

Programme Specification: Undergraduate

For students starting in Academic Year 2018/2019

1. Course Summary

Names of programme(s) and award title(s)	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Children's) BSc (Hons) Nursing (Learning Disability) BSc (Hons) Nursing (Mental Health)
Award type	Single Honours
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Duration	3 years NB: the Nursing and Midwifery Council (NMC, 2010) stipulates that the programme can be no less than three years or 4,600 hours in length.
Location of study	Keele University Clinical Education Centre at Royal Stoke University Hospital and Keele University main campus (see the Learning Resources section)
Accreditation (if applicable)	This subject/programme is accredited by the Nursing and Midwifery Council (NMC). For further details see the section on Accreditation.
Regulators	Office for Students (OfS) Nursing and Midwifery Council
Tuition Fees	UK/EU students: Fee for 2018/19 is £9,250* International students: Fee for 2018/19 is £18,000**
Additional Costs	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. What is a Single Honours programme?

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

3. Overview of the Programme

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

The programme meets the NMC standards for pre-registration nursing education. The NMC (2018a) reviewed their standards with the publication of 'Future Nurse: Standards of Proficiency for Registered Nurses' and this programme reflects the comprehensive range of subject knowledge, clinical skills and leadership required of the registered Nurse from September 2020. Higher Education (HE) quality standards through Quality Academic Assurance Standards (QAA) are also met through the Frameworks for HE qualifications of UK degree-awarding bodies (QAA, 2014), and the Higher Education Credit Framework for England (QAA, 2008).

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

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

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

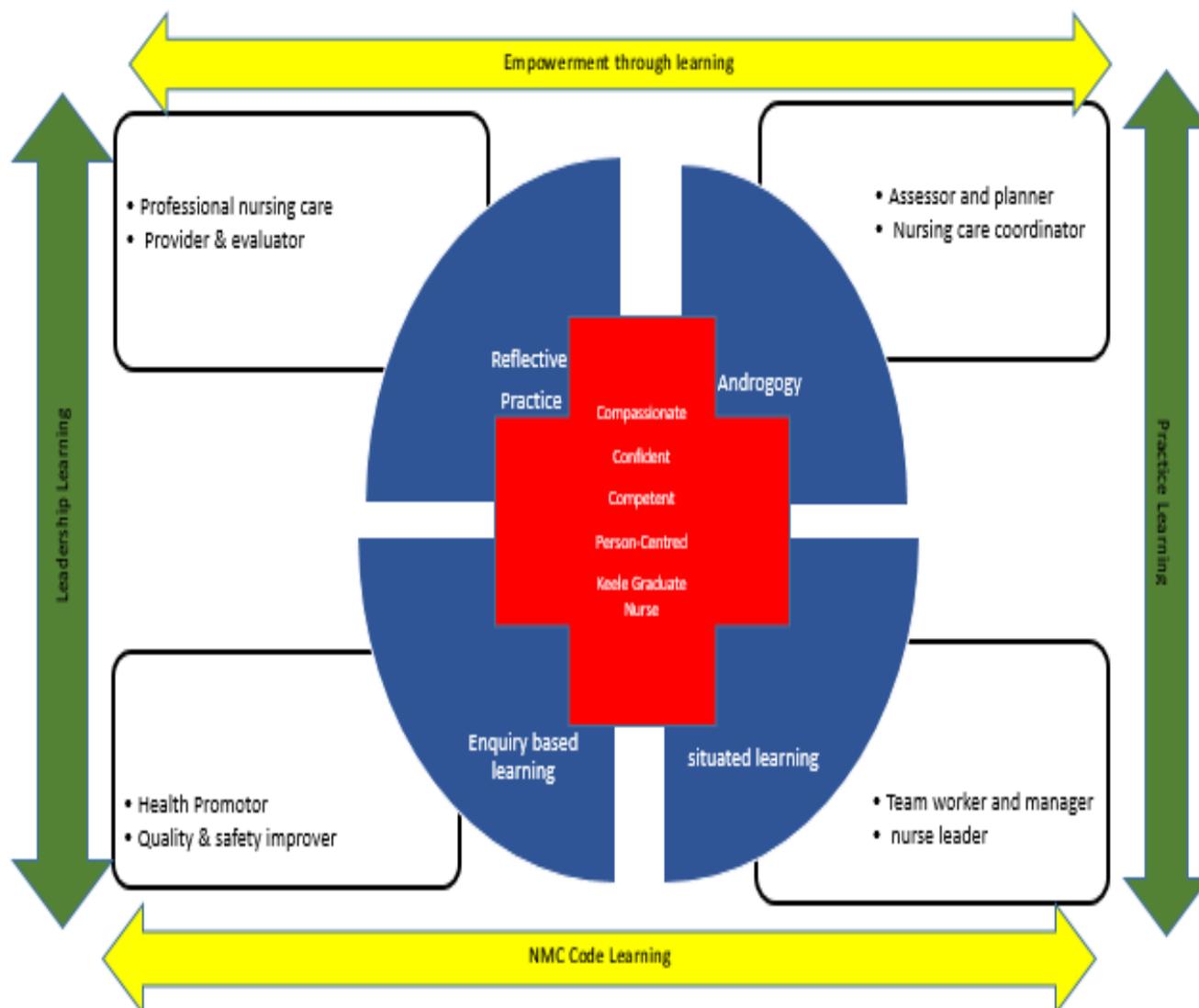
The Keele 'Future Nurse' nursing programme has been designed to meet the seven NMC platforms, which underpin pre-registration nursing education (NMC, 2018a). These require you, regardless of your chosen field, to demonstrate core knowledge, skills, standards, behaviours to meet people's needs, as well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

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

- **Annexe B:** Nursing Procedures.

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

'Future Nurse' Keele Curriculum Model



4. Aims of the Programme

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

- Achieve the Nursing and Midwifery Council (NMC, 2018a) Standards of Proficiency for entry to the NMC Professional Register as a Nurse.
- Become a registered nurse in accordance with the NMC Code (NMC, 2018b) who delivers competent nursing care based on partnership, which respects the individuality of people and families.
- Be self-aware and understand your own strengths and limitations and how these impact on others in order to assess, plan, implement and evaluate care effectively to meet individual's needs, work in teams and lead nursing care.
- Be an accountable professional acting in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate.

- Communicate effectively, act as a role model for others and be accountable for your own actions.
- Promote health and prevent ill-health to improve and maintain the mental, physical and behavioural health and well-being of people, families, communities and populations.
- Assess individuals' nursing care needs and plan care using information obtained during assessments to identify the priorities and requirements for person-centred and evidence-based nursing interventions and support.
- Provide and evaluate nursing care to individuals and groups taking the lead in providing evidence based, compassionate and safe nursing interventions.
- Improve safety of care by assessing risks to safety or experience and take appropriate action to manage those, putting the best interests, needs and preferences of people first.
- Improve quality of care by making a key contribution to the continuous monitoring and quality improvement of care and treatment, to enhance health outcomes and people's experience of nursing and related care.
- Provide professional leadership in the coordination and management of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings.
- Lead nursing care, taking responsibility for managing nursing care and accountability for the appropriate delegation and supervision of care provided by others in the team including lay carers.
- Work in teams, collaborating and communicating effectively with a range of colleagues.
- Find and use appropriate evidence to meet people's individual nursing needs and be able to critically evaluate the evidence available.
- Develop research awareness and skills and apply these to nursing practice.
- Become an independent and motivated student with transferable skills and be prepared for graduate employment.
- Develop the concept of life-long learning.

