

Programme Specification: Undergraduate

For Academic Year 2026/27

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Nursing Studies
Award type	BSc (post-registration)
Mode of study	Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	Normally two to three years duration
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS); National Health Service (NHS); Voluntary, Private and Independent Sector; Self-funding per module
Tuition Fees	Each module taken is individually costed each academic year. Costs vary but as a guide a standard 15-credit module costs approximately £1,100 and a standard 30-credit module costs approximately £2,200. NB: there are exceptional module fees for NUR-30171 Independent Professional Practice Development (30 level 6 credits), which is charged at £1,900, and NUR-30239 Independent Professional Practice Development (15 level 6 credits), which is charged at £950.

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.

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

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

2. Overview of the Programme

As health education moves closer towards an all-graduate profession at initial qualification, reflective of national

trends, Trusts locally are working towards the current workforce attaining graduate status. This programme will provide an important stepping stone towards achieving this aim. In recognising the roles and skills of a multidisciplinary workforce responding to the dynamic nature of health and social care, health policy and practice, the need to afford opportunity for further academic and professional challenge is identified as crucial to service provision (NHSE 2014, NSHE, 2019).

With the aim of providing education that is responsive to contemporary health and social policy and the current political dialogue (DH, 2020) regarding the provision of health and social care, this programme will recognise the dynamic context of contemporary clinical practice. It will embrace health related multi-professional and interprofessional learning, whilst recognising the various roles and skills of the multidisciplinary workforce within health and social care.

Importantly, this programme offers you the opportunity to study, following qualification, an award centred on clinical practice. It promotes the gaining of an intermediate award 'Graduate Certificate' which will facilitate career progression within the NHS Knowledge and Skills Framework (DH, 2004), through the demonstration of personal development, which will allow you to progress within your clinical role by taking on new responsibilities. The Graduate Certificate relates to 60 credits at level 6 study, and also equates to the first complete year of study towards the BSc (Hons) Nursing Studies. The KSF advocates education at all academic levels, to create practitioners that are fit for purpose and fit for practice. Embracing this notion within the current emerging healthcare arena, this programme of study will be promoted at both the Graduate Certificate and BSc (Hons) end qualification points. Students will build on their professional experience and academic achievement at pre-registration level, with the aim of developing reflective, informed professionals, able to lead and influence the future provision within their chosen pathway of care, within the interdisciplinary team-working context. All modules in this programme have been mapped against the competencies detailed within the KSF, for both the student and their manager.

Within the Modernising Nursing Careers (DH, 2006) review, it clearly sets the direction for nursing careers and identifies 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 and clients. This demands that nurses expand both their competence and confidence to lead and manage a range of health issues and health related settings. The four priorities are:

- Modernising the image of nursing and nursing career
- Developing a competent and flexible nursing workforce
- Updating career pathways and career choices
- Preparing to lead in a changed healthcare system

This programme is cognisant of these priorities and has considered these as some of the key drivers impacting on the delivery of healthcare education for the future. It recognises the importance of a health and social care workforce with the right people, right skills, competencies, knowledge and attitudes that are effectively deployed and motivated as the tool for providing high-quality, patient-centred services which give best value to the health economy. An important part of NMC is about how careers can be organised to be satisfying and rewarding while simultaneously helping to retain skilled nurses to deliver high quality care.

The development of a flexible, adaptable workforce capable of moving between organisations and sustaining continuous service improvement is critical to the development of effective and efficient healthcare. The NHS is evolving at a great pace and needs to continually provide opportunities for staff development.

This programme has been developed with these new career pathways in mind and promotes competence in cross cutting, ongoing themes like holism, end of life care, health promotion, safeguarding vulnerable groups and supporting management of long term conditions. The Graduate Certificate and BSc (Hons) Nursing Studies are multidisciplinary in nature to reflect the contemporary nature of health and social care provision. Indeed, health and social care delivery deriving from current service reforms requires that the practitioner of the future not only possesses the knowledge, attitudes and skills to practise safely and effectively in an evolving health care environment but, also who has the academic and professional preparation that enables them to work competently within the culture in which they are likely to practise in the future. This undergraduate post qualification programme has been designed to facilitate the development of such practitioners. Within the educational philosophy for the programme, you will move from novice to expert as you gain skills and experience (Benner, 1984).

