

**PROGRAMME SPECIFICATION  
BSc (Hons) Nursing**

1	<b>AWARDING INSTITUTION/BODY:</b> University of Worcester
2	<b>TEACHING INSTITUTION:</b> University of Worcester
3	<b>PROGRAMME ACCREDITED BY:</b> Nursing and Midwifery Council
4	<b>FINAL AWARD:</b> BSc (Hons) Nursing Leading to Registration on Part 1 of the Nursing and Midwifery Council Register
5	<b>PROGRAMME TITLE:</b> BSc (Hons) Nursing (Adult, Children's or Mental Health)
6	<b>PATHWAYS AVAILABLE:</b> Adult, Children's or Mental Health Nursing
7	<b>MODE AND/OR SITE OF DELIVERY:</b> University of Worcester, statutory and non-statutory placement providers
8	<b>MODE OF ATTENDANCE:</b> Full-time
9	<b>UCAS CODE:</b> BSc (Hons) Adult B740 BSc (Hons) Children's B730 BSc (Hons) Mental Health B760
10	<b>SUBJECT BENCHMARK STATEMENT AND/OR PROFESSIONAL BODY STATEMENT:</b> QAA (2001) Health Care Programmes: Nursing Nursing and Midwifery Council (2010) Standards for Pre-Registration Nursing Education
11	<b>DATE OF PROGRAMME SPECIFICATION PREPARATION/REVISION:</b> September 2013, rev July 2014, August and October 2014 (Regulations), revised November 2015 (regulations and minor amendments)

**12 EDUCATIONAL AIMS OF THE PROGRAMME**

This dynamic and creative Pre-Registration BSc (Hons) Nursing programme has been developed in response to the *Nursing and Midwifery Council (NMC 2010) Standards for Pre-Registration Nursing Education* and *DH (2008) High Quality Care for All: NHS Next Stage Review Final Report (Darzi Report)*. It acknowledges that nursing is a practice-based, academic and professional discipline. At its core is the principle of transformational learning, supporting students to become proactive at delivering high quality care in diverse, rapidly changing, complex healthcare environments across the health-illness continuum.

This programme aims to:

1. Develop nurses who are fit for practice and purpose and who are equipped to respond to a changing healthcare context
2. Ensure that students develop the knowledge and skills required to meet the essential health needs of all patient groups; additionally to ensure that students develop the specific in-depth knowledge and skills to meet the more complex health needs of people from their chosen field of practice
3. Ensure the public are safeguarded by facilitating the development of responsible, accountable and autonomous professionals, who practice according to the *NMC (2008) The Code: Standards of conduct, performance and ethics for nurses and midwives*
4. Develop the attitudes, values and technical abilities that underpin safe, person-centred, evidence-based and effective nursing practice and interventions
5. Provide opportunities through the integration of theory and professional practice for students to achieve the *NMC (2010) Section 2: Standards for Competence* (generic and field specific) to enable registration on Part 1 of the NMC register as a Registered Nurse- Adult, Children's or Mental Health
6. Promote an ethos of partnership working effectively with other health and social care professionals, service users, carers and their families
7. Develop critically reflective practitioners, with the ability to utilise contemporary knowledge, research and evidence to underpin professional practice
8. Develop leadership skills which promote and sustain change and allow effective management of high quality and equitable care and service provision

9. Reflect the University of Worcester Learning, Teaching and Assessment Strategy to facilitate a personally and professionally rewarding student learning experience, that is academically and practically worthwhile and meets the varied needs of students, the NHS, other employers and the public

### **13 INTENDED LEARNING OUTCOMES AND LEARNING, TEACHING AND ASSESSMENT METHODS**

The programme and module learning outcomes have been developed in accordance with University's [Curriculum Design Policy](#), and the University's [Guidance on writing learning outcomes and developing assessment criteria](#).

Learning, teaching and assessment occurs across academic and practice-learning environments, utilising a flexible, blended, integrative approach. It aims to create an inclusive, challenging and transformational learning experience. Both traditional and innovative strategies are employed to meet the diverse learning needs of students. A student-focused approach has been adopted, aligning learning outcomes with learning, teaching and assessment strategies focusing on the essential learning students need to achieve. Students in the early stages of the programme are given more direction and support to empower them to become more autonomous and self-directed as the programme progresses.

The programme adopts a spiral curriculum, utilising the four domains of the NMC (2010):

- Professional values
- Communication and interpersonal skills
- Nursing practice and decision making
- Leadership, management and team working

These themes are revisited in the generic, practice learning and field of practice modules to allow students to comprehensively acquire the NMC Standards for Competence within the context of their chosen field of practice. The achievement of these competencies is supported by the integration of the essential skills clusters, particularly, but not solely within the practice learning modules.