5. What you will learn

Studying Nursing at Keele

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

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

Nursing at Keele offers pathways in all four fields of nursing; Adult, Mental Health, Learning Disabilities and Children's Nursing, delivering high-quality educational programmes which are evidenced by a range of quality-monitoring processes:

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

National Student Survey results consistently rate student satisfaction highly. The School has excellent relationships with a range of NHS and non-NHS organisations that provide clinical placements that support students in achieving an excellent standard of practice. Keele nursing students are fundamental to the wider Faculty of Medicine and Health Sciences including Schools of Medicine, Pharmacy and Bioengineering, Allied Health Professions and Primary, Community and Social Care which enables facilitation of meaningful inter-professional working and learning. Thus, nursing students will work alongside students from medicine, physiotherapy, midwifery, radiography, pharmacy and social work in a planned programme in each academic year. In addition, a number of innovative learning experiences are organised between specific professional groups but in particular with medical students within the clinical skills' laboratory setting. You will be able to develop your clinical skills relevant to your field of practice using simulation within the clinical skills laboratories, which puts you at an advantage when seeking employment at the end of the programme. The School is committed to developing a vibrant and supportive environment for you, which facilitates development of confidence and competence in academic studies and clinical practice performance. In addition to studying at Keele University, there are opportunities for you to undertake an international experience.

Preparation for nursing practice encompasses learning in the spheres of knowledge, skills, attitudes and behaviours. Content is driven by the NMC Standards framework for nursing and midwifery education and QAA Academic and Practitioner Standards for nursing (NMC 2018a, QAA 2010). The programme builds in terms of academic level, professional responsibility and technical complexity throughout the programme with key themes threaded throughout. Content will be delivered by means of an integrated framework, which will include generic and field-specific learning throughout the programme underpinned by the skills of critical thinking and analysis required in degree-level study.

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

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

Subject knowledge and understanding (based on the seven NMC Platforms and annexes (NMC 2018a)

Successful students will be able to:

- Understand and adhere to the NMC Code (NMC, 2018a) recognising how it enables nurses to be an accountable professional, providing evidence-based, person-centred, safe, compassionate care.
- Critically evaluate the principles underpinning health protection, health promotion and preventing ill-health, and the factors relating to health and social inequalities, locally, nationally and globally.
- Use knowledge of body systems, anatomy and physiology, the human lifespan, legislation and policy to critically examine safe and effective person-centred assessment and care planning. Analyse the provision of high-quality evidence-based nursing care across the lifespan and the value of care evaluation which includes partnership with people and their families and carers.

- Understand the principles of leadership, and how to develop their own leadership behaviours and qualities to work effectively in teams and lead and manage nursing care.
- Evaluate the process of risk management in healthcare, and how to improve safety and quality through legislation, policy, governance, audit and reflective practice.
- Critically analyse the process of coordinating the care of people with complex needs, including multi-agency working, partnership, advocacy, finance and cost effectiveness, and political awareness.
- Critically examine the principles and importance of effective communication and relationship management in a range of settings with people of all ages, and their families and carers, and while working in teams.
- Understand the theory underpinning nursing procedures used in the assessment of people's care needs and the provision of safe, competent person-centred nursing care.

Subject specific skills (based on the seven NMC Platforms and annexes (NMC, 2018))

Due to the professional nature of this programme all learning outcomes and assessments across all modules are subject-specific to nursing. Successful students will be able to:

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

Key or transferable skills (including employability skills)

Successful students will be able to:

- Demonstrate effective use of Information technology and will be digitally literate.
- Engage with numerical data and calculation and understand their significance.
- Communicate effectively by written, spoken and other means using appropriate techniques including participation in group discussions, communicating ideas and presenting information to a variety of audiences.

- Work independently or as part of a team, respecting other people’s contributions, using appropriate leadership behaviours.
- Use problem-solving skills including generation of a variety of strategies to address a problem and design, implement and evaluate a solution that addresses the problem.
- Acquire, analyse, synthesise, summarise and present information and ideas from a wide range of sources.
- Promote evaluation and research skills, and their applications for nursing, personal and professional development.
- Critically appraise evidence and identify appropriate methods to answer a research question.
- Sustain motivation for an extended period of time.
- Demonstrate independent study skills and take responsibility for their own learning by reflecting on their strengths and weaknesses, and identifying appropriate courses of action.

Institute of Leadership and Management

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

Keele Graduate Attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele University, 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 completion of your studies.

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

6. How is the Programme taught?

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

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

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

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

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

Learning through experience is underpinned by Kolb’s experiential learning theory (Kolb 1984) of learning by doing and reflecting on this process. To prepare a practitioner who is able to contribute positively to delivering the health needs of communities, the educational and learning process will concern itself with the integration and application of theory to practice. Consequently, you will develop the ability to reflect critically on practice and respond proactively to change, whilst maintaining quality within care.

The programme is equally divided between theoretical learning and practice learning modules, underpinned by the NMC Standards (NMC, 2018a). You will be assessed in all theory and practice modules and this will contribute towards your overall degree classification. During the 1st year of your programme you have been assessed on the NMC (2010) programme standards and completed Module One: Knowledge for Professional Nursing Practice which is 120 credits at level 4

You will undertake 60-credits of compulsory theory modules and 60 credits of compulsory practice modules in year two and three of the three-year programme:

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

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

- Visibility of service user / carers.
- Service user carer voice is explicit in preparation for practice.

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

This is also reflected in a person-centred approach to learning and teaching, including the 'hub and spoke' approach in practice where students will gain an insight into people's journeys through the health and social care system across a range of settings.

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

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

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

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

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

- **Practice learning:** you will engage in both clinical and simulated practice to develop your clinical and nursing skills across a range of practice environments, which reflects the diversity of clinical practice experiences in the your field of nursing. Learning in clinical practice is an essential and significant component of the programme.
- **Lead lectures:** the lecturer will impart information, stimulate interest and provide a medium for the considered application of theory to practice and provide you with a framework and context for further reading and independent study, to broaden and deepen their existing professional knowledge and understanding of the core principles of nursing.
- **Tutor-led tutorials:** the lecturer will focus on a topic of interest and relevance to the module with in-depth discussion in a small group to further develop your confidence, competence and communication skills. Tutorials will be arranged as both individual and small group sessions with an emphasis on your individual development and opportunity given to:
 - Explore specific learning intentions and /or any difficulties.
 - Provide formative feedback and clarification of learning.
 - Create a climate for learning through structured reflection on practice and the inter-relationship

with knowledge, research and evidence – based practice.

