinical Education Centre at Royal Stoke University Hospital and Keele University main campus (see section 15 Learning Resources)
<b>Accreditation (if applicable)</b>	This subject/programme is accredited by the Nursing and Midwifery Council (NMC). For further details see the section on Accreditation.
<b>Regulator</b>	Nursing and Midwifery Council
<b>Tuition Fees</b>	<b>UK/EU students:</b> Self-funded. The fee for 2017/18 is £9,250*  <b>International students:</b> Fee for 2017/18 is £16,000**
<b>Additional Costs</b>	Please refer to the Additional costs section

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

#### 2. Overview of the Programme

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

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

\*\* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

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

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

Nursing requires the ability to provide compassionate, empathetic, responsive care to people and their families, to contribute to public health outcomes through education and preventative interventions and to undertake confident and well-informed decision-making, while working autonomously and in teams. Registered nurses lead care in their chosen field, managing teams and delivering a wide range of clinical skills to ensure that people’s needs are met. Nursing practice entails mastery of a range of skills for effective communication and partnership working with people, colleagues and members of multidisciplinary teams. The programme philosophy addresses contemporary challenges faced by health care practitioners in providing effective clinical care, recognising the key issues developed out of Compassion in Practice (Department of Health and NHS Commissioning Board 2012), the Shape of Caring (Health Education England (HEE) 2015), Leading Change, adding Value (NHS England (NHSE) 2016) and the NHS Long Term Plan (NHS 2019).

The concepts of compassionate care and excellence in practice are fundamental for our students when developing their confidence and competence as professional nursing practitioners. We believe that valuing and respecting people’s individuality is a vital step to person-centred care. Listening and responding to how people’s experiences have shaped their lives in relation to their health and wellbeing, finding out more about their sources of support from family and community, and how they use them, enables the nurse to understand more about their hopes and concerns for the future. These beliefs are underpinned by the robust partnerships formed by our service user strategy embedded throughout the development of our curriculum. The programme strives to develop a compassionate, competent, person-centred registered nurse who is an excellent communicator, possesses emotional intelligence, has a strong sense of professional identity and values to safeguard the interests of people and promote high standards of care. In recognising the importance of research and evidence-based practice, the programme will foster students' ability to make sound clinical judgments and to continuously improve nursing care delivery through effective leadership skills.

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

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

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

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

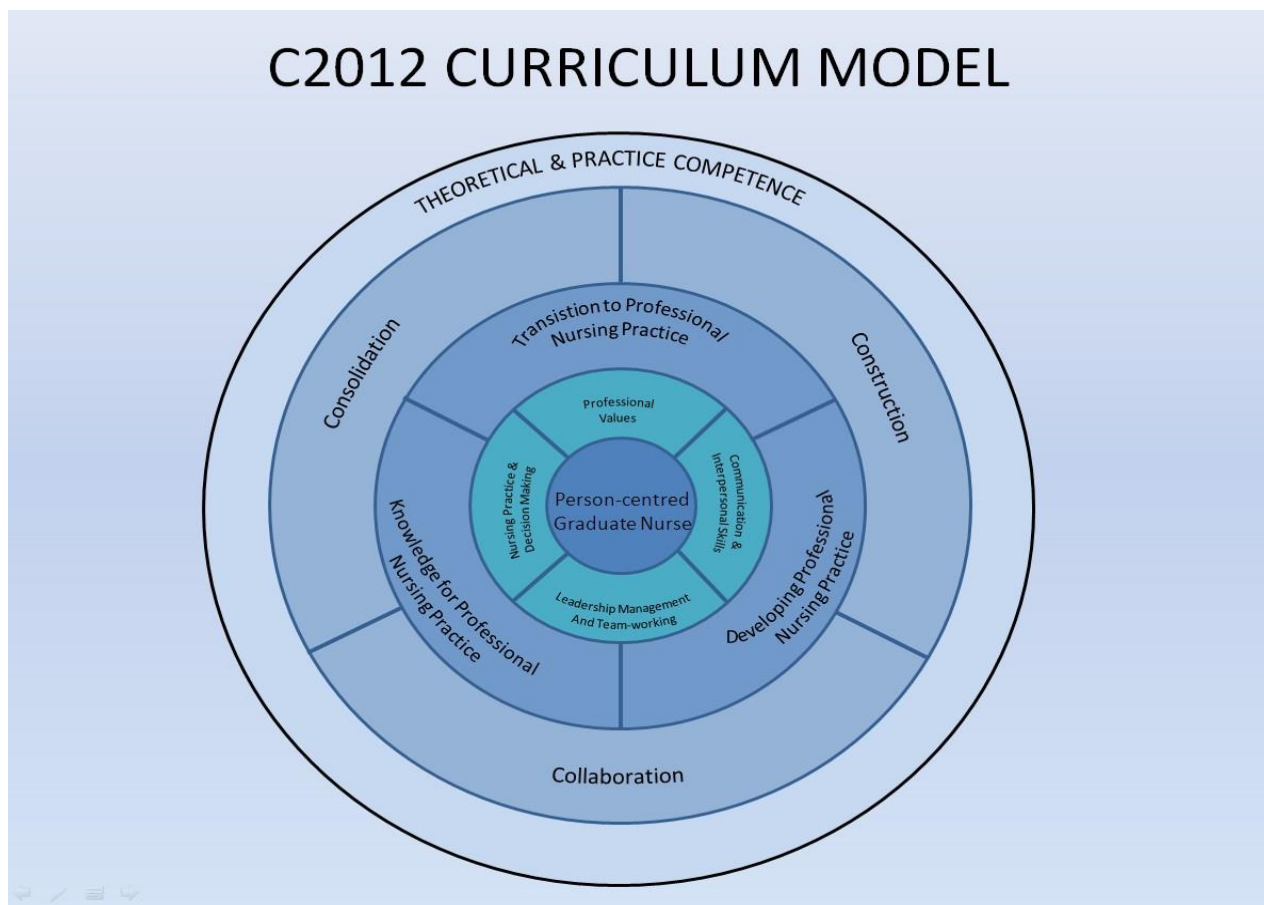
The educational strategies adopted are informed by insights from social constructivist theory. The programme philosophy acknowledges that students are adults and bring to this educational experience a diversity of previous learning, experience and skills and that learning will be experienced and processed differently by individual students. The approach is learner-centred, acknowledging that learning is a social and active process

(Giddens & Brady 2007; Loyens et al. 2009; Kala et al. 2010). The intention is to facilitate the learner in constructing rather than merely acquiring knowledge, developing new ideas using prior knowledge; sharing ideas and promoting learner self-management, through learning experiences which engage the whole person. Students will construct knowledge by engaging in verbal and written reflection, through self-assessment in theory and practice, and by participating in practice-focussed problem-solving activities and simulated scenarios (Brandon and All 2010). The construction of knowledge and skills will be further enhanced through inter-professional collaboration with people and students and practitioners from a range of professions. Such activities provide relevant, contextual learning opportunities and contribute to the promotion of collaborative practice at the same time as viewing students as active, self-directed participants rather than passive recipients of knowledge (Zachary & Daloz 2000).