This programme within the School of Nursing and Midwifery at Keele University is distinctive in that it offers a much broader basis upon which to acquire a post-qualification award. The pathways available, in addition to the generic award, offer a broad range of contemporary options for prospective post-qualification students. The programme reflects the University mission statement in learning and teaching to deliver high quality education with an emphasis on interprofessional and multi-professional learning opportunities.

Within the BSc (Hons) Nursing Studies the following pathways have been developed:

- Generic
- Fundamentals in General Practice Nursing

- Neonatal
- Critical Care
- International

The International pathway has been developed and is delivered as distance learning only, to support non UK based International registered practitioners to study remotely to top up their existing registered practitioner award to a full undergraduate BSc.

The philosophy of this course recognises the dynamic nature of professional health and social care practice and the need for education to be responsive to contemporary policy. Indeed, the fostering of an intellectually challenging environment, from which skills of analysis and critical evaluation are developed, is viewed as fundamental to undergraduate education.

The process of teaching and learning within the curriculum will be underpinned by an adult learner approach; this approach emphasises the importance of students, and it recognises the facilitative role of the teacher in order to assist the learner to achieve outcomes at this level. Students entering this programme will already have a sound knowledge base in general practice areas, typically developed during pre-qualification education and subsequent post-qualification practice and development as well as from personal experiences. Value is placed on the intrinsic differences of individual students with regard to their professional knowledge, clinical experiences, technical and life skills. The curriculum will incorporate different ways of encouraging you to learn with different sequences of material so that individual differences between learners can be fitted into the general goal of helping you to achieve your full potential and outcomes of the course. Presenting information, motivating students, and creating opportunities for you to learn will seek to develop deep approaches to learning. Engaging you in this way will seek to develop you in order that you can expedite appropriate change in your own practice and ultimately enhance care for your client group either in health or social care settings. In order to achieve this you will be empowered to develop individual responsibility for your learning within a framework of reflection, critical evaluation and clinical governance.

The programme team has taken account of the nature of developments in health and social care practice, education, research and clinical leadership and believes that there will be a need for students to develop critical consciousness of self, evidence based practice, theory and practice knowledge in order to enable them to respond to the needs of patients and clients in a variety of contexts.

3. Aims of the programme

The broad aims of the programme are to enable you as qualified practitioners to:

- enhance analytical and reflective skills to support individual professional practice development.
- develop theoretical knowledge and practical competence in your field of clinical practice
- mobilise knowledge and engage in critical reasoning and ethical conduct to provide contextually appropriate healthcare

4. What you will learn

The programme provides opportunities for you to develop and demonstrate knowledge and understanding, skills, qualities and other attributes, including skills that are transferable to the world of work:

Upon successful completion of the programme you, the practitioner, will be able to:

- Demonstrate the development and enhancement of skills in intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem-solving.
- Demonstrate the development of enhanced analytical and reflective skills to support your professional practice development.
- Contribute effectively to the development of innovative care delivery, within your practice area, through the development of skills, knowledge and attitudes.
- Contribute to the advancement of evidence based practice and research within the context of contemporary professional and public policies.
- 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. Demonstrate the skills and practical knowledge surrounding communication through an individual and personalised approach to patients, family and colleagues.
- Undertake critical analysis of your role and responsibilities within your practice setting and acquire the skills and knowledge and leadership qualities to respond to changing practice and expansion of roles.
- Demonstrate understanding and enrichment of knowledge for practice and demonstrate competency within your practice area.

Transferable / Key Skills / Employability Skills

Upon successful completion of the programme you, (the practitioner) will have acquired:

- Information technology skills
- Numeracy skills
- Written communication skills
- Oral and visual communication skills
- Team working skills
- Problem solving skills
- Research skills
- Learning to learn skills

Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, environmental and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

5. How is the programme taught?

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.

A blended learning approach is adopted in this programme to meet 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, 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 your practice are essential for competent practice.

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 Specification Templates.

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

- Explore specific learning intentions and /or any difficulties
- Provide formative feedback and clarification of learning
- Create a climate for learning through structured reflection on practice and the inter- relationship with knowledge and research
- Provide effective support for students

Learning and teaching methods used within the Programme vary according to the subject matter, focus and content of the module: they vary also in recognition of students' individual learning needs, pace of learning and learning styles.