- Provide effective support for you.
- Field-specific learning.
- **Student-led tutorials:** Students will lead the discussion on a topic within a small group or on a one to one basis.
- **Problem-solving scenarios:** case-based scenarios will be used to focus students' attention and develop their problem solving skills to facilitate linking of theory and practice.
- **Case study presentations:** the lecturer and/or students will present a specific case and use this as a vehicle for discussion and critical analysis.
- **Small group work:** students learn together whilst working on a focused activity.
- **Service user involvement:** fields of nursing and topic areas will determine a variety of methods and levels of service user involvement enabling the student to develop their practice to fully engage with the service user with all aspects of their care, realising the impact interactions have upon individuals whilst receiving health care and 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:** you have opportunities to focus on health-related scenarios and practice learning working within inter-professional groups of students to facilitate your understanding of each other's roles and how you might communicate and work together as practitioners in partnership in the future to support and improve people's experiences of health and social care.
- **Independent study:** you will be self-directed in relation to the various study demands of each module and its assessment. This is particularly relevant to portfolio development and the dissertation in the final module.
- **Simulation:** will expose students to a range of skills within a simulated environment.

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

- Lead lectures and independent study enable students to broaden and deepen their existing professional knowledge and understanding of the core principles of their specific field of nursing.
- Lecturer and student-led tutorials and small group work enable students to explore a topic to considerable depth and to rationalise their opinions and actions within the safe, but challenging company of their peers. This further develops students' confidence, competence and communication skills.
- Case studies and case-based problem-solving scenarios facilitate linking of theory and practice; they encourage critical analysis and evidence-based discussion as students are drawn into the rhetoric / reality debate that such scenarios often generate.
- Web-based learning facilitates breadth and depth of learning as participants engage in critical and challenging discussion with a large, multi-professional audience. Furthermore, communication skills are enhanced as students learn the nuances of web based communication with practitioners from a variety of disciplines.

- Simulated activities allow students to practise skills, self-assess their knowledge, understanding and clinical skills alongside their ability to reflect in action, problem solve, and make decisions which in turn should build their competence and confidence.
- Service user involvement will facilitate the students' awareness of how they interact and involve the person with care delivery and the significance of meaningful involvement throughout a person's interaction with healthcare across a variety of services and organisations.
- Clinical learning offers the opportunity for students to bring all their learning together and actually undertake nursing practice under supervision.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis. Apprenticeship students will also have an employing organisation representative available for further support related to learning and teaching or other aspects of the programme.

7. Teaching Staff

All current teaching staff hold active NMC registration as either a nurse or midwife; those from other Schools who contribute to the programme are registered with the appropriate professional body. The majority of staff have recordable teaching qualifications or are working towards achievement of this. Moreover, they have extensive experience of teaching at undergraduate and postgraduate level and many are external examiners at other universities. Some staff have dual qualifications. Staff are actively encouraged to hold honorary contracts with health care provider organisations and to utilise this to ensure they remain updated with contemporary issues within their own field. A number of staff have additional roles or memberships with external organisations for example, NMC Reviewers, External Advisors to other HEI's, Member of RCN Education Forum, Members of HEE leadership in pre-registration nursing group, Journal reviewers, Member of NHS Ethics Committee, Supervisor of Midwives, Local Provider Committees and charitable organisations.

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

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

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard. Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

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

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

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

Adult Nursing

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

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

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

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

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

Children's Nursing

The Children's Nursing programme has at its centre the child and young person reflecting Casey's (1988) assertion that "the child is a unique entity: a developing human being" and as individuals, are functioning,

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

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

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

The BSc (Hons) Nursing programme reflects the changing delivery of health care, whereby services are designed around the needs of children, young people, and their families, with services focussing on the whole child not just their illness. Children and young people receive nursing care in a range of settings including home, school and hospital and therefore the programme will provide students with a wide range of practice placements, in order to understand the healthcare experience of children and young people in different settings. The programme will reflect the inter-agency nature of children's services and provide opportunities for student nurses to develop advanced skills in order to collaborate with services around the child, young person and their family. Health care delivery will include the management of critical and acute illness; the management of long term conditions such as asthma, diabetes, mental health and the provision of complex and technically demanding care involving rapid-response and high level decision-making.

Learning Disabilities Nursing

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

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

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

education and support to promote healthy lifestyle and choices; and act to safeguard and protect the rights of people with learning disabilities.

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

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

Mental Health Nursing

The mental health field of nursing is underpinned by contemporary policy that determines the competencies of the future mental health workforce. The Nursing and Midwifery Council (NMC) introduced new educational standards, which identified the importance of parity between mental health and physical health care (NMC, 2018a). Mental health nursing field welcomes this and recognises that the lifespan of people with mental health problems is shorter compared to the general population (DH, 2011; Nash, 2010). Cardiovascular diseases, which include coronary heart problems, hypertension and stroke, are among the leading causes of death among people with mental health problems. Therefore an emphasis on the importance of physical health in both assessment and treatment of individuals is key in this field (NHS Plan, 2018). This will be reinforced by use of case studies that have both physical and mental health components, for example, schizophrenia and diabetes or coronary heart disease. The skills laboratories will be used to practise physical assessment skills which will also be practised in clinical environments. The mental health field will develop a nurse who is culturally competent, empowered able to work in partnership with service users, their families and the wider community. They will be able to work in collaboration with other agencies to provide a recovery focused service.

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

Local community resources, which support people in distress and those with emerging mental health problems will be explored. This will offer an awareness of the availability of mental health services in the local area, many of which are non-statutory and often service user led. Knowledge and understanding of mental health problems and their impact to the individual, family and society across the life span of individuals will be developed. A study of common mental health problems from mild illnesses to complex and enduring mental health problems in relation to the holistic needs of individuals will be explored. This will involve taking into consideration issues of social inclusion/exclusion and inequalities in mental health nursing. The nursing care for

people with dementia and the support of carers will be a key feature in this field recognising that there will be over a million people with dementia by 2025 (Alzheimer’s Society, 2010). In this context, issues relating to risk assessment and management will be explored further supported by evidence-based interventions that relate to different health problems. Legal, ethical and professional knowledge will be utilised in promoting safety and appreciating the concept of positive risk taking. To achieve this, there will be a focus on the development of nurses with strong therapeutic communication and core interpersonal skills. This will develop to more complex therapeutic skills, for example motivational interviewing and cognitive behaviour therapy. Simulation will also be utilised to develop these skills further building confidence in a safe and supportive environment.

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

All pathways

The curriculum plan has blocks of theory and practice modules to enable you to fully engage with both theory practice experiences. The revision weeks are designed to give you opportunity to prepare of summative assessments. Consolidation periods enable students to further develop their studies, and will also support students needing to retrieve assessments or practice hours at the end of the academic year.

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

The Programme meets the professional requirement (NMC, 2018a) for a minimum of 4,600 hours over a 3-year period and for an equal emphasis to be placed on practice-based teaching and learning during clinical placements and on theoretical teaching and learning activities.