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

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

Figure 1. Curriculum Model



### 3. Aims of the Programme

The broad aims of the programme are to:

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

#### Studying Nursing at Keele

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

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

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

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

Nursing at Keele offers pathways in all four fields of nursing; Adult, Mental Health, Learning Disabilities and Children's Nursing, delivering high-quality educational programmes which are evidenced by the regional outcomes of the West Midlands Strategic Health Authority (WMSHA, 2010) quality-monitoring process where Keele gained the highest quality indicator result. Furthermore National Student Survey results consistently rate student satisfaction highly. The school has excellent relationships with a range of NHS and non-NHS organisations that provide clinical placements that support students in achieving an excellent standard of practice. Nursing students at Keele are fundamental to the wider Faculty of Health including Schools of Medicine, Pharmacy and Health and Rehabilitation (Physiotherapy) which enables facilitation of meaningful inter-professional working and learning. Thus, nursing students will work alongside students from medicine, physiotherapy, midwifery, operating department practice, pharmacy and social work in a planned programme in each module. In addition to this, a number of innovative learning experiences are organised between specific professional groups but in particular with medical students within the clinical skills' laboratory setting. Students will be able to develop advanced clinical skills relevant to their field of practice using simulation within the clinical skills laboratories, which puts them at an advantage when seeking employment at the end of the programme. The School is committed to developing a vibrant and supportive environment for students which facilitates development of confidence and competence in academic studies and clinical practice performance, with attrition rates from the programmes being the lowest in the West Midlands (WMSHA 2010). In addition to studying at Keele University there are opportunities for students to undertake an international experience.

#### **4. What you will learn**

Preparation for nursing practice encompasses learning in the spheres of knowledge, skills, attitudes and behaviours. Content is driven by the NMC Standards for Pre-registration Nursing Education and QAA Academic and Practitioner Standards for nursing (NMC 2010; QAA 2010). It builds in terms of academic level, professional responsibility and technical complexity throughout the programme with key themes threaded throughout. Content will be delivered by means of an integrated framework which will include generic and field-specific learning throughout the programme underpinned by the skills of critical thinking and analysis required in degree-level study.

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

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

#### **Subject knowledge, understanding and Subject specific skills**

Successful students will be able to demonstrate knowledge and understanding of:

- Deliver a high standard of nursing care, based on evidence and a sound understanding of the physiological, social and psychological dimensions of health and illness
- Make effective use of communication skills throughout the health care journey
- Assess and meet the full range of essential physical and mental health needs of people of all ages who come into their care
- Work in partnership with people requiring nursing care and other care providers to provide seamless care and appropriate interventions to people and their families
- Where necessary, provide safe and effective immediate or emergency care to all people prior to accessing or referring to specialist services irrespective of their field of practice
- Practise in a way which respects promotes and supports individuals' rights, interests, preferences, beliefs and cultures and maintain confidentiality of information
- Practise in accordance with The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives (The Code) (NMC 2015), consistent with the legislation relating to nursing practice and other

relevant legislation

- Understand their responsibilities regarding safeguarding and know how to raise concerns when they believe people's safety is at risk
- Develop professional identity in order to make a positive contribution to inter-professional working
- Undertake activity, such as audit and research, to monitor, evaluate and optimise the care received by people and their families
- Support the creation and maintenance of environments that promote health, safety and wellbeing of people and contribute to enhancing the health and social wellbeing of individuals and their communities
- Recognise the national and global and environmental context of nursing practice within 21<sup>st</sup> century health and social care
- Demonstrate the development of skills in intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving
- Utilise reflective strategies to maintain a professional portfolio which demonstrates effective self-appraisal and personal development planning

### **Key or transferable skills (including employability skills)**

Successful students will be able to:

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

### **Keele Graduate attributes**

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

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

## **5. How is the Programme taught?**

### **Learning and Teaching Strategies**

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

- Providing Transformative learning Opportunities
- Promoting Inspirational Learning and Teaching
- Providing a supportive and inclusive learning community
- Developing students capabilities

- Providing opportunities for students to learn beyond the curriculum

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

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

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

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

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

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

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

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

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

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

Students and practice supervisors and practice assessors in clinical practice will be encouraged to structure learning and assessment around an adapted Steinaker and Bell framework (Steinaker & Bell 1979). This user-friendly framework will allow the students to self-assess and the practice supervisors and practice assessors to formatively and summatively assess knowledge and skills in a valid and reliable manner. The 'hub and spoke'

approach to practice will allow the students to be involved in a wide range of health care experiences, with an orientation to the service user's experience, and will provide mentors with opportunities to enhance students' on-going professional development.

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

The learning and teaching methods that will be used during the programme to enable students to achieve the learning outcomes include:

- **Practice learning:** students will engage in both clinical and simulated practice to develop their clinical and nursing skills across a range of practice environments which reflects the diversity of clinical practice experiences in the student's field of nursing. Learning in clinical practice is an essential and significant component of the programme
- **Lead lectures:** the lecturer will impart information, stimulate interest and provide a medium for the considered application of theory to practice and provide students with a framework and context for further reading and independent study, to broaden and deepen their existing professional knowledge and understanding of the core principles of nursing
- **Tutor-led tutorials:** the lecturer will focus on a topic of interest and relevance to the module with in-depth discussion in a small group to further develop students' confidence, competence and communication skills. Tutorials will be arranged as both individual and small group sessions with an emphasis on individual student development and opportunity given to:
  - Explore specific learning intentions and /or any difficulties
  - Provide formative feedback and clarification of learning
  - Create a climate for learning through structured reflection on practice and the inter-relationship with knowledge, research and evidence – based practice
  - Provide effective support for students
  - Field-specific learning
- **Student-led tutorials:** the student will lead the discussion on a topic within a small group or on a one to one basis.
- **Problem-solving scenarios:** case-based scenarios will be used to focus students' attention and develop their problem solving skills to facilitate linking of theory and practice
- **Case study presentations:** the lecturer and/or students will present a specific case and use this as a vehicle for discussion and critical analysis
- **Small group work:** students learn whilst working on a focused activity
- **Service user involvement:** fields of nursing and topic areas will determine a variety of methods and levels of service user involvement enabling the student to develop their practice to fully engage with the service user with all aspects of their care, realising the impact interactions have upon individuals whilst receiving health care and focussing on person-centred care
- **Blended learning approaches:** the University's virtual learning environment will be used to facilitate online discussions, 'blogs', conditional release tasks and access to a wide range of learning resources and research tools



- **Seminars and small group presentations:** Small group work will be facilitated to promote independent study in achieving the learning outcomes
- **Inter-professional learning:** students have opportunities to focus on health-related scenarios and practice learning working within inter-professional groups of students to facilitate their understanding of each other's roles and how they might communicate and work together as practitioners in partnership in the future to support and improve people's experiences of health and social care
- **Independent study:** students will be self-directed in relation to the various study demands of each module and its assessment. This is particularly relevant to portfolio development and the dissertation in the final module
- **Simulation:** will expose students to a range of skills within a simulated environment

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

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

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

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

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

Simulated activities allow students to practise skills, self-assess their knowledge, understanding and clinical skills alongside their ability to reflect in action, problem solve, and make decisions which in turn should build their competence and confidence.

Service user involvement will facilitate the students' awareness of how they interact and involve the person with care delivery and the significance of meaningful involvement throughout a persons' interaction with healthcare across a variety of services and organisations.

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

## 6. Teaching Staff

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

The School has a significant number of staff that hold PhDs with a number of staff studying for PhDs. The School has a robust professional development strategy which includes an annual research and scholarship programme, alongside annual appraisal and personal development planning. A number of staff have Fellowship of the HEA and many staff are working towards this. Staff are actively involved in research across the School and belong to one of the School's research groups.

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

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

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

## **7. What is the Structure of the Programme?**

The Programme is three calendar years in duration consisting of one 45-week module per year and offering one of four different pathways in either:

- Adult Nursing
- Mental Health Nursing (*the pathway covered in this document*)
- Learning Disabilities Nursing
- Children's Nursing

### **Mental Health Nursing**

The mental health field of nursing is underpinned by contemporary policy that determines the competencies of the future mental health workforce. (NIHME 2004; DH 2006; SCMH 2008; DH 2011). Our mental health field programme will deliver a culturally competent practitioner who is able to work in partnership with service users, their families and the wider community, as well as with other agencies to provide a recovery focused service supported by evidence-based practice. The CNO review of mental health nursing (2006) included an extensive literature review which identified that service users and carers want mental health nurses to have positive human qualities, as well as a range of technical knowledge and skills. The programme welcomes and recognises feedback from service users and puts the service user at the heart of all our students' learning.

