

Programme Specification: Undergraduate

For students starting in Academic Year 2019/2020

1. Course Summary

| | |
|--|---|
| Names of programme(s) and award title(s) | BSc (Hons) Nursing Studies |
| Award type | Single Honours: a conversion course for registered nurses with Dip HE professional qualifications or equivalent |
| Mode of study | Full time or part time |
| Framework of Higher Education Qualification (FHEQ) level of final award | Level 6 |
| Duration | 1 year full time Up to five years part-time |
| Location of study | Keele University Clinical Education Centre at Royal Stoke University Hospital. Some sessions may be held at the main Keele University campus. |
| Accreditation (if applicable) | Not applicable |
| Regulators | Office for Students (OfS) |
| Tuition Fees | UK/EU students: Fee for 2019/20 is £9,250 International students: Fee for 2019/20 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 more or less exclusively on Nursing. It enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

3. Overview of the Programme

Research has shown that enhancing the skills of qualified nurses to degree level globally is associated with lower mortality rates, fewer medication errors, and other quality care indications (Aitken et al 2004, Aitken et al 2014, AACN 2015). In response there is currently a national and international drive towards an all-graduate profession and a recognised need for educational programmes to upskill qualified nurses to degree level (DH 2008). There is contemporaneous growing awareness that health is a global issue influenced by factors that extend beyond national borders (DH 2011). The need for nurses in all countries to be educated to mobilise knowledge and engage in critical reasoning and ethical conduct to provide contextually appropriate healthcare and globally connected teams is increasingly being recognised (Frenk et al 2010, Kulbok et al 2012).

This programme will expand the choice available to national and international nursing students who wish to develop their nursing studies at Keele University. Students will be able to undertake one year of full-time academic study or up to five years of part-time study, without assessed practice outcomes, to enhance their critical thinking, leadership skills and ability to anticipate, plan and implement the changes that are required to improve the quality of nursing care in the dynamic context of global challenges to contemporary nursing practice.¹

The programme's objectives will be aligned with the World Health Organisation (2010) Strategic Directions for strengthening Nursing and Midwifery services, the International Council Of Nurses (2007) Career Development in Nursing and the Modernising Nursing Careers (MNC; DH, 2006) recommendations. Each of these documents clearly identify a series of priorities and actions intended to prepare nurses to lead and coordinate care in new environments determined by the changing healthcare needs of patients, clients and society. The Code of Ethics, alongside the Nursing and Midwifery Council Professional Standards of Practice (NMC 2015).

Engagement with this programme will enable students to develop their intellectual, personal and professional capabilities and engage in developing Keele's Graduate Attributes.

¹ Please note that international students who require a Tier 4 visa are unable to study part-time.

4. Aims of the Programme

The broad aims of the programme are for registered nurses to:

- Enhance their analytical and reflective skills to support individual professional practice development.
- To develop awareness of health needs as a global issue that extends beyond national borders
- To mobilise knowledge and engage in critical reasoning and ethical conduct to provide contextually appropriate healthcare

5. What you will learn

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

Successful students will be able to:

- Demonstrate the development and enhancement of intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving
- Demonstrate the development of enhanced analytical and reflective skills to support individual professional practice development
- Contribute effectively to the development of innovative care delivery within their nursing practice, through the development of knowledge and attitudes
- Contribute to the advancement of evidence-based practice and research within the context of contemporary professional and public policies from a local / national / global perspective
- Demonstrate critical awareness and understanding of the ways in which personal and professional values and organisational structures affect clinical decision-making and integrated care delivery

Subject specific skills

Successful students will be able to:

- Apply knowledge of national and global public health challenges which affect current health and well-being
- Undertake critical analysis of the role and responsibilities of the nurse and the need to respond to changing practice and expansion of roles.

Key or transferable skills (including employability skills)

Successful students will be able to develop the following transferable skills on the programme:

Information technology skills:

Students will be able to:

- Use online search tools;
- Access information from closed and open web sources, including library catalogues,
- Save web addresses and retrieved files;
- Store files securely, print, copy and upload them;
- Use a virtual learning environment and e mail for communication with teachers and other students;

Written communication skills:

Students will be able to:

- produce a variety of written materials in different formats and lengths for different purposes;
- demonstrate their ability to use language that is appropriate to a variety of audiences, including subject specific and general audiences;
- communicate ideas and arguments effectively in written format;
- critically review their own work to ensure that the structure and length of their work is appropriate, their ideas are clearly expressed, that they have used
- correct spelling and grammar and cited sources appropriately;

Oral and visual communication skills:

Students will be able to:

- participate in discussion and present material effectively;