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

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

Year	Practice Placement Hours	Theory Hours	Year total hours (excluding 3 weeks Theory /Practice consolidation per year)
1	Practice: 675 hours	Theory: 920 hours Welcome Week: 40 hours + Consolidation (Practice/Theory): 112.5 hours	1,595
2	225+225+225+112.5 = 787.5	375+75+150+37.5+150 = 787.5	1,575
3	225+225+225+225 = 900	300+150+37.5+150+37.5 = 675	1,575

Total	2,362.5 hrs	2,362.5 hrs	4,725 hrs

Successful completion of the Programme will lead to the award of BSc (Hons) Nursing (in the specific pathway as above) and to be able to apply for the professional qualification of Registered Nurse with the NMC. The Programme structure is outlined on p19. The programme hours are based on a 37.5 - hour theory and practice week, and it should be noted that a proportion of the hours in the practice modules are to enable you to have formative practice experience where you will not be assessed but will provide you with learning opportunities. Some hours in the practice modules are undertaken in simulated clinical skills sessions and reflecting on practice.

Structure of the BSc (Hons) Nursing Programme

Year 1	Knowledge for Professional Nursing practice	Theory/ Practice Consolidation	Annual Leave
FHEQ Level 4 120 credits 1595 hours 45 +7 weeks	Practice: 675 hours =18 weeks Theory: 920 hours= 24 weeks	As required (112.5 hours) = 3 weeks	= 7 weeks

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

45 + 7 weeks	= 10 weeks	= 14 weeks	= 4 weeks	= 4 weeks	= 10 weeks	= 3 weeks	= 7 weeks
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Year 3	30 credits per module	30 credits per module	15 credits per module	15 credits per module	30 credits per module	Theory/ Practice Consolidation	Annual Leave
FHEQ Level 6	Theory Module 6 NUR-30233	Practice Module 5 NUR-30225	Theory Module 7 NUR-330224	Theory Module 8 NUR-330226	Practice Module 6 NUR-30227	As required (112.5 hours)	= 7 weeks
120 credits	Nursing Dissertation	(includes 225 hours formative practice)	Leading, managing and shaping future nursing care	Clinical judgment and decision-making in nursing	(includes 225 hours formative elective Placement)		
1575 hours	300 hours	487.5 hours	150 hours	150 hours	487.5 hours		
45 + 7 weeks	= 8 weeks	= 13 weeks	= 4 weeks	= 4 weeks	= 13 weeks	= 3 weeks	

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

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
1	120	0	0	0	0
2	120	0	0	0	0
3	120	0	0	0	0

Module lists

Year 1 (Level 4)

Compulsory modules	Module Code	Credits	Trimester
Knowledge for Professional Nursing practice	NUR	120	One/Two/Three

Year 2 (Level 5)

Compulsory modules	Abbreviation	Module Code	Credits	Trimester
The Role of the Nurse in Promoting Health and Wellness	RNPHW	NUR-20147	30	One/Two

Clinical Nursing Practice 3	CNP3	NUR-20148	30	One/Two
Evidence – based Nursing Practice	EBNP	NUR-20149	15	Two/Three
Pharmacology and Concepts of Safety and Quality of Care in Nursing	PCSQCN	NUR-20150	15	Two/Three
Clinical Nursing Practice 4	CNP4	NUR-20150	30	Two/Three

Year 3 (Level 6)

Compulsory modules	Abbreviation	Module Code	Credits	Trimester
Nursing Dissertation	ND	NUR-30223	30	One/Three
Leading, Managing and Shaping Future Nursing Care	LMSFNC	NUR-30224	15	One/Two
Clinical Nursing Practice 5	CNP5	NUR-30225	30	One/Two
Clinical Judgment and Decision-making in Nursing	CJDMN	NUR-30226	15	Two/Three
Clinical Nursing Practice 6	CNP6	NUR-30227	30	Two/Three

Learning Outcomes

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take.

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
understand the NMC Code (NMC, 2018b) recognising how it enables nurses to be an accountable professionals, providing evidence-based, person-centred, safe, compassionate care	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
critically evaluate the principles underpinning health protection, promoting health and preventing ill-health, and the factors relating to health and social inequalities, locally, nationally and globally		
use knowledge of body systems, anatomy and physiology, the human lifespan, legislation and policy to critically examine safe and effective person-centred	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD)

assessment and care planning		MCQ Practical Exam Portfolio
analyse the provision of high-quality evidence-based nursing care across the lifespan and the value of care evaluation which includes partnership with people and their families and carers	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
understand the principles of leadership, and how to develop their own leadership behaviours and qualities to work effectively in teams and manage nursing care	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
evaluate the process of risk management in healthcare, and how to improve safety and quality through legislation, policy, governance, audit and reflective practice	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
critically analyse the process of coordinating the care of people with complex needs, including multi-agency working, partnership, advocacy, finance and cost effectiveness, and political awareness		
critically examine the principles and importance of effective communication and relationship management in a range of settings with people of all ages, and their families and carers, and while working in teams	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
understand the theory underpinning nursing procedures used in the assessment of people's care needs and the provision of safe, competent person-centred nursing care	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ

		Practical Exam Portfolio
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Year One (Level 4):

Subject Specific Skills		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
act as an accountable, reflective nursing professional in accordance with the NMC Code (NMC, 2018b), providing effective, evidence-based, person-centred, safe, compassionate care	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
utilise the principles underpinning health protection, promoting health and preventing ill-health, and the factors relating to health and social inequalities, locally, nationally and globally	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
apply knowledge of body systems, anatomy and physiology, the human lifespan, legislation and policy to undertake safe and effective person-centred assessment and care planning	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
deliver high-quality evidence-based nursing care across the lifespan and undertake care evaluation in partnership with people and their families and carers	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
apply leadership skills to nursing practice demonstrating effective leadership behaviours and qualities, team working, and management of nursing care	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
assess risk in clinical practice, and improve safety and quality through legislation, policy, governance, audit and reflective practice	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment

		Document (PAD) MCQ Practical Exam Portfolio
coordinate the care of people with complex needs, including multi-agency working, partnership, advocacy, finance and cost effectiveness, and political awareness		
use effective communication and relationship management in a range of settings with people of all ages, and their families and carers, and while working in teams	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
demonstrate competence in practice while undertaking nursing procedures in the assessment of people's care needs and the provision of safe, competent person-centred nursing care	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio

Key or Transferable Skills (graduate attributes)		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
1 Demonstrate effective use of Information technology	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
2 Engage with numerical data and calculation and understand their significance	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam 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	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
4 Work independently or as part of a team respecting other people's contributions, using appropriate leadership behaviours	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam 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	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
6 Acquire, analyse, synthesise, summarise and present information and ideas from a wide range of sources	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
7 Promote evaluation and research skills, and their applications for nursing, personal and professional development	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio
8 Critically appraise evidence and identify appropriate methods to answer a research question		
9 Sustain motivation for an extended period of time	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study

		Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam 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	Knowledge for Professional Nursing practice	Essay Communication Skills Case Study Reflective Analysis Practice Assessment Document (PAD) MCQ Practical Exam Portfolio

Year Two (Level 5):