All teaching and learning is online distance learning for non-UK based students on the International pathway

Learning and teaching methods include;

- **Lead lectures:** where the lecturer provides you 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 you lead 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 your attention and develop your problem solving skills.

- **Case study presentations:** where the lecturer and/or you will present a specific case and use this as a vehicle for discussion and critical analysis.
- **Small group work:** where you 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 you reflect on and critically appraise your experiences in practice.
- In your programme you will sometimes be expected to **role play and engage in simulated clinical scenarios** with other students, such as the practice and observation of practical skills in physical contact with other students. For some specific practices, this may necessitate modification of dress - e.g., to shorts and t-shirt. These activities will be conducted in a professional, safe, respectful and culturally sensitive way, under the supervision of academic staff, according to a defined protocol.
- **Objective Structured Clinical Examinations (OSCE):** where you participate in structured, simulated clinical scenarios to further enhance your existing skills.
- **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.
- **Independent study:** where you are self-directed in relation to the various study demands of each module and its assessment. This is particularly relevant to portfolio development.

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

Lead lectures and independent study enable you to broaden and deepen your existing professional knowledge and understanding of the core principles of their specific area of practice.

Lecturer and student led tutorials and small group work enable you to explore a topic to considerable depth and to rationalise your opinions and actions within the safe, but challenging company of your peers. This further develops your 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 you are drawn into the rhetoric / reality debate that such scenarios often generate.

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

Evidence based learning and teaching is incorporated into all learning and teaching methods; this, alongside the Research Application in Clinical Practice Module imbues you with the knowledge, understanding, critical application and evaluation of evidence used to underpin practice in the clinical settings and thus develops your confidence and ability to use evidence prudently and effectively within your workplace. Moreover, the Dissertation Module further develops your independent learning, research capability and organisation and planning skills as you collect, collate, categorise and criticise evidence relating to your area of practice.

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

6. Teaching Staff

All current teaching staff hold active NMC registration as either a nurse or midwife; those from other Schools who contribute to the programme are registered with the appropriate professional body. The majority of staff have 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 HEIs, Journal reviewers, Member of NHS Ethics Committee, Supervisor of Midwives, Local Provider Committees and charitable organisations.

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

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

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

taught to the appropriate academic standard.

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

7. What is the structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from programme to programme, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are two types of module delivered as part of your programme. They are:

- Compulsory modules - a module that you are required to study on this course;
- Option modules - these allow you some limited choice of what to study from a list of modules.

Module Lists

Level 6

The following tables show the credit requirements and module lists for each pathway:

Nursing Studies (Generic Route):

Year	Compulsory	Optional	
		Min	Max
Level 6	75	45	45

Generic pathway module list:

Compulsory modules	Module Code	Credits	Period
Research Application in Clinical Practice - Level 6	NUR-30233	15	Trimester 1-2
Applied Advanced Healthcare Leadership and Management (L6)*	NUR-30245	15	Trimester 1-2
Clinical Practice	NUR-30163	15	Trimester 1-3
Dissertation	NUR-30234	30	Trimester 1-3

Optional modules	Module Code	Credits	Period
Independent Professional Practice Development [^]	NUR-30171	30	Trimester 1-2
Independent Professional Practice Development (15 credits Level 6) [^]	NUR-30239	15	Trimester 1-2
Mental Health Assessment L6	NUR-30237	30	Trimester 1-3
Frailty in adults	NUR-30213	15	Trimester 2-3
Legal and Ethical Issues in Healthcare	NUR-30152	15	Year 1
Working in Partnership to support people with Long Term Conditions	NUR-30200	15	Year 1

*Tri 1-2 or Tri 2-3

^Tri 1-2 or Y1

Critical Care and Fundamentals in General Practice Nursing pathways:

Year	Compulsory	Option	
		Min	Max
Level 6	105	15	15

Critical Care pathway module list:

Compulsory modules	Module Code	Credits	Period
Critical Care	NUR-30158	30	Tri 1-3
Clinical Practice	NUR-30163	15	Tri 1-3
Research Application in Clinical Practice	NUR-30233	15	Tri 1-2 or Y1
Applied Advanced Healthcare Leadership and Management	NUR-30245	15	Tri 1-2 Tri 2-3
Dissertation	NUR-30234	30	Tri 1-3
Optional modules	Module Code	Credits	Period
Frailty in Adults	NUR-30213	15	Tri 2-3
Working in Partnership to Support people with Long Term Conditions	NUR-30200	15	Y1
Independent Professional Practice Development	NUR-30239	15	Tri 1-2 or Y1
Legal and Ethical Issues in Healthcare	NUR-30152	15	Y1

Fundamentals in General Practice Nursing pathway module list:

Compulsory modules	Module Code	Credits	Period
Fundamentals in General Practice Nursing	NUR-30204	30	Tri 1-3
Clinical Practice	NUR-30163	15	Tri 1-3
Research Application in Clinical Practice	NUR-30233	15	Tri 1-2 or Y1
Applied Advanced Healthcare Leadership and Management	NUR-30245	15	Tri 1-2 Tri 2-3
Dissertation	NUR-30234	30	Tri 1-3
Optional modules	Module Code	Credits	Period
Frailty in Adults	NUR-30213	15	Tri 2-3
Working in Partnership to Support people with Long Term Conditions	NUR-30200	15	Y1
Independent Professional Practice Development	NUR-30239	15	Tri 1-2 or Y1
Legal and Ethical Issues in Healthcare	NUR-30152	15	Y1

Neonatal pathway:

Year	Compulsory	Optional
Level 6	120	0

Neonatal pathway module list:

Compulsory modules	Module Code	Credits	Period
Foundations in Neonatal Care	NUR-30232	15	Tri 1-3 or Y1
Practice Focused Neonatal Intensive Care	NUR-30148	45	Tri 2-3 or Y1
Research Application in Clinical Practice	NUR-30233	15	Tri 1-2 or Y1
Applied Advanced Healthcare Leadership and Management	NUR-30245	15	Tri 1-2 Tri 2-3
Dissertation	NUR-30234	30	Tri 1-3

International pathway:

Year	Compulsory	Optional	
		Min	Max
Level 6	90	30	30

International pathway module list:

Compulsory modules	Module Code	Credits	Period
Research Application in Clinical Practice	NUR-30233	15	Tri 1-2 or Y1
Applied Advanced Healthcare Leadership and Management	NUR-30245	15	Tri 1-2 Tri 2-3
Independent Professional Practice Development	NUR-30171	30	Tri 1-2 or Y1
Dissertation	NUR-30234	30	Tri 1-3
Optional modules	Module Code	Credits	Period
Frailty in Adults	NUR-30213	15	Tri 2-3
Working in Partnership to Support people with Long Term Conditions	NUR-30200	15	Y1
Mental Health Assessment	NUR-30237	30	Tri 1-3
Legal and Ethical Issues in Healthcare	NUR-30152	15	Y1

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 of enhanced analytical and reflective skills to support individual professional practice development.	Research Application in Clinical Practice Compulsory Specific Modules Dissertation Option Modules
Contribute effectively to the development of innovative care delivery, within their practice area, through the development of skills, knowledge and attitudes.	Clinical Practice Dissertation Option Modules
Contribute to the advancement of evidence based practice and research within the context of contemporary professional and public policies.	Research Application in Clinical Practice Dissertation Applied Advanced Healthcare Leadership and Management Optional Modules
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 Practice Compulsory Specific Modules Applied Advanced Healthcare Leadership and Management
Demonstrate the skills and practical knowledge surrounding communication through an individual and personalised approach to patients, family and colleagues.	Clinical Practice Applied Advanced Healthcare Leadership and Management Optional Modules
Undertake critical analysis of their role and responsibilities within their practice setting and acquire the skills and knowledge to respond to changing practice and expansion of roles	Compulsory Specific Modules Option Modules
Demonstrate understanding and enrichment of knowledge for practice, and demonstrate competency within practice area	Compulsory Specific Modules Clinical Practice Option Modules

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Integrate core scientific knowledge underpinning clinical practice	Clinical Practice Practice Focused Neonatal Intensive Care Fundamentals in General Practice Nursing Option modules
Challenge and evaluate established techniques of evidence-based enquiry to create and interpret knowledge in theory and practice within the clinical environment.	Research Application in Clinical Practice Dissertation
Demonstrate effective communication skills	All modules
Analyse and evaluate information from varied sources and settings	Research Application in Clinical Practice Dissertation Applied Advanced Healthcare Leadership and Management