No Health without Mental Health (DH 2011) sets out a vision for mental health services that identifies the promotion of positive mental health as a key intervention and especially recognises the importance of promoting resilience, early intervention and mental wellbeing from birth and throughout the lifespan.

The mental health field programme will address these issues and commences with an exploration of mental health in its widest sense, and a focus on the characteristics of 'positive' mental health and strategies to achieve this through the age groups. Our aim is to develop future nurses who are self-aware, reflective and who make the maintenance of their own mental & physical health a priority. We will prepare nurses who will be positive role models and use their health promotion and education skills at every opportunity in all aspects of their mental health practice.

We will facilitate an exploration of local community resources that are available to support people in distress and by doing so the student will gain knowledge and understanding of mental health services in the local area, many of which are non-statutory and often led by service users. We will explore issues of resilience & early intervention in children, young adults, older adults and with older people, and introduce relevant theory to underpin practice. The field will develop nurses with strong therapeutic communication and core interpersonal skills. This theme will commence in Module One with the identification and practice of the core skills needed to engage service users in partnership. We will then develop more complex therapeutic skills, for example in motivational interviewing and cognitive behaviour therapy and will facilitate the development of these by

simulated clinical skills practice sessions in the classroom. In this way the students will develop both competence and confidence in their abilities in a safe environment.

Using a 'stepped approach', our journey will take the student from promoting & maintaining their own and others' positive mental health through to supporting a person in mental distress. The student will explore mental health and ill health in individuals and will study common mental health problems such as mild /moderate depression and anxiety. The nursing care of people with dementia and the support of carers will be a key feature of the programme, recognising that there will be over a million people with dementia by 2025 (Alzheimer's Society 2010) .

No Health without Mental Health (DH 2011) underlines the importance of physical health care in mental health settings and it is recognised that the physical health of those with severe mental illness is often extremely poor (Nash, 2010). Throughout the programme, we will emphasise the importance of physical health in both assessment and treatment by use of case studies that have both physical and mental health components (e.g. diabetes & coronary heart disease). The skills laboratories will be used to practice physical assessment skills and this approach is mirrored by performance indicators in the summative practice assessment documentation.

As students progress through the programme to Modules Two and Three they will take an approach that explores more severe and complex mental health problems, including psychoses and dual diagnoses. In this context, issues relating to risk assessment and management will be explored further as will an understanding of the evidence-based interventions that relate to these mental health problems. Together with the associated legal, ethical and professional knowledge, this will assist students in promoting safety and appreciating the concept of positive risk taking.

As students develop the knowledge, skills and attitudes to work with people with more complex problems we will also move from the perspective of the individual to the family and then to the community and wider society. We recognise that the social world in which we live impacts greatly on our mental health (Marmot & Wilkinson, 2006) and will explore issues of social inequality, social exclusion/inclusion and inequality in the development of mental health problems.

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

**The example curriculum plan (Annex A – Figure 3)** shows blocks of theory and practice to enable students to fully engage with both their practice experiences, with a half-day reflective practice per practice week to facilitate reflective learning, portfolio development, and theoretical learning.

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

All four pathways contain generic and field-specific elements with assessment of both theory and clinical practice. All module learning outcomes must be successfully met in order to be eligible for academic award and professional registration with the NMC.

The Programme meets the professional requirement (NMC 2010) for a minimum of 4,600 hours over a 3-year period and for an equal emphasis to be placed on practice-based teaching and learning during clinical placements and on theoretical teaching and learning activities.

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

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

<b>Module 1 – Knowledge for Professional Nursing Practice: Weeks 1- 45</b>
Module: Knowledge for Professional Nursing Practice 120 Credits @ Level 4 (Certificate) Theory: 920 hours Practice: 675 hours Welcome Week: 40 hours + Consolidation (Practice/Theory): 112.5 hours
<b>Module 2 – Developing Professional Nursing Practice: Weeks 1 – 45</b>
Module: Developing Professional Nursing Practice 120 Credits @ Level 5 (Intermediate) Theory: 800 hours Practice: 825 hours Consolidation(Practice/Theory): 112.5 hours
<b>Module 3 – Transition to Professional Nursing Practice: Weeks 1 – 45</b>
Module: Transition to Professional Nursing Practice 120 Credits @ Level 6 (Honours) Theory: 680 hours Practice: 900 hours Consolidation (Practice/Theory): 150 hours

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

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

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

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

Content has been identified as both generic and field-specific to help support application of the integrated outcomes, and to create a balance of learning across and within fields.

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

- |            |             |                    |
|------------|-------------|--------------------|
| • Module 1 | 75% generic | 25% field-specific |
| • Module 2 | 50% generic | 50% field-specific |
| • Module 3 | 25% generic | 75% field-specific |

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

*NB: Annex A shows an example of a curriculum plan*

### **Learning Outcomes**

Students must complete and pass all learning outcomes assigned to a module to successfully progress through the end-of-module progression point to continue with their studies. The twenty integrated module learning outcomes for each module have been mapped against:

- NMC Competencies for pre-registration nursing (NMC, 2010)
- NMC Essential Skills Clusters (NMC, 2010)
- QAA Nursing Benchmarks (QAA, 2001)
- Programme Learning Outcomes and Employability Skills

Overleaf is a table of Programme Learning Outcomes and Employability Skills relating to Assessments for each module.

Programme Learning Outcomes(PLOs) assessed at Levels 4, 5, 6	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used		
		Module 1 (Yr1) Level 4	Module 2 (Yr2) Level 5	Module 3 (Yr3) Level 6
1 Deliver a high standard of nursing care, based on evidence and a sound understanding of the physiological, social and psychological dimensions of health and illness	All Modules	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio	Communication Skills Presentation Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
2 Make effective use of communication skills throughout the health care journey	All Modules	Essay Communication Skills Case Study Reflective Analysis PAD Practical Exam Portfolio	Communication Skills Presentation Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
3 Assess and meet the full range of essential physical and mental health needs of people of all ages who come into their care	All Modules	Essay Communication Skills Case Study Reflective Analysis PAD MCQ Numeracy 1 Numeracy 2 Practical Exam Portfolio	Numeracy Presentation Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
4 Work in partnership with people requiring nursing care and other care providers to provide seamless care and appropriate interventions to people and their families	All Modules	Essay Communication Skills Case Study Reflective Analysis PAD MCQ Numeracy 1	Communication Skills Numeracy Presentation Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio

		Numeracy 2 Practical Exam Portfolio		
5 Where necessary, provide safe and effective immediate or emergency care to all people prior to accessing or referring to specialist services irrespective of their field of practice	<b>All Modules</b>	Essay Case Study Reflective Analysis PAD MCQ Numeracy 1 Numeracy 2 Practical Exam Portfolio	Numeracy Presentation Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
6 Practise in a way which respects promotes and supports individuals' rights, interests, preferences, beliefs and cultures and maintain confidentiality of information	<b>All Modules</b>	Essay Case Study Communication Skills Reflective Analysis PAD Practical Exam Portfolio	Communication Skills Presentation Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
7 Practise in accordance with The NMC code of professional conduct: standards for conduct, performance and ethics (The Code) (NMC 2008), consistent with the legislation relating to nursing practice and other relevant legislation	<b>All Modules</b>	Essay Communication Skills Case Study Reflective Analysis PAD Numeracy 1 Numeracy 2 Practical Exam Portfolio	Numeracy Presentation Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
8 Understand their responsibilities regarding safe-guarding and know how to raise concerns when they believe people's safety is at risk	<b>All Modules</b>	Essay Communication Skills Case Study Reflective Analysis PAD Practical Exam Portfolio	Presentation Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
9 Develop professional identity in order to make a positive contribution to inter-professional working	<b>All Modules</b>	Essay Communication Skills Case Study Reflective Analysis PAD	Numeracy Presentation Critique Exam Reflective Analysis	Presentation Dissertation Reflective Analysis PAD Portfolio