Team-working skills:

Students will be able to:

- work as a group as part of their academic studies;
- gain awareness of effective team-working through observational experience of clinical practice and studying clinical leadership;

Problem-solving skills:

Students will be able to:

- analyse a problem in order to identify its essential elements;
- apply their prior knowledge of a subject to a problem;
- generate a range of strategies to address a problem;
- design a solution to a problem by determining what information is required and evaluating this;

Information handling skills:

Students will be able to:

- recognise a need for relevant information and apply this missed information;
- locate this information and evaluate it critically;
- communicate this information to others in order to achieve a solution;

Research skills:

Students will be able to:

- locate, review and evaluate research information

Learning-to-learn skills

Students will be able to:

- plan their learning, including continued professional learning
- improve the effectiveness of their learning strategies
- organise themselves and their time in relation to learning and continued professional learning
- reflect on their experiences, to assess, evaluate and analyse each experience in order to plan to improve their learning

Keele Graduate attributes

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

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

6. How is the Programme taught?

The School of Nursing & Midwifery addresses students' specific learning needs as professional practitioners undertaking full or part time study. The Keele Virtual Learning Environment (KLE) will be utilised to support and complement the blended learning approach of the curriculum. Module content will be developed utilising the KLE where appropriate, in readiness for each module presentation as the course is developed and implemented over time.

Additionally, KLE will be used to house pathway discussion groups. The blended learning approach adopted in this programme meets the needs of students, managers and the organisations in which they work as the emphasis on traditional, classroom based learning is reduced.

In order to prepare a practitioner who is able to contribute positively to delivering the health and social care needs of individuals and communities within a global setting, 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 on practice and respond pro-actively to change, whilst maintaining quality within patient/client care. Critical thinking skills and a sound evidence base to their practice are essential for competent practice.

In order to ensure maximum opportunity for staff to access the course, comprehensive use of the World Wide Web will provide support and broader learning opportunities. Currently, the school has some experience of providing support for distance learners using information technology as the medium for group discussion, tutorial support, peer support and general updating. In addition to the University Learning Resource Centre and Library facilities, in September 2004, the School of Nursing & Midwifery relocated into a new purpose-built Inter-professional Clinical Education Centre, providing excellent facilities with a 75-seated computer suite.

The multidisciplinary library at the Clinical Education Centre provides a range of information services to support the learning, teaching and research needs of both the University and the local NHS communities. The library's specialist stock of health and health-related material currently includes 32,000 books, 550 current journal subscriptions, and collections of CD and video material. Facilities include a Help Desk, a quiet study area, and four self-service photocopiers. Information skills training sessions are available from library staff.

An open access IT Suite offers 100 PC workstations which provide access to a wide range of electronic databases, full-text journals and other web-based resources. The Library and IT Suite are open for 72 hours each week, throughout the year (excluding Bank Holidays).

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 group work/ action learning sets will be facilitated to promote independent study in achieving the learning outcomes. Learning and teaching hours are identified for each module within the Module Proposal Forms. Lead lectures enable students to broaden and deepen their existing professional knowledge and understanding of the core principles of their specific area of practice.

Tutorials will be arranged as both individual and small group sessions with an emphasis on individual student development to 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.

Learning and teaching methods include;

- **Lead lectures:** where the lecturer provides students with a framework and context for further reading and independent study.
- **Tutor led tutorials:** where the lecturer focuses on a topic of interest and relevance to the module to be discussed in depth within a small group.
- **Student led tutorials:** where the student leads the discussion on a topic of interest and relevance to the module within a small group or on a one to one basis.
- **Problem solving scenarios:** where case based scenarios will be used to focus students' attention and develop their problem solving skills.
- **Case study presentations:** where the lecturer and/or students will present a specific case and use this as a vehicle for discussion and critical analysis.
- **Small group work:** where students work together in small groups to discuss and evaluate practice and associated evidence, then share group summaries in a final plenary session.
- **Experiential learning:** where students reflect on and critically appraise their experiences in practice.
- **KLE and blended learning approaches:** where the University's virtual learning environment is used to facilitate on-line discussions, 'blogs', conditional release tasks and access to a wide range of learning resources and research tools. 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
- **Independent study:** where students are self-directed in relation to the various study demands of each module and its assessment. This is particularly relevant to portfolio development.
- **Evidence-based learning and teaching** is incorporated into all learning and teaching methods; this, alongside the Evidence-based Practice Module imbues students with the knowledge, understanding, critical application and evaluation of evidence used to underpin practice in the clinical settings and thus develops their confidence and ability to use evidence prudently and effectively within their workplace.
- The **Dissertation** Module will further develop students' independent learning, research capability and organisation and planning skills as they collect, collate, categorise and criticise evidence relating to their area of practice.