Subject Knowledge and Understanding		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
understand the NMC Code (NMC, 2018b) recognising how it enables nurses to be an accountable professionals, providing evidence-based, person-centred, safe, compassionate care	RNPHW PCSQCN ENBP	Report Online Exam Essay
critically evaluate the principles underpinning health protection, promoting health and preventing ill-health, and the factors relating to health and social inequalities, locally, nationally and globally	RNPHW	Presentation
use knowledge of body systems, anatomy and physiology, the human lifespan, legislation and policy to critically examine safe and effective person-centred assessment and care planning	RNPHW	Report
analyse the provision of high-quality evidence-based nursing care across the lifespan and the value of care evaluation which includes partnership with people and their families and carers	ENBP	Essay
understand the principles of leadership, and how to develop their own leadership behaviours and qualities to work effectively in teams and manage nursing care	PCSQCN	Online Exam
evaluate the process of risk management in healthcare, and how to improve safety and quality through legislation, policy, governance, audit and reflective practice	PCSQCN	MCQ, Online Exam
critically analyse the process of coordinating the care of people with complex needs, including multi-agency working, partnership, advocacy, finance and cost effectiveness, and	RNPHW	Report, Presentation

political awareness		
critically examine the principles and importance of effective communication and relationship management in a range of settings with people of all ages, and their families and carers, and while working in teams	RNPHW	Presentation
understand the theory underpinning nursing procedures used in the assessment of people's care needs and the provision of safe, competent person-centred nursing care	ENBP	Essay

Subject Specific Skills		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
act as an accountable, reflective nursing professional in accordance with the NMC Code (NMC, 2018b), providing effective, evidence-based, person-centred, safe, compassionate care	CNP3 CNP4	Practice Assessment Practical Exam Reflective Analysis in both modules
utilise the principles underpinning health protection, promoting health and preventing ill-health, and the factors relating to health and social inequalities, locally, nationally and globally	CNP3 CNP4	Practice Assessment Practical Exam in both modules
apply knowledge of body systems, anatomy and physiology, the human lifespan, legislation and policy to undertake safe and effective person-centred assessment and care planning	CNP3 CNP4	Practice Assessment Practical Exam in both modules
deliver high-quality evidence-based nursing care across the lifespan and undertake care evaluation in partnership with people and their families and carers	CNP3 CNP4	Practice Assessment Practical Exam in both modules
apply leadership skills to nursing practice demonstrating effective leadership behaviours and qualities, team working, and management of nursing care	CNP3 CNP4	Practice Assessment Practical Exam in both modules
assess risk in clinical practice, and improve safety and quality through legislation, policy, governance, audit and reflective practice	CNP3 CNP4	Practice Assessment Practical Exam Reflective Analysis in both modules
coordinate the care of people with complex needs, including multi-agency working, partnership, advocacy, finance and cost	CNP3	Practice Assessment

effectiveness, and political awareness	CNP4	in both modules
use effective communication and relationship management in a range of settings with people of all ages, and their families and carers, and while working in teams	CNP3 CNP4	Practice Assessment Practical Exam in both modules
demonstrate competence in practice while undertaking nursing procedures in the assessment of people's care needs and the provision of safe, competent person-centred nursing care	CNP3 CNP4	Practice Assessment Practical Exam in both modules

Key or Transferable Skills (graduate attributes)		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
1 Demonstrate effective use of Information technology	RNPHW ENBP PCSQCN	Report, Presentation Essay MCQ, Exam
2 Engage with numerical data and calculation and understand their significance	CNP3 CNP4 RNPHW PCSQCN	Practice Assessment Practice Assessment Report MCQ, Exam
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	CNP3 CNP4 RNPHW	Practice Assessment Practice Assessment Presentation
4 Work independently or as part of a team respecting other people's contributions, using appropriate leadership behaviours	CNP3 CNP4	Practice Assessment, Practical Exam Practice Assessment, Practical Exam
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	CNP3 CNP4 ENBP	Practice Assessment Practice Assessment Essay
6 Acquire, analyse, synthesise, summarise and present information and ideas from a wide range of sources	RNPHW ENBP	Report, Presentation Essay
7 Promote evaluation and research skills, and their applications for nursing, personal and professional development	ENBP	Essay

8 Critically appraise evidence and identify appropriate methods to answer a research question	EBNP	Essay
9 Sustain motivation for an extended period of time	CNP3 CNP4	Practice Assessment in both modules
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	CNP3 CNP4	Reflective Analysis in both modules

Year Three (Level 6):

Subject Knowledge and Understanding		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
understand the NMC Code (NMC, 2018b) recognising how it enables nurses to be an accountable professionals, providing evidence-based, person-centred, safe, compassionate care	ND LMSFNC CJDMN	Dissertation Poster Presentation Practical Exam
critically evaluate the principles underpinning health protection, promoting health and preventing ill-health, and the factors relating to health and social inequalities, locally, nationally and globally	ND	Dissertation
use knowledge of body systems, anatomy and physiology, the human lifespan, legislation and policy to critically examine safe and effective person-centred assessment and care planning	ND CJDMN	Dissertation Practical Exam
analyse the provision of high-quality evidence-based nursing care across the lifespan and the value of care evaluation which includes partnership with people and their families and carers	ND	Dissertation
understand the principles of leadership, and how to develop their own leadership behaviours and qualities to work effectively in teams and manage nursing care	LMSFNC	Poster Presentation
evaluate the process of risk management in healthcare, and how to improve safety and quality through legislation, policy, governance, audit and reflective practice	CJDMN	Practical Exam
critically analyse the process of coordinating the care of people with complex needs, including multi-agency working, partnership, advocacy, finance and cost effectiveness, and political awareness	ND LMSFNC	Dissertation Poster Presentation
critically examine the principles and importance of effective communication and relationship management in a range of settings with people of all ages, and their families and carers, and while working in teams	LMSFNC CJDMN	Poster Presentation Practical Exam

understand the theory underpinning nursing procedures used in the assessment of people's care needs and the provision of safe, competent person-centred nursing care	ND	Dissertation
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Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
act as an accountable, reflective nursing professional in accordance with the NMC Code (NMC, 2018b), providing effective, evidence-based, person-centred, safe, compassionate care	CNP5 CNP6	Practice Assessment Practical Exam Reflective Analysis in both modules
utilise the principles underpinning health protection, promoting health and preventing ill-health, and the factors relating to health and social inequalities, locally, nationally and globally	CNP5 CNP6	Practice Assessment Practical Exam in both modules
apply knowledge of body systems, anatomy and physiology, the human lifespan, legislation and policy to undertake safe and effective person-centred assessment and care planning	CNP5 CNP6	Practice Assessment Practical Exam in both modules
deliver high-quality evidence-based nursing care across the lifespan and undertake care evaluation in partnership with people and their families and carers	CNP5 CNP6	Practice Assessment Practical Exam in both modules
apply leadership skills to nursing practice demonstrating effective leadership behaviours and qualities, team working, and management of nursing care	CNP5 CNP6	Practice Assessment Practical Exam in both modules
assess risk in clinical practice, and improve safety and quality through legislation, policy, governance, audit and reflective practice	CNP5 CNP6	Practice Assessment Practical Exam Reflective Analysis in both modules
coordinate the care of people with complex needs, including multi-agency working, partnership, advocacy, finance and cost effectiveness, and political awareness	CNP5 CNP6	Practice Assessment in both modules
use effective communication and relationship management in a range of settings with people of all ages, and their families and carers, and while working in teams	CNP5 CNP6	Practice Assessment Practical Exam

		in both modules
demonstrate competence in practice while undertaking nursing procedures in the assessment of people's care needs and the provision of safe, competent person-centred nursing care	CNP5 CNP6	Practice Assessment Practical Exam in both modules