		Numeracy 1 Numeracy 2 Practical Exam Portfolio	PAD Portfolio	
10 Undertake activity, such as audit and research, to monitor, evaluate and optimise the care received by people and their families	<b>All Modules</b>	Essay Case Study Reflective Analysis PAD Portfolio	Presentation Critique Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
11 Support the creation and maintenance of environments that promote health, safety and wellbeing of people and contribute to enhancing the health and social wellbeing of individuals and their communities	<b>All Modules</b>	Case Study Reflective Analysis PAD Portfolio	Presentation Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
12 Recognise the national and global and environmental context of nursing practice within 21st century health and social care	<b>All Modules</b>	Case Study Reflective Analysis PAD Portfolio	Presentation Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
13 Demonstrate the development of skills in intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving	<b>All Modules</b>	Case Study PAD Practical Exam Portfolio	Communication Skills Presentation Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
14 Utilise reflective strategies to maintain a professional portfolio which demonstrates effective self-appraisal and personal development planning	<b>All Modules</b>	Case Study Reflective Analysis PAD Practical Exam Portfolio	Communication Skills Presentation Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio

<b>Employability Skills (ES)</b>	<b>Module in which this is delivered</b>	<b>Module 1 (Yr 1)</b>	<b>Module 2 (Yr 2)</b>	<b>Module 3 (Yr 3)</b>
1 Demonstrate effective use of Information technology	<b>All Modules</b>	Numeracy 1 Essay Communication Skills	Communication Skills Numeracy Presentation Critique	Presentation Dissertation Reflective Analysis



		Case Study Reflective Analysis PAD MCQ Numeracy 2 Practical Exam Portfolio	Exam Reflective Analysis PAD Portfolio	PAD Portfolio
2 Engage with numerical data and calculation and understand their significance	<b>All Modules</b>	Numeracy 1 Essay Case Study Reflective Analysis PAD Numeracy 2 Practical Exam Portfolio	Presentation Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
3 Communicate effectively by written, spoken and other means using appropriate techniques including participation in group discussions, communicating ideas and presenting information to a variety of audiences	<b>All Modules</b>	Essay Communication Skills Case Study Reflective Analysis PAD Practical Exam Portfolio	Communication Skills Presentation Numeracy Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
4 Work independently or as part of a team respecting other peoples' contributions	<b>All Modules</b>	Essay Communication Skills Case Study Reflective Analysis PAD Practical Exam Portfolio	Presentation Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
5 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	<b>All Modules</b>	Essay Case Study Reflective Analysis PAD Portfolio	Presentation Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
6 Acquire, analyse, synthesise, summarise and present information and ideas from a wide range of sources	<b>All Modules</b>	Essay Communication Skills Case Study Reflective Analysis PAD MCQ Practical Exam	Communication Skills Presentation Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio

		Portfolio		
7 Promote evaluation and research skills, and their applications for nursing, personal and professional development	<b>All Modules</b>	Essay Communication Skills Case Study Reflective Analysis PAD Practical Exam Portfolio	Presentation Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
8 Critically appraise evidence and identify appropriate methods to answer a research question	<b>All Modules</b>	Essay Case Study Reflective Analysis PAD Portfolio	Presentation Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
9 Sustain motivation for an extended period of time	<b>All Modules</b>	Numeracy 1 Essay Communication Skills Case Study Reflective Analysis PAD Numeracy 2 Practical Exam Portfolio	Communication Skills Numeracy Presentation Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio
10 Demonstrate independent study skills and take responsibility for their own learning by reflecting on their strengths and weaknesses, and identifying appropriate courses of action	<b>All Modules</b>	Essay Communication Skills Case Study Reflective Analysis PAD Portfolio	Communication Skills Presentation Critique Exam Reflective Analysis PAD Portfolio	Presentation Dissertation Reflective Analysis PAD Portfolio

## 8. Final and intermediate awards

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

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

## 9. How is the Programme assessed?

### Assessment Strategy

The assessment strategy reflects the aims and philosophy of the programme whereby student nurses engage in educational activities that integrate the theory and practice of contemporary nursing and enable them to acquire the knowledge, skills, attitudes and behaviours for professional competence. A range of assessments reflects the requirements of professional, regulatory and statutory bodies (NMC 2010; QAA 2006; QAA 2008) and University Regulations, and is informed by service-users, clinical colleagues, students and the course development team. In accordance with Course Regulations, all modules have assessment of theory and practice, and students must be successful in both components in order to pass the module.

### Assessment

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

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

The wide variety of assessment methods used within Nursing at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff take care to apply the principles of assessment laid out in the university's assessment strategy and pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify

things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Nursing:

- **Unseen closed and open book examinations** in different formats test students' knowledge and understanding of the subject. Examinations may consist of essay, short answer and/or multiple choice questions, and paper comprehension.
- **Essays** allow you to demonstrate your ability to articulate ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. Essays also develop and demonstrate research and presentation skills (including appropriate scholarly referencing).
- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it in a more structured and focused way.
- **Dissertations** enable students to explore in depth an area of particular interest through a substantial piece of focused research and writing, and test their ability to formulate and answer research questions.
- **Oral and poster presentations and reports** assess individual students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- **Portfolios** may consist of a range of different pieces of work but routinely include a requirement that students provide some evidence of critical reflection on the development of their own learning.
- **Peer assessment:** In some cases students will be involved in marking other students' work, usually with a prescriptive marking guide. This helps students to appreciate where marks are gained and lost and gives them the opportunity to see the common mistakes made by other students.
- **Reviews** of other scholars' work test students' ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them. In the case of work based on empirical research, reviews also assess students' knowledge of research methodologies and their ability to make critical judgements about the appropriateness of different strategies for collecting and analysing data.

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

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

Clear guidance on all assessments will be given to students within module handbooks and support will be available for students. Detailed, constructive and timely feedback will identify students' areas of strength and areas for further improvement. Students will be encouraged to reflect on their theoretical and practical learning using reflection to assess their own development. This will enable them to become more independent learners as they progress through their programme and build a sound foundation for autonomous practice.

Assessments have also been designed to facilitate the development of transferable skills that can be utilised in placement for the benefit of service users, relatives, carers and the student themselves. Similarly, the assessments will offer students the opportunity to demonstrate knowledge, evidence – based practice and application of their developing research skills (i.e. literature searching and reviewing, application and critique of research methods and evaluation of evidence). To ensure that students are able to meet the minimum requirements of the University and in accordance with the School's marking criteria; the minimum pass mark for all summative assessments is 40% (pass). Failure to achieve a pass mark at the first attempt will lead to an automatic reassessment for which the maximum mark awarded will be 40% (pass). Failure to achieve 40% (pass) at reassessment will result in the student being referred to the Scrutiny Panel (see Course Regulations Section 3). Students will also be required to undertake at least one unseen examination during the programme (NMC 2010, Keele Regulation 1A Section 8).

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

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

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

### **Assessment of Clinical Performance**

As 50% of the proposed programme is undertaken in the practice setting, student nurses will be placed with practice supervisors and practice assessors who will guide and support them in the development of their nursing skills, by integrating theory and practice. For each year-long module, students will be provided with Practice Assessment Documentation (PAD) containing guidance for the student and their practice supervisors and practice assessors along with the details of the skills and learning outcomes to be achieved during the placement and milestone achievement. Students moving into the 3<sup>rd</sup> year of their programme will move across to the NMC (2018) standards for student supervision and assessment, which will mean that students will have a practice supervisor who will give day-to-day guidance and a practice assessor who will be responsible for the assessment of practice. As students progress from practice to placement, they will work with a number of different practice supervisors and practice assessors and will be given the opportunity to learn by observation, direct supervision and participation in placement. Practice supervisors and practice assessors will use the practice assessment documentation to continuously assess, provide feedback and record students' achievements throughout their programme. Alongside this, students will also be required to successfully complete a milestone assessment in each module which is assessed by their practice assessors. The milestone assessment is a day-long episode of person-centred care which incorporates student self-assessment, peer assessment and mentor assessment against set domain-focussed criteria.