In addition to the aforementioned methods of learning and teaching, students can access lecturers for individual tutorials, support, advice, guidance and feedback at their request.

7. Teaching Staff

Currently our core teaching staff comprises of Professors, Senior Lecturers and Lecturers. Several staff are active researchers, and have already gained their doctorates, and several of those have published extensively in national and international journals. All members of staff are registered with their appropriate Professional Body. All staff hold, or are working towards, recognised and recordable teaching qualifications. Moreover, they have extensive experience of teaching at undergraduate and postgraduate level and many are External Examiners to undergraduate and postgraduate programmes in other higher education institutions.

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

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

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

8. What is the Structure of the Programme?

The BSc (Hons) Nursing Studies structure is designed to run alongside the Specialist Practice degree programmes and utilise pre-existing modules that currently run within these and the BSc (Hons) Clinical Practice programme. The programme comprises of 120 level 6 credits. There are five compulsory modules (90 credits) and students will be able to select further elective modules comprising 30 credits from a choice of elective optional modules.

| Compulsory Core modules | Credits | Elective modules | Credits |
|-------------------------------------|---------|--|---------|
| Evidence-based Practice | 15 | Supporting people with Long Term Conditions | 30 |
| Clinical Leadership | 15 | Person Centred Care of the Person with Dementia | 15 |
| Public Health and Social Policy | 15 | Mental Health Assessment for Non Mental Health Settings | 15 |
| Infection Prevention and Control | 15 | Legal and Ethical Issues in Healthcare | 15 |
| Global Nursing Studies Dissertation | 30 | Promoting health and well-being in children and young people | 15 |

The programme will run in parallel with the BSc Specialist Practice programmes for 10 months from September to June, allowing international students to graduate at Keele Campus within the same academic year of study before returning home. Students who choose to undertake the programme on a part-time basis will meet with the Award Lead prior to the course commencing to develop a bespoke course plan to suit their individual needs, spread over the number of years required.

Learning Outcomes

| Subject Knowledge and Understanding | | |
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| Learning Outcome | Module in which this is delivered | Principal forms of assessment (of the Level Outcome) used |
| <i>Successful students will be able to demonstrate knowledge & understanding of:</i> | | |
| Demonstrate the development and enhancement of intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving | Evidence-Based Practice Public Health & Social Policy Infection Prevention and Control | Essay Formative Presentation Essay |

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| | Global Nursing Studies Dissertation Legal & Ethical Issues in Healthcare | Dissertation Presentation with short paper |
| Demonstrate the development of enhanced analytical and reflective skills to support individual professional practice development | Evidence-based Practice Clinical Leadership Global Nursing Studies Dissertation Legal & Ethical Issues in Healthcare | Essay Reflective Analysis Dissertation Presentation with short paper |
| Contribute effectively to the development of innovative care delivery within their nursing practice, through the development of knowledge and attitudes | Evidence-Based Practice Public Health & Social Policy Infection Prevention and Control Global Nursing Studies Dissertation Clinical Leadership Legal & Ethical Issues in Healthcare | Essay Formative Presentation Essay Dissertation Reflective Analysis Presentation with short paper |
| Contribute to the advancement of evidence-based practice and research within the context of contemporary professional and public policies from a national / international perspective | Evidence-Based Practice Global Nursing Studies Dissertation | Essay Dissertation |
| Demonstrate critical awareness and understanding of the ways in which personal and professional values and organisational structures affect clinical decision-making and integrated care delivery. | Clinical Leadership Legal & Ethical Issues in Healthcare | Reflective Analysis Presentation with short paper |
| Apply knowledge of national and global public health challenges which affect current health and well-being | Public Health & Social Policy Infection Prevention and Control Promoting health and well-being in children & young people Supporting people with Long Term Conditions Mental Health Assessment for Non Mental Health Settings Person Centred Care of the Person with Dementia | Essay; Formative Presentation Essay Case Study Presentation Case Study; Practice Resource; Presentation Case Study |
| Undertake critical analysis of the role and responsibilities of the nurse and the need to respond to changing practice and expansion of roles. | Clinical Leadership Legal & Ethical Issues in Healthcare | Reflective Analysis Presentation with short paper |