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
Numeracy skills: Draw appropriate conclusions from numerical data presented in a variety of formats. Use simple descriptive statistics and understand their significance	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. 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

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Reflect on their experience and analyse it in order to plan to improve their learning	All modules

8. Final and intermediate awards

On entering the course the majority of students will enrol for the BSc (Hons) Nursing Studies award (120 level 6 credits) to add to a Diploma in Nursing or equivalent professional award. A minority who enter the programme without level 5 credits may exit with the end qualification of Graduate Diploma of 120 Level 6 credits, or apply for Recognition of Prior Learning (RPL) to be taken into account for entry to the degree award.

All students will be eligible for the intermediate award of Graduate Certificate (60 credits of named pathway) upon the successful completion of their specific pathway programme. The course planning team considers that flexibility is important and the interim award of Graduate Certificate will be available to all students who choose to exit prior to completion of the degree programme. The Graduate Certificate will prove to be highly attractive to employers in terms of determining employability skills and progression through career gateways (KSF, 2004), therefore, all students (who successfully complete the requisite 60 level 6 credits) will be eligible for this award.

If the student leaves the award prior to the completion of the Graduate Certificate (or the BSc award / Graduate Diploma following the Graduate Certificate) no qualification will be awarded (or further intermediate qualification). Module credits will be awarded on successful completion of the relevant modules.

Recognition of Prior Learning (RPL)

For details on RPL students are advised to contact the Programme Lead. RPL will be assessed in the standard way, and will only be approved if all the learning outcomes of a selected module have been met; providing the evidence reflects the philosophy of the course and is equivalent to the level and student effort. Applications are subject to the guidelines issued by the University. The 5-year currency rule usually applies, and students will need to demonstrate the continued use of previous accredited learning relevant to this programme.

When exemption of a module (s) is granted, the student is awarded the credits relevant to that module. For the purposes of degree classification, the average mark over all the non-exempted modules will be used for any exempted module in the calculation.

For example:

In order to determine degree classification for a student who had received RPL for 25% of the programme (i.e. 2 modules), marks for the remaining modules undertaken at Keele (i.e. 6 modules) would be added together and an average mark determined. This mark would be awarded to the exempted modules.

Keele Module marks; 50 + 55 + 58 + 55 + 60 + 62 = 340

Average mark; 340 ÷ 6 = 57

Mark attributed to exempted modules; 57 for each module Total score = 340 + 57 + 57 = 454

Degree classification = Second Class Honours (Division II)

In some circumstances, RPL arrangements can also enable an experienced practitioner to gain entry to the degree award through the development of a portfolio of evidence demonstrating prior study, learning and professional experience equivalent to an undergraduate diploma at Level 5. A fee will be charged for RPL requests to reflect the administrative and assessment work required, for experiential learning, this may be up to the full fee for the module against which accreditation is sought.

9. 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** - These vary according to the module, but they are generally 3,000 words in length. You may have

a choice of essay focus or this may be prescribed. Essays test your ability to write coherently and analytically using relevant literature to support your discussion, and to integrate and synthesise your arguments in relation to the essay question.

- **Reflective analysis / accounts** - These are used to develop and test your ability to reflect critically and analytically on your practice in order to learn from it.
- **Portfolios** - The majority of health care practitioners are required by their regulatory body to maintain a portfolio of professional development. This method of assessment facilitates your competence and confidence in generating and maintaining a comprehensive portfolio of your professional and personal progress; combined with the skills of reflection and reflective writing, you are enabled to present appropriate practice based evidence in support of your continuing development.
- **Presentations** - These take the form of oral presentations, clinical vivas and poster presentations within this programme. They test a variety of skills, namely; breadth and depth of knowledge; ability to interpret and use research / evidence; skills of critical analysis and synthesis; oral and written communication skills; non-verbal communication skills; planning and organisation skills and the ability to think logically and act appropriately when under pressure.
- **OSCE** - Objective, structured clinical examinations are used as formative and summative assessments within the programme. They enable you to practice new and complex practical skills in the safety of the simulated learning environment prior to practising 'live' in their areas of clinical work. These assessments test application of knowledge and understanding and your ability to reflect in action, problem solve, and make decisions. They also test your manual dexterity, organisation skills and logic.
- **Clinical Assessment of Competence in Practice** - Specific specialist pathway competencies and generic competencies are identified for assessment dependent upon the particular pathway that you choose to follow. This programme is grounded in clinical practice and the assessment of competence is crucial to successful completion of the modules. You will be allocated a named clinical Mentor who is responsible for assessing their competence in practice. Together you will plan learning opportunities to facilitate achievement of the competencies and will use the criteria within the competency document to determine success or referral. Competency based assessment tests breadth and depth of knowledge; evidence based practice; communication skills; affective skills; reasoning; psychomotor skills; prioritising and problem solving skills and organisation skills.