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

Practice supervisors and practice assessors will assess students' continuous progress and performance in meeting learning outcomes against an adapted Steiner and Bell taxonomy (1979) ranging from 'Exposure' to 'Dissemination'.

### Progression

To indicate student progression an On-going Record of Achievement will be completed as part of the practice documentation. At the end of each module there will be a progression point that students move through to enter their next level of academic study. The NMC first and second progression points have been incorporated to ensure that the students cannot progress to the next level unless the NMC requirements have been met. Students will be able to progress with their studies if they have successfully completed 120 credits at the second progression point. Any hours that have not been achieved in consolidation will be carried over to the final year of the programme and will be made up at the end of the course, which may delay registration with the NMC. Students must successfully complete 2,300 theory hours and 2,300 practice hours by the end of the programme.

### Progression

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

## 10. Contact Time and Expected Workload

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

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

Activity	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	27%	21%	19%
Guided independent Study	34%	32%	29%
Placements	39%	47%	52%

## 11. Accreditation

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

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

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

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

## 12. 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/>

### Nursing Regulations

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

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

## 13. 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. The Admissions Policy is available on the School website:

<http://www.keele.ac.uk/nursingandmidwifery/prospectiveundergraduatestudents/admissionspolicy/>

### Academic Entry Criteria

All candidates for the Pre-Registration Nursing programme are required to meet or exceed Nursing and Midwifery Council requirements, including literacy and numeracy skills. A variety of entry qualifications are accepted and can be found at:

<http://www.keele.ac.uk/nursingandmidwifery/undergraduatestudents/midwifery/>

Students applying on the basis of courses with a UCAS Tariff require a minimum tariff score; the exact score will be determined by the student's educational profile and individual application.

### Prerequisites for entry to Nurse Education

All candidates for the Pre-Registration Nursing programme are required to meet or exceed Nursing and Midwifery Council requirements, including literacy and numeracy skills.

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

- meet the School's entry criteria
- demonstrate occupational health clearance by the University's Occupational Health Unit
- 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).

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 subset). 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.

### **Experiential Criteria**

In addition to one or more of the above, some experience of care (e.g., work experience, voluntary work, caring for family members or care experience as part of a course) is desirable. 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. The School of Nursing offers a Return to Study programme.

### **Accreditation of Prior Experiential Learning (APEL)**

The School recognises the value of previous learning gained from theory and practice. Robust systems for the award of academic credit for this learning have been developed by the School which are commensurate with University procedures and QAA guidelines. Students can be awarded APEL for up to 50% of the course from theory and / or practice elements of a programme that meets the requirements of NMC standards.

The School has expertise in recognising opportunities and developing APEL claims. Those wishing to apply for APEL are required to provide appropriate evidence to support their claim. A dedicated School APEL academic advisor offers support and guidance to potential applicants regarding their application. This may include initial advice on the opportunities for APEL 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 APEL assessor and an external examiner the claim is presented to the school APEL committee for consideration. The results are fed into assessment boards and recorded on the central University student records system with applicants being fully informed on progress throughout the process. A database of APEL claims is kept by the School APEL administrator.

### **Transfer between institutions**

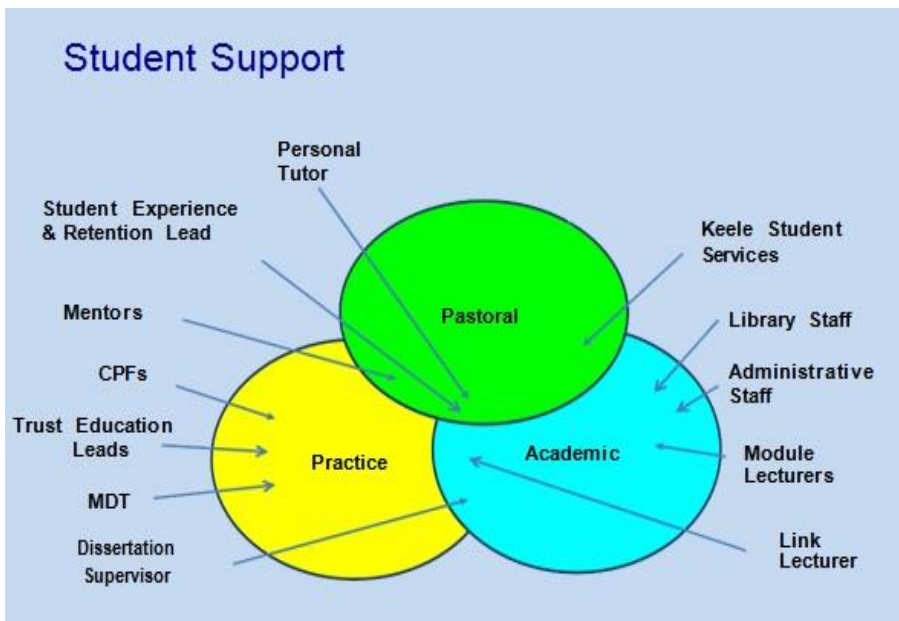
Students transferring between institutions will have their previous learning mapped against the new course. Additional learning opportunities will be provided to bridge any gaps in learning. This will enable students to meet all the necessary standards and requirements by the end of the course.

## **14. How are students supported on the programme?**

Students are supported in their academic studies, in practice settings, and pastorally during their programme. All work submitted by students is given robust and constructive feedback to support academic development. In practice student progress is continually reviewed, and learning progression plans are developed to enable students to set goals for improvement of clinical performance. Below is a diagram (Figure 4) which indicates a range of student support structures, showing the personal tutor playing a central, pivotal role:

**Figure 4.**





### Support from the Student Experience and Retention Lead

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 feeling a sense of fulfilment and pride in undertaking their experience at Keele. This in turn is reflected in a high level of student retention, demonstrated by our positive record for low attrition (WMSHA, 2011). The role of the Student Experience and Retention Lead monitors and evaluates the curricula and co-curricular activities including the engagement in the wider University to facilitate this positive experience. The School Staff / Student Liaison Committee ensures that the student's voice contributes proactively to on-going curriculum implementation.

### Support from Personal Tutors

All students registered on the BSc (Hons) Nursing programmes are allocated a Personal Tutor to provide support and advice. The Personal Tutor is normally a Lecturer from the appropriate field of nursing who is available to provide pastoral support and academic advice to their allocated students. In addition to providing support and advice, Personal Tutors review their students' progress in theory and practice, and meet with each student formally at least three times per module. Personal Tutors are allocated to students from the start of the programme and will remain their Tutor throughout their pre-registration studies in the School. All Personal Tutors are accessible to students by email and personal answer phones. Students are allocated an alternative tutor, should their Personal Tutor be absent from the School for a prolonged period of time.

Guidance Notes for Personal Tutors (Pre-registration Nursing) have been developed to assist new colleagues and to ensure a reasonable degree of consistency amongst all those undertaking the role. This guidance has been developed taking account of the relevant programme and the Guidelines and Code of Practice for Personal Tutoring University's website:

<http://www.keele.ac.uk/policyzone/viewbyowner/planningandacademicadministration/name,157128,en.php>

### Support from Module Lecturers

Module Lecturers will provide support to the student regarding specific aspects of learning and teaching. Module Lecturers may offer guidance on assessment work and may review 50% of assignment drafts but will not suggest likely grades.

### Support from Link Lecturers

Each placement has a named Link Lecturer who provides advice, support and guidance to both students and Mentors in relation to learning and assessment during their placements and details of the link lecturers are made available to the students.

### Disability Liaison Officer

The School has a disability liaison officer whose role is to support students with disabilities and ensure reasonable adjustments are implemented. The Disability Liaison Officer can advise you on matters relating to disability, including Dyslexia/Specific Learning Difficulties.