| 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> | | |

| | | |
|---|---|---|
| Integrate core scientific knowledge underpinning clinical practice. | Evidence-based Practice Promoting Health and well-being in children and young people Infection Prevention and Control Public Health and Social Policy Global Nursing Studies Dissertation | Essay Case Study and Presentation Essay Essay Dissertation |
| Challenge and evaluate established techniques of evidence-based enquiry to create and interpret knowledge in theory and practice within the clinical environment. | Evidence-based Practice Global Nursing Studies Dissertation | Essay Dissertation |
| Demonstrate effective communication skills. | All modules | All communication skills are assessed by one or more of the assessment strategies used within the programme |
| Analyse and evaluate information from varied sources and settings. | Evidence-based Practice Global Nursing Studies Dissertation Clinical Leadership Module | Essay Dissertation Reflective analysis |

| Key or Transferable Skills (graduate attributes) | | |
|---|--|--|
| Learning Outcome | Module in which this is delivered | Principal forms of assessment (of the Level Outcome) used |
| <i>Successful students will have the opportunity to develop:</i> | | |
| Information technology skills: Use on line search tools. Access information from KLE, save web addresses and retrieved files. Store files, copy, and print and upload them. Use email and the KLE for communication with lecturers and other students. Produce electronic documents in appropriate formats. | All modules | Assessment specific to individual modules |
| Written communication skills: Produce written material in a variety of formats e.g. essay, précis, abstract. Use language that is appropriate to a variety of audiences. Communicate ideas and arguments effectively in written format. Critically review own work to ensure the structure, flow, length and focus is appropriate and that correct grammar and spelling have been used. Cite sources appropriately. | All modules | Assessment specific to individual modules |

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| <p>Oral and visual communication skills: Participate in group discussion. Make presentations to a variety of audiences using appropriate formats and language so that the message is effectively communicated.</p> | <p>All modules</p> | <p>Assessment specific to individual modules</p> |
| <p>Team working skills: Work effectively as part of a team to identify, distribute and undertake tasks necessary to complete a project. Communicate effectively with other team members. Evaluate own contribution and that of others to the completion of a team project.</p> | <p>All modules</p> | <p>Assessment specific to individual modules</p> |
| <p>Problem solving skills: Analyse a problem in order to identify its essential elements. Draw upon prior knowledge of a subject to facilitate problem solving. Generate and evaluate a range of strategies to address a problem. Determine the new information and resources required to solve a problem and demonstrate the ability to search for and find these. Design, implement and evaluate a planned solution that addresses a problem.</p> | <p>All modules</p> | <p>Assessment specific to individual modules</p> |
| <p>Information handling skills: Recognise the need for relevant information. Locate, access and evaluate information gained from a variety of sources. Organise, apply and communicate information appropriately to others. Synthesise and build upon existing information.</p> | <p>All modules</p> | <p>Assessment specific to individual modules</p> |
| <p>Research skills: Locate, review and evaluate information and data on a research topic. Attribute different kinds of information to their correct source.</p> | <p>All modules</p> | <p>Assessment specific to individual modules</p> |
| <p>Learning to learn skills: Identify how they learn best, and</p> | <p>All modules</p> | <p>Assessment specific to individual modules</p> |

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| <p>the strengths and weaknesses of their individual approach to learning. Plan own learning activities and how to improve the effectiveness of their learning. Organise themselves and their time. Accept feedback positively and act upon it.</p> <p>Reflect on their experience and analyse it in order to plan to improve their learning.</p> | | |
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9. Final and intermediate awards

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

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|-----------------------|-------------|--|
| Honours Degree | 360 credits | You will require at least 120 credits at level 6 |
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10. How is the Programme assessed?

The wide variety of assessment methods used within the School of Nursing and Midwifery at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff take care to apply the principles of assessment laid out in the University's assessment strategy and pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Nursing and Midwifery:

- **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)
- **Reflective analysis / accounts** used to develop and test students' ability to reflect critically and analytically on their practice in order to learn from past experiences
- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess students' subject knowledge and their ability to apply it in a more structured and focused way
- **Dissertations** enable students to explore in depth an area of particular interest through a substantial piece of focused research and writing, and test their ability to formulate and answer research questions
- **Oral and poster presentations and reports** assess individual students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development
- **Portfolios** may consist of a range of different pieces of work but routinely include a requirement that students provide some evidence of critical reflection on the development of their own learning

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

there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

11. Contact Time and Expected Workload

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

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

| Activity | Year 1 (Level 6) |
|--|------------------|
| Scheduled learning and teaching activities | 45% |
| Guided independent Study | 45% |
| Placements | 10% |

12. Accreditation

This programme does not have accreditation from an external body.