Key or Transferable Skills (graduate attributes)		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
1 Demonstrate effective use of Information technology	ND LMSFNC	Dissertation Poster Presentation
2 Engage with numerical data and calculation and understand their significance	CNP5 CNP6	Practice Assessment Practice Assessment
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	CNP5 CNP6 LMSFNC CJDMN	Practice Assessment Practice Assessment Poster Presentation Practical Exam
4 Work independently or as part of a team respecting other people's contributions, using appropriate leadership behaviours	CNP5 CNP6	Practice Assessment, Practical Exam in both modules
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	CNP5 CNP6 LMSFNC CJDMN	Practice Assessment Practice Assessment Poster Presentation Practical Exam
6 Acquire, analyse, synthesise, summarise and present information and ideas from a wide range of sources	ND LMSFNC	Dissertation Poster Presentation
7 Promote evaluation and research skills, and their applications for nursing, personal and professional development	ND	Dissertation
8 Critically appraise evidence and identify appropriate methods to answer a research question	ND	Dissertation
9 Sustain motivation for an extended period of time	CNP5	Practice Assessment

	CNP6 ND	Practice Assessment Dissertation
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	CNP5 CNP6 ND LMSFNC CJDMN	Practice Assessment, Practical Exam and Reflective Analysis in both modules Dissertation Poster Presentation Practical Exam

9. Final and intermediate awards

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

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

10. How is the Programme assessed?

The wide variety of assessment methods used within Nursing at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The assessment strategy reflects the aims and philosophy of the programme whereby student nurses engage in educational activities that integrate the theory and practice of contemporary nursing and enable them to acquire the knowledge, skills, attitudes and behaviours for professional competence. A range of assessments reflects the requirements of professional, regulatory and statutory bodies (NMC, 2018; QAA, 2018) and University Regulations, and is informed by service-users, clinical colleagues, students and the course development team. In accordance with Course Regulations, all modules have assessment of theory and practice, and students must be successful in both components in order to pass the module.

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

- Continuous assessment of practice
- Assessments of an 'episode of care' in practice settings.
- Written assignments.
- Practical examinations.
- Reflective accounts.
- Individual presentations.
- Online examinations.
- Dissertation.

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

- **Examinations** in different formats test students' knowledge and understanding of the subject. Students will have an opportunity to test their numeracy and medicine management skills through the use of an online learning package. Examinations may consist of essay, short answer and/or multiple choice questions, and paper comprehension. Many of these are undertaken in an online format.
- **Essays** allow you to demonstrate your ability to articulate ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. Essays also develop and demonstrate research and presentation skills (including appropriate scholarly referencing).
- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it in a more structured and focused way.
- **Dissertations** enable you to explore in depth an area of particular interest through a substantial piece of focused research and writing, and test your ability to independently formulate and answer research questions.
- **Oral and poster presentations and reports** assess individual students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- **Portfolios** may consist of a range of different pieces of work but routinely include a requirement that students provide some evidence of critical reflection on the development of their own learning.
- **Peer assessment:** In some cases students will be involved in marking other students' work, usually with a

prescriptive marking guide. This helps students to appreciate where marks are gained and lost and gives them the opportunity to see the common mistakes made by other students.

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

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments 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).

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

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

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

Assessment of Clinical Performance

As 50% of the proposed programme is undertaken in the practice setting, you will be placed with practice supervisors/practice assessors who will guide and support you in the development of your nursing skills, by integrating theory with practice. For each practice module, you will be provided with Practice Assessment Documentation (PAD) containing guidance for you and your supervisor along with the details of the skills and learning outcomes to be achieved during your placement. As you progress, you will work with a number of

different practice supervisors/practice assessors and will be given the opportunity to learn by observation, direct supervision and participation in placement. Practice supervisors/practice assessors will use the practice assessment documentation to continuously assess, provide feedback and record your achievements throughout your programme.

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

Progression

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

11. Contact Time and Expected Workload

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

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

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

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

12. Accreditation

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

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

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

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

13. 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/>

Programme Regulations

a. Programme - specific regulations:

i) The following are deviations from University Academic regulation C3 11.7a

- A student must be successful in all summative assessments as the NMC (2018c) Section 5.16 states that there should be no compensation across theory and practice learning
- All modules must be successfully completed.
- No compensation is permitted for modules within the Nursing Degree programme (NMC QA Framework 2013 Annex 1).

ii) The following is a deviation from University Academic regulation C3 11.7a

- A student who has failed an assessment / module at two attempts with no extenuation will be invited to submit evidence of extenuation for the assessment / module to a School Progress Review Panel, and, if deemed appropriate, will be awarded a further assessment attempt capped at the module mark.

iii) The following is a deviation from the University Academic regulation C3. 8.8 as students will complete a 6000 word dissertation in recognition of the academic and practice endeavour required for completing professional programme.

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

b. Regulatory Matters not covered by University Academic Regulations

i) The programme should be of 45 weeks duration per year with a minimum total of 4,600 hours over the duration of the three-year programme, demonstrating 50% theory and 50% practice hours

ii) The Head of School or designate declares good health and good character of students to the NMC on programme completion.

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

1. The guideline to be followed when assessing RPL applications is that no more than 50% of the taught credits for a programme can be exempted through RPL. Exceptions to the guideline in 2.2.1 are only permitted where they are set out in programme-specific regulations.
2. The NMC (2018d) permits RPL for registered nurses that is capable of being mapped to the NMC (2018a) Nursing Standards of Proficiency and programme outcomes that may be more than 50% of a programme
3. Therefore this programme has an exemption to the RPL guideline 2.2.1 to allow entry for registered nurses as set out in 12 b iii 2 above.

c. Regulations relating to Student Discipline

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

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

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

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

14. What are the typical admission requirements for the programme?

Current entry requirements can be found on the University website:

Adult Nursing:

<https://www.keele.ac.uk/study/undergraduate/undergraduatecourses/adultnursing/#entry-requirements>

Children's Nursing:

<https://www.keele.ac.uk/study/undergraduate/undergraduatecourses/childrensnursing/#entry-requirements>

Learning Disability Nursing:

<https://www.keele.ac.uk/study/undergraduate/undergraduatecourses/learningdisabilitynursing/#entry-requirements>

Mental Health Nursing:

<https://www.keele.ac.uk/study/undergraduate/undergraduatecourses/mentalhealthnursing/#entry-requirements>

Selection Procedures and Admissions

The School of Nursing and Midwifery Admissions Policy is developed in conjunction with clinical partners and with user / carer involvement, and is reviewed annually. Application information is available on the School website: <https://www.keele.ac.uk/nursingandmidwifery/undergraduatestudy/>

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.

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 and, if required, the School's Health and Conduct Committee.
- demonstrate good character through reference(s).
- demonstrate a satisfactory enhanced Disclosure and Barring Service check.
- provide evidence of minimum residency / English language requirements (see below).

Experiential Criteria

In addition 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.

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

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

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Award Lead. The University's guidelines on this can be found here:

<http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

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 recognition of prior learning (RPL) for up to 50% of the programme from theory and / or practice elements of a programme that meets the requirements of NMC standards. In the case of registered nurses wishing to qualify in a second field of nursing, an RPL of more than 50% may be possible, dependent on the nurse's former experience.