### **Wider Network of Student Support**

Students have access to a wide range of support within the University via Student Support and Development 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

The Students Union also offers support through their sabbatical officers and the Independent Advice Unit.

### **Support from Practice supervisors and practice assessors**

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

### **Further Support in Practice**

The Multi-disciplinary Team (MDT), including both nurses and other practitioners, and Clinical Placement Facilitators (CPFs) also support student learning in practice.

## **15. Learning Resources**

The School of Nursing and Midwifery has excellent facilities and is situated within the inter-professional Clinical Education Centre (CEC) at the University Hospitals of North Midlands NHS Trust (UHNM) and provides a state-of-the-art learning environment which is shared between the Schools of Nursing and Midwifery and Medicine. The teaching accommodation includes a lecture theatre, various size classrooms, seminar rooms, tutorial rooms and a clinical skills suite. The clinical skills suite has recently been extended, refurbished and equipped to a high standard to facilitate a wide range of clinical skills learning and simulation. The suite is jointly managed and resourced between the University Faculty of Health and UHNM postgraduate medicine which enables a greater range of equipment to be provided alongside enhanced inter-professional learning (IPL) activities to be undertaken. The school has purchased a range of electronic packages and licences to aid dynamic, flexible individualised learning including Authentic World drug calculation software, Lab Tutor and Pebble Pad e-portfolio.

In addition to the University Learning Resource Centre and Library facilities on main campus, the School provides excellent facilities with a 75-seated computer suite and 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 and IT Suite have extended open 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.

## **16. Other learning opportunities**

## Study abroad

Study Abroad is not available to Nursing students.

## Practice Learning

Practice Learning will be organised on a 'Hub and Spoke' model. Students will be allocated a base (hub) in their field of nursing and a range of settings relating to the hub and to people's healthcare journeys (spokes). The development of a practice placement circuit that utilises a 'Hub and Spoke' method of allocating students in clinical areas is a way of expanding the capacity of the existing practice placement circuit, ensuring that the NMC (2010) and QAA (2002) aspects of placement learning are met, as well as enabling students to focus on people's journeys through the complexities of the health and social care system. A diagram below (Figure 5) shows an example of a hub and spoke model from a mental health setting:

**Figure 5. Hub & Spoke Example – Crisis Intervention & Home Treatment Team**



Practice constitutes a minimum 50% of the curriculum hours (2,300 hours) (Standard 5 NMC 2010). In Module 3 when the students are considered to be in transition and working towards registration and graduate award, each student will undertake a sign-off placement which will be a minimum of 12 weeks (NMC 2010).

## Field Placements

### Mental Health Nursing Placement Strategy

The clinical placement plan aligns to the Standards for Pre-registration Nursing education (NMC 2010) and the future direction of mental health nursing as proposed by the new mental health strategy, No Health without Mental Health (DH 2011). Both publications stress the importance of health promotion, prevention, early intervention and inclusion. Attention across the lifespan is strongly advocated, particularly early childhood experience and at the opposite end of the spectrum, the older adult experience. The pregnant woman and perinatal mental health have also been identified as being important areas for educational development and future service delivery. Consideration has therefore been given to these areas whilst developing the Mental Health Field placement plan.

The Field placement plan is designed to be incremental in experience aligning itself to the 'stepped care approach' of modern health service delivery (NICE 2010) whose emphasis is very much focused on service user self-reliance and determination. To facilitate this, practice experience will be shared between hospital and community based practice settings, allowing the student to gain a greater sense of the overarching integrated approach to public health and wellbeing. Experience of inter-professional service delivery is deemed essential for the students' practice experience and it will be provided throughout the three-year placement plan. In

Module Three, it is envisaged that students' practice placement experience will become more complex. Students will have the opportunity to carry a small service user caseload of their own; for which they will be responsible, or they will be able to develop their management and leadership skills in a hospital-based setting. Module Three practice experiences will align and augment the theoretical component of the programme i.e. the student will be situated appropriately in order to undertake a 'service improvement' project which it is envisaged will be supported by clinical mentors, managers and research departments alike.

To make possible the Field practice plan, the team have adopted a 'hub and spoke' model of placement allocation. It is envisaged that the model will facilitate a more flexible, inclusive approach for the students practice learning, one which will enable the student to follow the service users' journey of recovery through both the health and social care setting. The movement away from a traditional static placement approach, to one which spans all relevant care settings, will allow for a more modern holistic approach to service user experience and a broader enhanced learning experience for the student nurse. The model will enable the student to gain a systemic understanding of the service users' cultural context of meaning within the lived experience of their own families, community and neighbourhood. The experience will highlight the relational nature of social context for the well-being of the service user and it will enable the student nurse to develop a more coordinated understanding of health and social care needs. Situating the student nurse across the health and social care context of service user experience is central to our programme. The intention is to develop culturally competent student nurses who are able to work in partnership with service users and who are also capable of working collaboratively across all relevant care settings and agency context.

### **Practice Quality Monitoring**

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

There are sufficient practice supervisors and practice assessors to support the number of students on pre-registration nursing courses, and a rolling programme of mentor updates and education ensures that there will also be sufficient practice supervisors and practice assessors to meet future student nurse numbers. Preparation of practice supervisors and practice assessors for the curriculum is ongoing. General information about the structure and content of the programme has already been incorporated into practice supervisors and practice assessors updates (Standards for student supervision and assessment (NMC 2018). Moderation of practice assessment documents is undertaken on a regular basis to ensure compliance with NMC standards (NMC 2008) and course regulations. External Examiners regularly visit placement areas as part of their external moderation responsibility.

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

### **Inter-professional Learning in the Pre-Registration Curriculum**

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

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

It has been recognised however, that team working, integration and workforce flexibility could only be achieved if there was widespread recognition and respect for the specialist base of each profession. Therefore, 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 a HEI to have educational provision for Nurses, Midwives, Trainee Nurse Associates, Operating Department Practitioners, Physiotherapists, Doctors, Pharmacists and Bio-medical scientists, all of which participate in the IPE strategy for the Faculty. The School of Nursing and Midwifery is a major contributor in terms of numbers of students and lecturers involved in the initiative. IPE also permeates all three modules of the pre-registration nursing programme.

The aims of our IPE programme are;

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

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

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

During the final module the IPE3 learning outcomes are achieved from working together in clinical practice. Evidence for the achievement of the learning outcomes is gathered and recorded in the CPD portfolio whilst on clinical placement. These objectives focus on observing inter professional working; both effective and in effective, participate in inter professional practice and team working and the involvement in inter professional discussion and decision making.

Also during their final module, the pre-registration students will participate in an inter professional care planning day, which builds on IPE perspectives covered during the first two modules and also contributes and supplements the IPE 3 learning outcomes. Areas covered include discharge planning, communication and transition of care and multi-disciplinary ward meetings. They also learn about process mapping and how to implement this in clinical practice.

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

Please see website for more details <http://www.keele.ac.uk/health/inter-professionaleducation/>

### Internationalisation

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

The International Strategy had six priority objectives:

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

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

The School of Nursing and Midwifery has been proactive in developing the international perspective and has a growing focus with well-established partnerships with a number of institutions as outlined in Table 3 (see school website for more information <http://www.keele.ac.uk/nursingandmidwifery/international/>). These enable both staff and student opportunities for exchanges and electives. Students on the nursing programme will explore global health issues, international health targets and international health care policies within the curriculum using a variety of learning and teaching methods. In addition to this students will be given the opportunity to undertake an international placement either in one of the School's link institutions, via a recognised placement organisation or following appropriate approval processes, a placement they have identified.