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/>

Nursing Regulations

The following is a deviation from University Academic regulation C3 Section 14:

- There will be no award of pass (Unclassified degree)
- Student must be successful in all summative assessments
- All modules must be successfully completed

No compensation is permitted by the Nursing and Midwifery Council and although this programme does not require Nursing and Midwifery Council approval, it relates to nursing practice (NMC QA Framework 2013 Annex 1).

Standards of Performance:

In addition to meeting the requirements of the University's Academic Regulations (Regulation C3, sub-section 9), students are expected to demonstrate a standard of personal performance commensurate with that expected under their Professional Code of Conduct. Failure to do so may result in the student being subject to the School's Health & Conduct arrangements.

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

The course is designed for qualified nursing practitioners, both from within the UK and internationally, who wish to undertake a year of full-time study or up to five years of part time study to develop their critical approach to healthcare and attain graduate status. Typically they will:

- Be a qualified nurse with a minimum of two years' experience in their country of residence.
- Have an undergraduate diploma, or equivalent, in their field of nursing.
- Have an IELTS score of 7.0 or above including 7.0 in all subtests if an overseas candidate. This is a requirement of the Nursing and Midwifery Council.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL): Applicants without a Dip HE or equivalent may be considered on an individual basis through the APCL and APEL process which can be seen at the following link: <http://www.keele.ac.uk/ga/accreditationofpriorlearning/>

15. How are students supported on the programme?

Student support arrangements are as follows:

- Module leaders: will provide support for academic issues related to their module
- An Award lead who will act within the Personal tutor role will be assigned to each student at the beginning of the course
- Peer support
- Course Administrator

Additional support is available from the School Disability Liaison Officer within the School of Nursing and Midwifery who provides an additional layer of support for all students, particularly for those who have special learning needs.

Keele University provides support, guidance and advice for all its students via the following departments:

- Learning Support and Academic Guidance;
- Disability Services;
- English Language Unit;
- Student Advice at Keele (ASK);
- Student Support Services
- Occupational Health Department / University Health Centre.

16. Learning Resources

The Clinical Education Centre, which opened in September 2004 within what was the University Hospital of North Staffordshire site, and now the Royal Stoke Hospital, part of University Hospitals of North Midlands NHS Trust which opened in September 2004, houses not only facilities for student doctors, but also incorporates the School of Nursing & Midwifery, and Postgraduate Medical Education. The seminar rooms, extensive clinical skills laboratories, inter-professional Health Library and IT laboratories, not only provide state of the art teaching facilities, but also allow and encourage multidisciplinary learning and team-working. This multi-professional approach is seen as key to developing the workforce of the NHS. At the Clinical Education Centre, there are three clinical skills laboratories each individually designed to provide a wide range of clinical skills. Current additional facilities are the intermediate and advanced skills laboratories. In the IT Suite on the ground floor, adjacent to the Health Library, there are computers for student use, together with scanners and printers. The Library itself has photocopying facilities and computers in a central area.

Generally, all students will have access to:

- School Course Handbook
- Course plan
- Module Handbooks
- Library and study skill packages
- Support for blended, distance and on-line learning

- Library and other learning resources and facilities at Keele University (at both main campus and health campus)
- Allocated personal tutors (pathway leaders) whose role is to provide pastoral support and academic guidance
- Feedback (verbal and written) on coursework
- Access to student counsellors on the Keele University main campus site
- Access to Teaching and Learning Support Services, which provide assistance and guidance e.g. dyslexia support
- Access to Disability Support Services

17. Other learning opportunities

Students will normally undertake three observations of practice (each two weeks long), supported by a named supervisor in:

- a) An acute/tertiary environment
- b) A primary/community care environment
- c) A field of their choice (Adult specialist placement, Child, Mental Health, Learning Disability, Midwifery, Diagnostic imaging) dependent on availability.

Neither study abroad nor placement experience abroad is available as part of this programme.

18. Additional costs

Travel for placements

As part of your course you will need to travel to clinical placement areas and will be required to arrange and pay for your own transport.

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

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

19. Quality management and enhancement

The quality and standards of learning in BSc (Hons) Nursing Studies are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching 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 BSc (Hons) Nursing Studies 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 Curriculum Annual Review and Development (CARD) 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 BSc (Hons) Nursing Studies 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 Curriculum Annual Review and Development (CARD) process.
- Findings related to the BSc (Hons) Nursing Studies 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 of the BSc (Hons) Nursing Studies 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/qa/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The BSc (Hons) Nursing Studies Programme described in this document has 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>

21. Document Version History

Date of first approved version (v1.0): 8th November 2018

Revision history

| Version number ¹ | Author | Date | Summary of and rationale for changes |
|-----------------------------|--------|------|--------------------------------------|
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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)