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.

Students are enabled to submit unlimited assignments per year via Turnitin in draft format to see their originality report to gain more understanding of requirements for academic writing in relation to referencing, summarising authors' work, and overall style.

10. Contact Time and Expected Workload

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. 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. Contact time and expected workload are based on 1,200 hours of student effort each year for full-time students.

11. Accreditation

This programme does not have accreditation from an external body.

12. 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'.

13. 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/>

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English

language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

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) is considered on a case-by-case basis and those interested should contact the Programme Director (see section 8). The University's guidelines on this can be found here: <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

14. How are students supported on the programme?

Support from Academic Mentors/Assessors

As a student registered on the BSc (Hons) Nursing Studies programme you are allocated an Academic Mentor (AM) to provide support and advice. The AM is available to provide academic advice to their allocated students. In addition to providing support and advice, the AM will review their students' progress in theory. All AM are accessible to students by email or MS Teams.

Student Experience Support Officer:

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

Support from Module Lecturers

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

Disability Inclusion Tutor

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

Wider Network of Student Support

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

Disability and Dyslexia Support.

Careers and Employability Service.

International Student Support.

Counselling and Wellbeing.

Student Financial Support.

Student Life and Learning.

Occupational Health.

Please see the Student Services website for more information:

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

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

15. Learning Resources

The School of Nursing and Midwifery has excellent facilities, based centrally on Keele campus and at the Clinical Education Centre (CEC). Academic colleagues and professional support staff from the school have a base on campus.

Non- UK based students on the International pathway will be able to access the library, teaching spaces, academic staff and support staff remotely.

The David Weatherall building contains a large lecture theatre, flexible learning teaching spaces and a range of

classrooms, computer suite and seminar rooms. The CEC based at the University Hospitals of North Midlands NHS Trust (UHNM) provides a modern clinical learning environment, which is shared between the Schools of Nursing and Midwifery and Medicine. The clinical skills suite is equipped to a high standard to facilitate a wide range of clinical skills learning and simulation. The healthcare simulation suite is situated within Darwin building on Keele campus. This state-of-the-art facility has been created and includes a hospital ward, GP surgery, operating theatre, and CT scanner which allows students from the Faculty of Medicine and Health Sciences (FMHS) the opportunity for experiential learning within simulated environments. In addition, Health Houses based on Keele campus complement the simulated practice environments for the FMHS students. The School has purchased a range of electronic learning packages and licences to aid dynamic, flexible individualised learning including drug calculation software.

In addition to the University Library facilities on main campus, the school provides excellent facilities with a multidisciplinary health library <http://www.keele.ac.uk/healthlibrary/>. Information skills training and academic writing skills sessions are available from library staff. The libraries house a specialist stock of health and health-related material including books and current journal subscriptions. Facilities include a Help Desk, quiet study areas, and self-service photocopiers. Information skills training sessions are available from library staff and online guides are also available as resources of support. An open access IT Suite provides access to a wide range of electronic databases, full-text journals and other web-based resources. Within the CEC there is a new study space which is accessible to students where refreshments can be purchased, and a microwave is available for use.

16. Additional Costs

There are no additional costs for this course. However, students may incur general expenses related to university study, such as for printing, textbooks and other materials. Students who undertake a placement may be responsible for additional costs, such as travel, accommodation, and subsistence costs. For further information, please refer to the [additional costs](#) information.