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

**Table 3. International Placements**

Country	Organisation
Australia	Queensland Health, Gold Coast Hospital
Canada	York University and hospitals in Toronto
Turkey	Ankara University - Agreement for Teaching Mobility & Student Mobility.
Sweden	University of Gothenburg - Agreement Teaching Mobility/Admin Mobility/Student Mobility
Iceland	Agreement Teaching Mobility

Range of countries for example Nepal, Sri Lanka, and Tanzania	Work the World Organisation
Spain	University Nebrija Madrid

Students on the Nursing Programme have the opportunity to spend time abroad during an international elective placement. This is a self-funded placement. Students wishing to undertake this international elective must follow the School processes outlined by the School International Director.

## 17. Additional costs

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

### Travel for placements

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

A student's geographical location, when possible, is taken into account when allocating to clinical placements and, whilst efforts are made to limit student travel, it is not possible to guarantee that placements will be in particular locations and students may be required to travel some distance for their placements. All clinical placements currently in use by the School of Nursing and Midwifery are within a 50 mile radius, most being 25 miles or less, from the university.

At the time of writing and before the implementation of the self-funded initiative it is uncertain whether travel will be re-imbursed.

### Uniform

A set of tunics and trousers may be provided to you by the School of Nursing and Midwifery free of charge in the first instance. You will need to provide your own appropriate footwear for placements as per the School Dress 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 Dress Policy. Any replacement uniform costs will need to be paid for by yourself and could be in the region of £60-80.

### UHNM ID Card

Adult Nursing, and Children's Nursing students will need to apply for a University Hospitals of North Midlands (UHNM) ID card at a cost of £5-10.

### Occupational Health Clearance

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

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 additional costs for this undergraduate programme.

## 18. Quality management and enhancement

### Programme Management

The Programme is led by an Award Lead (AL) 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 three times per year. Membership consists of the Award Lead, School Examinations and Assessments Lead, Module Leads and Module teams, student representatives (StARs), managers representing partner Trusts, practice supervisors and practice assessors, Clinical Placement Facilitators and other individuals 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 (March meeting), receive and discuss course plans on an annual basis (March meeting), 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 in the summer term of 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 of 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 School's Head of Quality, Marketing, and Admissions, and encompasses both internal and external quality developments and reviews.

#### **External Quality Review NMC Reviews:**

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

Self-assessment and the Annual Monitoring Reports were submitted to the NMC in February 2011.

#### **Education Commissioning for Quality Framework (ECQ)**

The Education Commissioning for Quality Framework (ECQ) is a Department of Health requirement for non-medical education quality assurance in relation to commissioned education providers. The process is undertaken with all Higher Education Providers on an annual basis. It is designed to ensure that the provision of healthcare education is reviewed; quality assured, performance managed, and is meeting the requirements of NHS Deaneries. In the West Midlands, the NHS West Midlands undertakes the process on behalf of the West Midlands health economy. In the 2010-11 process, Keele University (School of Nursing and Midwifery and School of Health and Rehabilitation), achieved an overall average score of 86% for programme quality (the highest average score of all the West Midlands HEIs); and 100% achievement against previous reporting year's action plan (2009-10). More information and the final report are available on the NHS West Midlands website:

<http://www.westmidlands.nhs.uk/MultiProfessionalWorkforce/EducationCommissioningDevelopmentandQuality/QualityandEnhancement/NonMedicalEducationandTraining/ECQ20102011.aspx>

#### **Keele Internal University Processes**



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

- The Education Committee of the School of Nursing and Midwifery is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Nursing 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 and as part of the University's Annual Programme Review process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Nursing 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 Programme Committee as part of the Annual Programme Review process.
- Findings related to the Nursing Programmes from the annual National Student Survey (NSS), 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 three years of the Nursing Programme is considered and acted on at regular meetings of the Student Staff Liaison Committee.

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/>

### **Internal Quality Management Process**

Internal Quality is managed by the School's Quality Management Team, which meets monthly to review the School's Quality processes. The Quality Management System comprises both process flowcharts and associated forms and enables the School to manage and enhance internal quality of processes.

### **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 School Learning and Teaching Committee
- Students' individual and anonymous evaluations of clinical placements for each 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 Staff-Student Liaison Committee
- Meetings with Personal Tutors and Link Lecturers

**Quality management of assessments:**

- Management of assessments is overseen by the School Examination and Assessments Lead
- Assessment titles align with module aims and learning outcomes
- Titles 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 Proforma. 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 and external examiners are invited to attend Moderation of Practice meetings
- Student practice evaluations are discussed with Senior Nurse Representatives and Placement Quality Lead tri-annually
- Assessment Committee meetings are held at the end of each module to discuss assessment processes and confirm results

**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 local health care provider partners
- External Examiners report on each module's assessment and annually on the conduct of assessments
- Annual staff appraisals
- Annual Report submitted to the Nursing and Midwifery Council
- Review of 20% of all educational provision by the NMC annually
- Annual Quality Review (Education Commissioning for Quality) by the Strategic Health Authority
- Monthly internal quality reviews within the School's Quality Management System
- University Internal Quality Audit of School of Nursing and Midwifery (UNIAC) 2011-12
- Annual Programme Review
- UCIG – ongoing strategic service user involvement and action planning

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

- Course Management Team
- Assessment Committees
- Staff-Student Liaison Committee
- School Education Committee
- School Award Boards (Nursing; and Midwifery)
- Field Team Meetings
- Practice Partnership Meetings

**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.

## **19. 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, however 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 2010) have shaped the curriculum development process and are dealt with throughout the PST. An initial reference document page has been provided to sign-post readers to the specific sections of the documentation. The school has utilised the findings from an Access and Progression into Nursing project undertaken by Keele, and funded by the WMSHA to inform future APEL processes.

QAA subject benchmarks for nursing are met. Some additional NMC requirements that are not within specific sections of the PST 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 meet bi-monthly
- Award Management Committee
- Placement Quality Partnership meetings between the school PQL and local CPF's
- Annual Programme Review
- Student Evaluation Review
- meetings between PQL and relevant trust education lead
- moderation of practice assessment meetings
- Service users and care engagement
- Students

In addition to this the Head of School is a member of the Staffordshire Director of Nursing forum and meets with the Chief Nurse or Director of Nursing on a one to one basis every six weeks.

Consultation on curriculum development has taken place via all these mechanisms. An initial series of practitioner consultation meetings was undertaken and has been followed by ongoing involvement through the Developing Professional Practice sub-group. The field-specific curriculum planning sub-group meetings include practitioners at various levels.

### **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 criminal record bureau 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 DBS and Health panel which has senior NHS trust representation. Subsequently the student is 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 and Diversity**

“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 and Diversity is a core value underpinning the University’s mission to be the UK’s leading open, integrated, intellectual community – the ultimate campus University for the 21st Century. The University’s core mission and Strategic Plan 2010-2015 are strongly underpinned by the University’s core values as a diverse, inclusive and professional academic community that respects individuals and enables them to strive for success in order to contribute positively and sustainably to the local region, wider society and the national economy.

This Equality and Diversity 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.”

(Keele University Equality & Diversity Strategy 2011)

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 Student Support and Guidance Lecturer (SSGL) is also designated Disability Liaison Officer (DLO) and School Equality and Diversity representative (EDR). This 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 Health 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 pre-registration students.

The School’s policies and procedures are subject to Equality Impact Assessments through Keele University Human Resources Unit. Many staff within the School are trained to undertake Equality Impact Assessments on the School’s policies and procedures with Keele University Equalities and Workforce Planning Manager.

### **The role of the Disability Liaison Officer in relation to the protected characteristic of Disability:**

The Student Support and Guidance lecturer is designated to the role of Disability Liaison officer. The main responsibilities of the role are:

- Liaison with Disability and Dyslexia Support Services on main campus
- 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

The School has funded training in literacy development and dyslexia support to enable the SSGL/DLO to offer onsite support for students with Specific Learning Difficulties. This support complements that available through central services and is convenient for students to access.