The School has expertise in recognising opportunities and developing RPL claims. Those wishing to apply for RPL are required to provide appropriate evidence to support their claim. A dedicated School RPL academic advisor offers support and guidance to potential applicants regarding their application. This may include initial advice on the opportunities for RPL as well as guidance on collating the evidence, which will support the claim. Once the applicant has prepared their evidence, it is submitted for assessment. Following assessment of the claim by an independent APL assessor and an external examiner, the claim is presented to the school RPL panel 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 RPL claims is kept by the School RPL 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.

15. 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.

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. This in turn is reflected in a high level of student retention, demonstrated by our positive record for low attrition. The School Student-Staff Voice Committee ensures that the student's voice contributes proactively to ongoing 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 year. 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. 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: <https://www.keele.ac.uk/personaltutoring/>

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 Academic Assessors

Each part of the programme has a named academic assessor who supports a clinical area and provide advice, support and guidance to both students and practice supervisors/ practice assessors in relation to learning and assessment during their placements. Academic assessor will be involved in the assessment of practice process. Details of the academic assessors are made available to 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 Services incorporating:

- Disability and Dyslexia Support.
- Careers and Employability Service.
- International Student Support.
- Counselling and Wellbeing.
- Student Financial Support.

- Student Life and Learning.
- Occupational Health.

Please see the Student Services website for more information:

<https://www.keele.ac.uk/students/student-services/>

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

Support from Practice Supervisors/Practice Assessors

To support students in achieving their learning needs during placements, they will meet with their named supervisor/s 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, students will use their practice documentation, ongoing achievement record and evidence from their portfolio to discuss with their practice supervisor/practice assessor 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 nominated person for the practice area (who is normally the Clinical Placement Facilitator) acts to support student concerns in practice. The Multi-disciplinary Team (MDT), including both nurses and other practitioners, and Clinical Placement Facilitators (CPFs) and Practice Educator Facilitators (PEFs) also support student learning in practice.

16. Learning Resources

The School of Nursing and Midwifery has excellent facilities, is situated within the inter-professional Clinical Education Centre (CEC) at the University Hospitals of North Midlands NHS Trust (UHNM), and provides a modern 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 is 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 learning packages and licences to aid dynamic, flexible individualised learning including drug calculation software, electronic practice assessment document and an 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.

17. Other learning opportunities

Study abroad (semester)

There is an opportunity for students to take a self-funded elective international placement, please see below under Internationalisation.

Other opportunities

Practice Learning

Practice Learning will be organised on a 'Hub and Spoke' model. Students will be allocated a base (hub) in their field of nursing and a range of settings relating to the hub and to people's healthcare journeys (spokes). The development of a practice placement circuit that utilises a 'Hub and Spoke' method of allocating students in clinical areas is a way of expanding the capacity of the existing practice placement circuit, ensuring that the NMC (2018e) and QAA (2002) aspects of placement learning are met. This enables students to focus on people's journeys through the complexities of the health and social care system. The diagram overleaf shows an example of a hub and spoke model from a mental health setting:

Hub & Spoke Example – Home Treatment Team



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

Field Placements

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

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

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

Practice Quality Monitoring

An audit process is in place to ensure the maintenance of educational standards in practice as part of our practice placement quality systems. The Practice Placement Quality Lead Lecturer and Clinical Placement Facilitators' meetings oversee implementation of the NMC standards to support learning and assessment in practice (NMC, 2018e) in partnership.

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

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

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

Inter-professional Learning in the Pre-Registration Curriculum

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

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

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

At Keele University, the Faculty of Medicine and Health Sciences is committed to inter-professional education in both principle and practice. We are in a fortunate position as an HEI to have educational provision for Nurses, Midwives, Nursing Associates, Physiotherapists, Radiographers, Doctors, Pharmacists and Bio-medical scientists, all of which participate in the IPE strategy for the Faculty. The School of Nursing and Midwifery is a major

contributor in terms of numbers of students and lecturers involved in the initiative. IPE also permeates all three years of the pre-registration nursing programme.

The aims of our IPE programme are;

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

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

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

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

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

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

Internationalisation

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

The International Strategy had six priority objectives:

- Identify Keele's place and strengths in the global knowledge economy, in both research and learning.
- Identify and develop strategic institutional collaborations: focused, multi-functional, and appropriately funded.
- Develop global dimensions to the curriculum.
- Develop a modern languages strategy.

- Review and continually update our international recruitment strategy.
- Internationalise the student [and staff] experience.

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

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

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

Table 1. International Placements and links from previous years

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

Students on the Nursing Programme have the opportunity to spend time abroad during an international elective placement. This is a self-funded placement. Students wishing to undertake this international elective must follow the School processes outlined by the School International Director. Apprenticeship students would need to discuss any proposed international opportunity with their employing organisation.

18. Additional costs

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

Travel for placements

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

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

Travel Expenses may be claimed in accordance with information from the NHS Learning support fund guidelines. Apprenticeship student nurse placement travel costs will be managed by their employing organisations travel policy.

Uniform

Smart presentation is an important aspect of being a student nurse as a professional requirement of representing nursing and being a Keele student. You will be supplied with three sets of uniform (tunic and trousers). You may purchase extra sets of tunics and trousers to adhere to university uniform policy from our designated supplier if you choose to. You will be informed how to do this. You will need to provide your own appropriate footwear for placements as per the School Uniform Policy, and it is recommended that you purchase a fob watch. You are advised to review and ensure that you can adhere to the school uniforms policy. Any replacement uniform costs will need to be paid for by you and could be in the region of £60-80.

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

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

Disclosure and Barring Service (DBS)

Clearance for an enhanced DBS check is mandatory. From September 2019, students are required to register with the online DBS update service at their own expense. Currently this is an annual charge of £13.00.

Occupational Health Clearance

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

The table below summarises these costs:

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

N.B. As you will note above, apprenticeship students' DBS, OH and UHNM ID Card costs for apprenticeship students will normally be met by the employing organisation. For placement travel costs see under 'Travel for placements'.

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

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

19. Quality management and enhancement

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 Programme 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 Voice 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/ga/externalexaminers/currentexternalexaminers/>

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, supervisors, 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 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 are submitted to the NMC on annual basis.

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 Student Staff Voice Committee
- Meetings with Personal Tutors and academic assessors.

Quality management of assessments:

- Management of assessments is overseen by the Programme Team
- 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.
- Monthly internal quality reviews within the School's Quality Management System.
- University Internal Quality Audit of School of Nursing and Midwifery takes place on a five year cycle.
- University Annual Programme review process.
- 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.
- Student Staff Voice Committee.

- School Education Committee.
- School Award Boards (Nursing; and Midwifery).
- Field Team Meetings.
- Practice Partnership Meetings.
- Faculty Education Committee.
- Quality and Academic Standards Sub-Committee.

