Programme Specification: Undergraduate

For students starting in Academic Year 2020/21

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Nursing Studies
Award type	BSc (pre-registration)
Mode of study	Full-time Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	1 year full time; up to five years part-time
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Hospital - Nursing & Midwifery Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	**UK/EU students:** Fee for 2020/21 is £9,250 **International students:** Fee for 2020/21 is £20,000

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 currently 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 comprisesof 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.

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.

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 6	90	30	30	0	0

Module Lists

Level 6

Compulsory modules	Module Code	Credits	Period
Evidence-based Practice	NUR-30149	15	Trimester 1-2
Clinical Leadership	NUR-30157	15	Trimester 1-2
Public Health and Social Policy	NUR-30176	15	Trimester 1-3
Global Nursing Studies Dissertation	NUR-30208	30	Trimester 1-3
Infection Prevention and Control	NUR-30187	15	Trimester 2-3

Optional modules	Module Code	Credits	Period
Supporting people with long term conditions	NUR-30160	30	Trimester 1-3
Promoting health and well-being in children and young people	NUR-30207	30	Trimester 1-3
Mental Health Assessment for Non-Mental Health Settings	NUR-30198	15	Trimester 2-3
Person-centred care of the person with dementia	NUR-30203	15	Trimester 2-3
Legal and Ethical Issues in Healthcare	NUR-30152	15	Year

Learning Outcomes

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

Level 6

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Demonstrate the development and enhancement of intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving	Legal and Ethical Issues in Healthcare - NUR-30152 Infection Prevention and Control - NUR-30187 Global Nursing Studies Dissertation - NUR-30208 Public Health and Social Policy - NUR-30176 Evidence-based Practice - NUR-30149
Demonstrate the development of enhanced analytical and reflective skills to support individual professional practice development	Legal and Ethical Issues in Healthcare - NUR-30152 Global Nursing Studies Dissertation - NUR-30208 Clinical Leadership - NUR-30157 Evidence-based Practice - NUR-30149
Contribute effectively to the development of innovative care delivery within their nursing practice, through the development of knowledge and attitudes	Clinical Leadership - NUR-30157 Legal and Ethical Issues in Healthcare - NUR-30152 Infection Prevention and Control - NUR-30187 Public Health and Social Policy - NUR-30176 Global Nursing Studies Dissertation - NUR-30208 Evidence-based Practice - NUR-30149
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 - NUR-30149 Global Nursing Studies Dissertation - NUR-30208
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 - NUR-30157 Legal and Ethical Issues in Healthcare - NUR-30152
Apply knowledge of national and global public health challenges which affect current health and well-being	Person-centred care of the person with dementia - NUR-30203 Mental Health Assessment for Non-Mental Health Settings - NUR-30198 Infection Prevention and Control - NUR-30187 Public Health and Social Policy - NUR-30176 Supporting people with long term conditions - NUR-30160 Promoting health and well-being in children and young people - NUR-30207
Undertake critical analysis of the role and responsibilities of the nurse and the need to respond to changing practice and expansion of roles.	Legal and Ethical Issues in Healthcare - NUR-30152 Clinical Leadership - NUR-30157
Integrate core scientific knowledge underpinning clinical practice.	Evidence-based Practice - NUR-30149 Promoting health and well-being in children and young people - NUR-30207 Global Nursing Studies Dissertation - NUR-30208 Infection Prevention and Control - NUR-30187 Public Health and Social Policy - NUR-30176
Challenge and evaluate established techniques of evidence-based enquiry to create and interpret knowledge in theory and practice within the clinical environment.	Global Nursing Studies Dissertation - NUR-30208 Evidence-based Practice - NUR-30149
Demonstrate effective communication skills.	All modules
Analyse and evaluate information from varied sources and settings.	Clinical Leadership - NUR-30157 Evidence-based Practice - NUR-30149 Global Nursing Studies Dissertation - NUR-30208

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
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
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.	All modules
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
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.	All modules
Team working skills: Work effectively as part of a team to identify, distribute and undertake tasks necessary to complete a project.	All modules
Communicate effectively with other team members.	All modules
Evaluate own contribution and that of others to the completion of a team project.	All modules
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.	All modules
Determine the new information and resources required to solve a problem and demonstrate the ability to search for and find these.	All modules
Design, implement and evaluate a planned solution that addresses a problem.	All modules
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.	All modules
Research skills: Locate, review and evaluate information and data on a research topic. Attribute different kinds of information to their correct source.	All modules
Learning to learn skills: Identify how they learn best, and 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.	All modules
Reflect on their experience and analyse it in order to plan to improve their learning.	All modules

9. Final and intermediate awards

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

Honours Degree	You will require at least 120 credits at level 6

10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme 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 following list is representative of the variety of assessment methods used on your programme:

- **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

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

12. Accreditation

This programme does not have accreditation from an external body.

13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

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

See the relevant course page on the website for the admission requirements relevant to this programme: https://www.keele.ac.uk/study/

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.

Recognition of Prior Learning (RPL): Applicants without a Dip HE or equivalent may be considered on an individual basis through the RPCL and RPEL process which can be seen at the following link: http://www.keele.ac.uk/qa/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:

1. An acute/tertiary environment
2. A primary/community care environment
3. 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 this programme are subject to a continuous process of monitoring, review and enhancement.

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

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

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the 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 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 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. Annex - Programme-specific regulations

Programme Regulations: BSc (Hons) Nursing Studies

Final Award and Award Titles	BSc (Hons) Nursing Studies
Intermediate Award(s)	n/a
Last modified	June 2019
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (https://www.keele.ac.uk/regulations/)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

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

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

B) VARIATIONS

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

Variation 1: This programme varies from 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).

Variation 2: Standards of Performance

In addition to meeting the requirements of the University's Academic Regulations (Regulation C3, subsection 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.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here https://www.keele.ac.uk/regulations/.

Version History

This document

Date Approved: 03 January 2020

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2019/20	CLARE CORNESS-PARR	03 January 2020	