A Clinical Needs Assessment Tool and process has been developed to enable reasonable adjustments in clinical practice for students with disabilities. The process enables the student, practice supervisors and practice assessors and lecturer to identify:

- elements of the student's clinical performance that require support
- the reasonable adjustments that would be most supportive
- who will be responsible for putting these adjustments in place
- the effectiveness of the reasonable adjustments through evaluation.

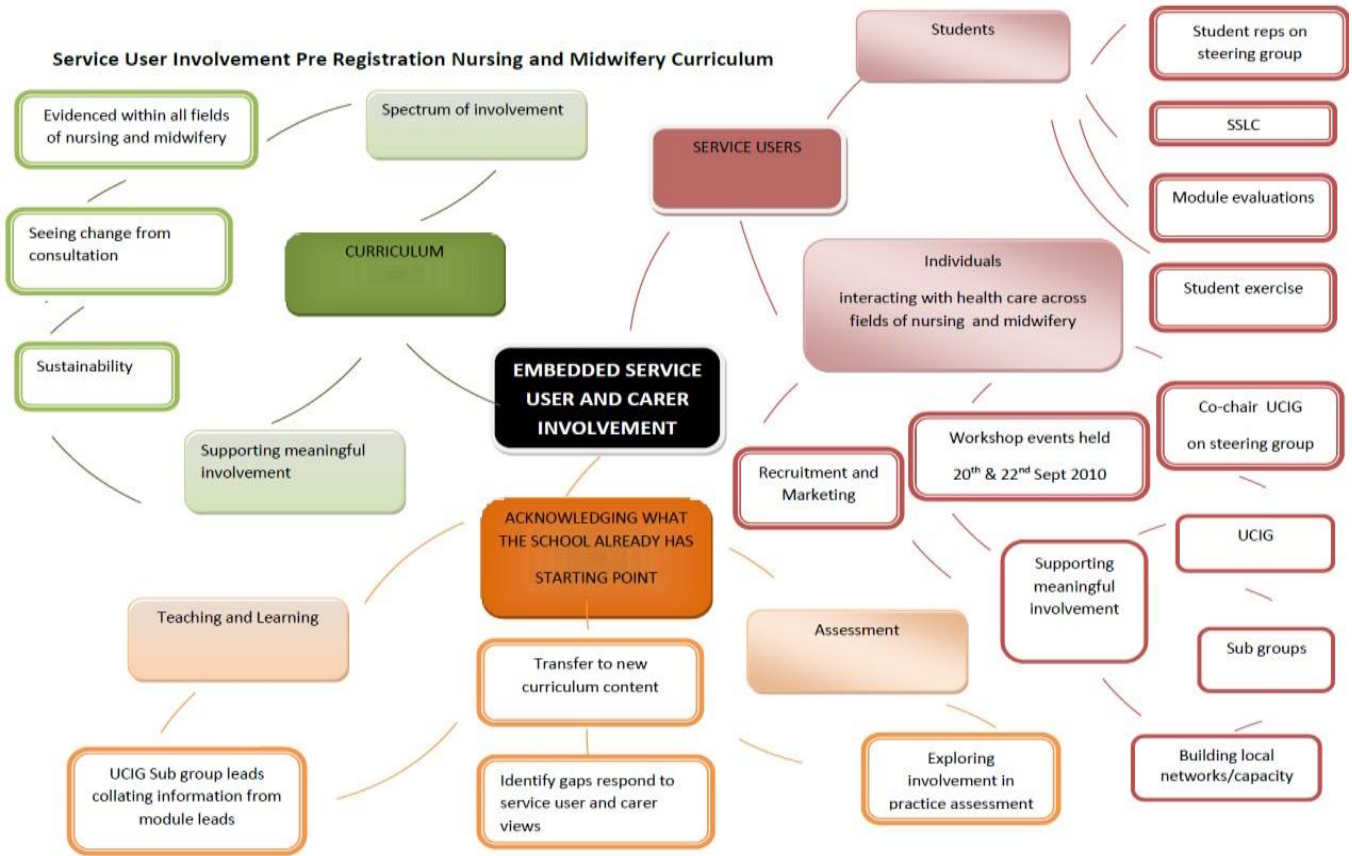
The Clinical Needs Assessment can be used to support any disabled student and facilitates continuity of support as students move through the placement circuit.

### **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 (Developers of User and Carer Involvement in Education 2009). A vitally important driver for change in curricula is the service user and carer's voice (Griffiths et al. 2011). The benefit of user involvement in education has been described in several reports in general nursing (Flanagan 1999; Costello & Horne 2001; Repper & Breeze 2007), mental health nursing (Hanson & Mitchell 2001; Downe et al. 2007; Lathlean et al. 2006; Repper & Breeze 2007; Rush 2008; Speers 2007), children's nursing (Sawley 2002) and learning disabilities nursing (Atkinson & Williams 2011). Griffiths et al. (2011) has identified in a recent study that above all else service users wanted nursing to return to the care and compassion of the past. The publication of the new standards for pre-registration nurse education (NMC 2010) 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).

A User and Carer Implementation Group (UCIG) was formed within the School in 2007 which involved a range of users and carers and academics. This group of people who had been meeting for some time formalised their involvement and produced a User and Carer Strategy with the aim of co-ordinating a School-wide approach to the involvement of users and carers across all School business (See Figure 7).

**Figure 7. Service User Model**



The UCIG has grown to include students and a wider population of service users as sub-groups have developed in recognition of the diversity of the fields of nursing. The UCIG has been acknowledged by NHS West Midlands Innovation and Notable Practice Health Education Case Studies (2011:58).

The School recognises the importance of effective and collaborative working between student, service user and carer, professionals, fields of nursing and midwifery and healthcare providers. The statutory annual monitory processes have previously identified user and carer involvement in the School of Nursing and Midwifery as best practice and recommended that this approach be embedded across the Faculty of Health (OQME 2008; NMC 2008). This work in addition to further developments has been disseminated across public arenas (Ashby et al. 2007; Ashby & Maslin-Prothero 2010; Gibbs & Read 2010; Read & Corcoran 2009; Read & Maslin-Prothero 2011; Parkes & Read in press; Read, Nte & Corcoran in press). The first draft strategy to consolidate and facilitate user and carer involvement in education and research activity across the Faculty of Health has recently been approved and a Faculty-wide User and Carer Liaison Group has been established and had its first meeting 4th April 2011. This work has fed into innovative and accessible higher educational collaborative developments in the form of a practical Toolkit to promote meaningful engagement (<http://www.serviceuserandcarer toolkit.co.uk/index.html>).

Recognising and respecting the individuality of a person is a key component in the provision of healthcare and supporting health and well-being across the fields of nursing. The diversity of service user/carers needs is also reflected by the specific fields of nursing.

Please refer to the Service User and Carer Portfolio, which has been informed by international, national and local policy and guidance acknowledging the:

- macro perspective e.g. User and Carer Steering Group membership
- meso perspective e.g. involvement with teaching, learning and assessment
- micro perspective e.g. the voice of the individual

and details how the School is: developing a culture of participation, listening and responding to the voice of service users and carers and recognising diversity by adopting a 'kaleidoscope' of service user and carer involvement and future plans to evaluate the benefits to both academia and service users and carers.

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:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>
- b. QAA Subject Benchmark Statement: Nursing (2001) <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Nursing.pdf>
- c. Standards for Pre-Registration Nursing Education (2010) and Standards to Support Learning and Assessment in Practice (NMC 2008)
- d. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

## 20. Document Version History

Version history	Date	Notes
Date first created	October 2016	
Revision history	September 2019	SSSA standards NMC added to reflect changes to assessment in practice as a result of revalidation. [minor]
Date approved		





This gives a family friendly curriculum timetable and meets the required NMC hours without consolidation weeks.  
This has been mapped against an overlay of cohorts 2012, 2013, 2014 to ensure that only 2 cohorts are in practice at any time

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