Staff development includes:

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

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

20. The principles of programme design

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

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

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

- Keele and Trust Partnership meetings, where senior School and placement provider representation 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 current 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 CRB 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, Diversity and inclusion

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

Equality and Diversity is a core value underpinning the University’s mission to be the UK’s leading open, integrated, intellectual community. The University’s core mission and Strategic Plan (2018) 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, Diversity and Inclusion Strategy sets out core principles and priorities for Keele University in support of this commitment, and provides an underpinning foundation for the development of a range of complementary policies, practice and procedures.” (Keele University Equality, Diversity and Inclusion Strategy 2018)

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 Disability Liaison Officer (DLO) and School Equality and Diversity representative (EDR) enables congruence between the support available to students and the requirements of the Public Equality duty.

We support a range of Widening Participation initiatives, as part of the Faculty of Medicine and Health Sciences Widening Participation and Schools and Colleges Liaison Strategy. We work closely with local healthcare providers; the private, independent, and voluntary sector; schools and colleges; and many other organisations to

facilitate and encourage prospective candidates from a range of backgrounds to enter Higher Education. The Faculty of Medicine and Health Sciences Widening Participation and Schools and Colleges Liaison team engages in many outreach activities across the region aimed at promoting awareness of the benefits of Higher Education.

The School's admissions team of regular interviewers has undergone Equality and Diversity training for the selection of 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 (DLO) in relation to the protected characteristic of Disability:

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 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 supervisor/practice assessor and academic assessor 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.

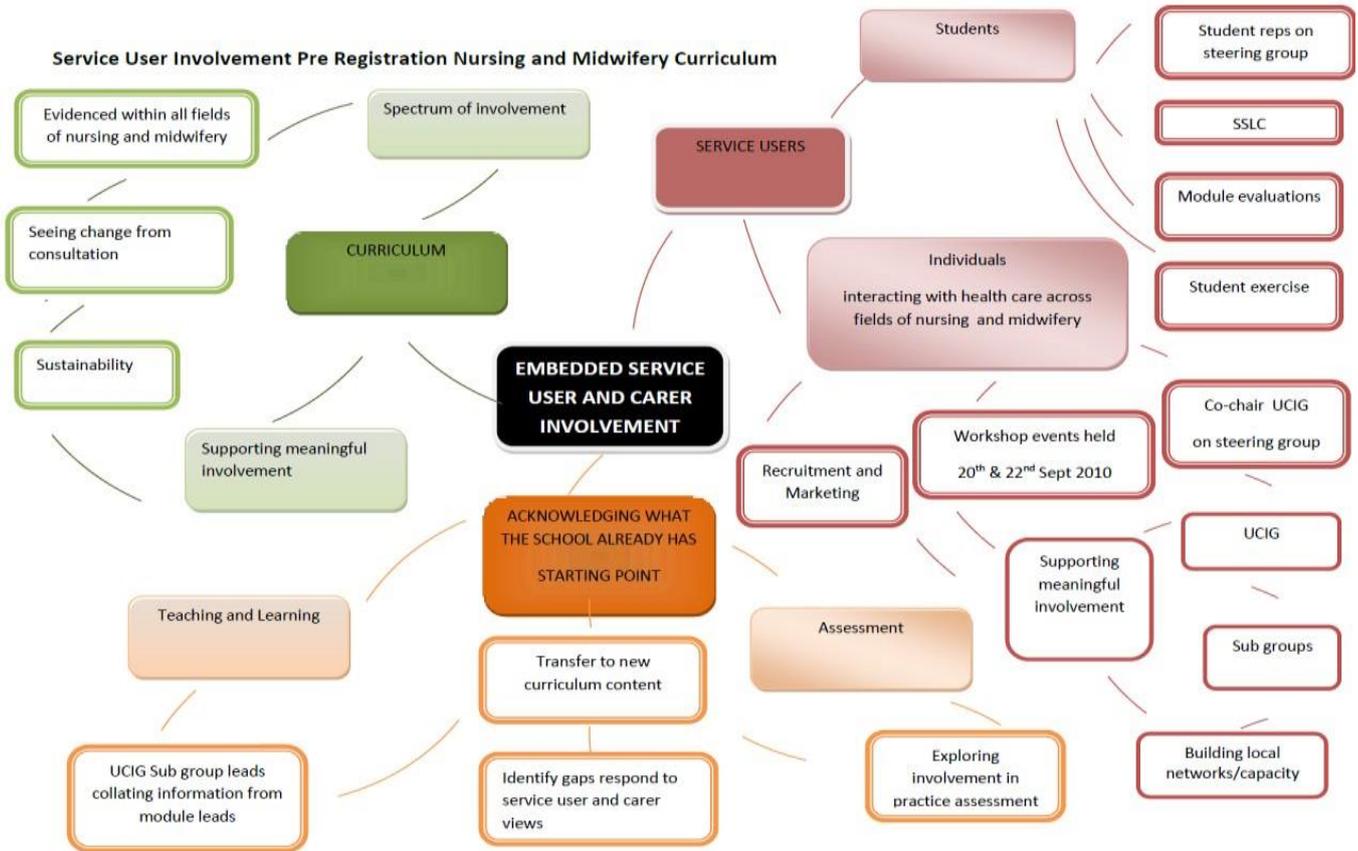
The Clinical Needs Assessment can be used to support any disabled student and facilitates continuity of support as students move through the placement circuit.

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. 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, 2018) is a key driver to ensure that the qualities service users seek in nurses are enhanced by appropriately designed graduate programmes (Griffiths et al. 2011).

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 4).

Figure 4. 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 monitoring 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 Medicine and Health Sciences 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.serviceuserandcarertoolkit.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/quality-code>
- b. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- c. [Keele University \(2019\) Recognition of Prior Learning Policy](https://www.keele.ac.uk/media/keeleuniversity/sas/qa/rpl/Recognition%20of%20Prior%20Learning%20(RPL)%20Policy.pdf)
[https://www.keele.ac.uk/media/keeleuniversity/sas/qa/rpl/Recognition%20of%20Prior%20Learning%20\(RPL\)%20Policy.pdf](https://www.keele.ac.uk/media/keeleuniversity/sas/qa/rpl/Recognition%20of%20Prior%20Learning%20(RPL)%20Policy.pdf)
- d. NMC (2018a) Future Nurse: Standards for Pre-Registration Nursing Education
<https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/>
- e. NMC (2018b) The Code: Professional Standards of Practice and Behaviour for Nurses, Midwives and Nursing Associates <https://www.nmc.org.uk/standards/code/>
- f. NMC (2018c) Part 1: Standards Framework for Nursing and Midwifery Education
<https://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/>
- g. NMC (2018d) Part 3: Standards for Pre-registration Nursing Programmes
<https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/>
- h. NMC (2018e) Part 2: Standards for Student Supervision and Assessment
<https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/>

21. Document Version History

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

Revision history

Version number ¹	Author	Date	Summary of and rationale for changes
2.0	Dawn Johnson	24/06/19	Major revision of the programme learning outcomes and modules, and integration of all four fields of nursing to one document relating to new NMC Standards (NMC 2018a) with the further addition of a full-time Apprenticeship route for adult nursing. The new programme will run from September 2019 for both first and second- year students.
	Clare Corness-Parr		Modified to reflect the transitioning cohort BSc18 to year 2

¹ 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University’s Guidance on processes supporting curriculum changes)