17. Quality management and enhancement

The School of Nursing and Midwifery CPD Programme Management Committee will be responsible for monitoring the programme. The CPD Programme Management Committee is responsible to the School Education Committee, which in turn reports to the School Senior Executive Committee. The School Education Committee is answerable to the Faculty Education Committee. Student feedback and evaluation will be gathered and considered in various ways, e.g. at the end of each module; through on-line questionnaires; and open forum for evaluative discussion with Programme / Module Leaders. Such evaluation is analysed and the results and freehand student comments, i.e. quantitative and qualitative data, are discussed at regular meetings of the CPD Course Committee. The Committee responds to the evaluations and takes appropriate action. The results of student evaluation are reported to the School Education Committee, and the responses to it, are regularly brought to the Student Staff Voice Committee, as required by University policy.

As required by the University, an annual review of the course is conducted and consists of reports for all modules which form part of the course; the outcome of student evaluation of any of the modules forming part of the course which have been delivered in the year under review; relevant statistical information, including student progression and mark distribution; first-destination statistics; admissions data; external examiners' reports; and reports of internal quality audits or external reviews. This annual review is sent to the School Education Committee. Reports of these meetings feed into the University's Annual Programme Review process and may be requested as part of other institutional quality audits, for example those conducted by the Quality Assurance Agency (QAA). The School of Nursing and Midwifery has regular quality monitoring inspections by the Nursing and Midwifery Council; and is periodically subjected to the University's internal quality audit process, which includes University revalidation of provision. Additionally, evaluative feedback will be available to the external stakeholders e.g. NHS England and local NHS Trusts.

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Module evaluations (via students' questionnaires and staff module reports)
- Student Staff Voice Committee
- Annual Programme Report prepared by Programme Lead / CPD Programme Management Committee
- Annual staff appraisal
- Peer teaching observation/ Peer support groups
- External Examiner reports
- Annual Programme Review process

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

- Student Staff Voice Committee
- CPD Programme Management Committee
- Faculty Course Review and Development Committee Board of Examiners

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student Staff Voice Committee
- Students' Module Evaluations
- Student representation on Programme Management/Annual Programme Review
- School Education Committee

Staff development priorities include:

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.

Keele Internal University Processes

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 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 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/>

18. 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>

This programme was developed in response to stakeholder needs following a stakeholder scoping exercise with regional NHS Trusts. The curriculum planning team included representation from the stakeholders involved and

current and past students. The views of Service user and carer representatives have also been sought in the preparation of this Programme.

19. 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	April 2024 September 2025: Repeat year text clarification (Variation 2)
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 for modules within the BSc (Hons) Nursing Studies programme.

Variation 2:

This programme varies from Regulation D2 (1.1.4, 1.2.4 and 1.6.4): the repeat year options outlined in the regulation will be subject to approval by the Progression and Award Board. In making decisions, the Progression and Award Board will offer repeat options based on the prospect of the student progressing or completing the failed modules or assessments. Students with approved exceptional circumstances will be granted repeat options, subject to the caveat noted below. For students without approved exceptional circumstances, Progression and Award Boards will take the following into account when making decisions: students should normally have achieved a module mark on all failed modules within 10 percentage points of the module pass mark and demonstrated engagement with their studies through an attendance record of at least 80% (not including reported absences) to be eligible for a repeat year option.

If it is identified that additional support is required, students will be guided towards the Support to Study process.

Where a repeat year or module option requires a clinical placement, this option may be deferred depending on placement capacity and students may be required by the Progression and Award Board to take a leave of absence until such time that the placements can be undertaken.

Variation 3: NB: this applies to the Fundamentals of General Practice pathway only

Regulation C1, 1.1: the maximum period of registration for programmes commissioned by NHSE are limited by the NHSE Extension Policy to a maximum of twice the length of the original programme duration. For this programme it is 2 years. For non-funded extensions the maximum extension is 12 months.

Regulation D2: the number of credits that can be taken beyond the end of funding date, for example due to leave of absence or exceptional circumstances (ECs), is prescribed by the NHSE Extension Policy and subject to a successful application to NHSE. For this programme it is 60 credits with approved ECs and 40 credits without ECs.

Additional Requirements

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

Additional requirement 1:

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.

[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/>.

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Version History

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Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2025/26	KERRY MCINTOSH	16 September 2025	Repeat options wording clarified
1	2025/26	KERRY MCINTOSH	29 July 2025	