*Please see annex 1 of mapping document for mapping of programme aims and intended learning outcomes to the modules.*

#### **KNOWLEDGE AND UNDERSTANDING:**

- Critically examine the structure and function of the human body across the life-span and analyse its application to nursing practice and health promotion
- Apply knowledge from life, behavioural and social sciences to health, well-being, ill-health, disability, development, ageing and death
- Recognise and respond appropriately to common physical and mental health problems across diverse populations
- Recognise and respond appropriately to complex and co-existing health needs of people from chosen field of practice
- Evaluate legal and ethical frameworks and their application to nursing and healthcare practice
- Evaluate and reflect upon the impact and application of policy and practice at a local and national level
- Critically reflect upon the nature of contemporary professional nursing practice
- Apply a knowledge of research theory to professional healthcare practice

#### **EXAMPLES OF LEARNING, TEACHING AND ASSESSMENT METHODS USED:**

- The construction of a unified, integrated and mandatory programme consisting of generic, field of practice and practice learning modules, producing a consistent yet flexible curriculum design
- Opportunities for shared learning across the fields of practice within the generic modules and field of practice modules offer opportunities to study with students from their chosen field of practice.
- Opportunities for inter-disciplinary learning and working in shared workshop style conference days and in the practice learning environment
- Contributions by service users, carers, the inter-disciplinary and multi-agency team

- The use of structured lecturers, seminars, case studies, directed study, group work including scenario, problem and enquiry based learning, group and individual tutorials, with the additional support of e-learning strategies using the virtual learning environment
- Opportunities to achieve European (EU) Directive 2005/36/EC, through the generic modules, practice learning experiences, inter-disciplinary learning and working conference days and through the use of the Values Exchange to develop a professional value base across a range of clinical situations and client groups
- Integration of theory to professional practice
- Opportunity to complete a sustained piece of individual work which critically reflects upon, analyses and explores the evidence base of an aspect of professional practice relevant to the students field of practice
- Opportunity to complete a range of formative and summative assignments including essays, presentations, exams, posters and Objective Structured Clinical Examinations (OSCE), offering an element of student choice, with subsequent formative and summative written and oral feedback
- Opportunity to use Pebble Pad to support personal professional profile development

#### **COGNITIVE AND INTELLECTUAL SKILLS:**

- Apply critical thinking skills to devise and sustain coherent arguments and conclusions
- Apply analytical and problem-solving skills to promote individual and shared decision-making in complex and unpredictable contexts
- Use up to date knowledge, research and evidence and apply to practical and theoretical work
- Appreciate the uncertainty, ambiguity and limits of knowledge
- Critically evaluate arguments, assumptions, abstract concepts and data to make judgements and frame appropriate questions to achieve a solution to a problem
- Apply methods and techniques learned to review, consolidate, extend and apply their knowledge and understanding to initiate and complete an autonomous study, which critically evaluates an aspect of professional practice, incorporating a critical ethical dimension

#### **EXAMPLES OF LEARNING, TEACHING AND ASSESSMENT METHODS USED:**

- The consistent application of the University's [Guidance on writing learning outcomes and developing assessment criteria](#) to encourage the development of critical, analytical, reflective and evaluative skills
- Embedding study skills within the programme, especially at level 4 and through the induction programme
- Students with diverse needs are supported both in practice and academic environments by a disability support lecturer and their academic tutor
- High levels of student contact during the first year providing student-centred support, facilitating and empowering students to become increasingly self-directed and autonomous as the programme progresses and contact teaching time decreases
- Protected learning time during practice learning experiences, with students always being supernumerary
- Progress from fully supervised practice-based learning to opportunities for indirect supervision as experience in the practice learning environment progresses, providing students with the opportunity to manage a small case load of service users
- Generic modules embedding research skills and the application of evidence to professional practice
- Modules which focus on problem-solving and critical thinking in professional practice
- Opportunity to complete an autonomous study using research skills to critically evaluate professional practice
- Complete a range of written, oral and creative assessment strategies, both formatively and summatively
- Opportunities for practice learning experiences in a range of hospital and community based settings, providing opportunity to develop individual and shared decision-making skills in a range of professional care settings

**PRACTICAL SKILLS RELEVANT TO EMPLOYMENT:**

- Critically reflect upon the practical and technical skills required to practice autonomously to provide safe, effective and accountable nursing practice
- Recognise and appropriately apply the *NMC (2010) Essential Skills Clusters* to their chosen field of nursing practice across a range of contexts
- Meet the essential care needs of all patient groups and the complex and co-existing care needs of people from their chosen field of practice
- Use therapeutic principles to engage and maintain professional caring relationships based on dignity and respecting human rights
- Maintain clear, accurate and complete records
- Recognise and respond to limitations in competence and acknowledge when clinical decisions require specialist knowledge
- Demonstrate comprehensive, systematic nursing assessment skills
- Plan, deliver and evaluate safe, competent, person-centred care across a variety of settings, responding to individual differences, diverse capabilities and needs
- Engage in partnership working with service users, carers, families and the wider inter-disciplinary, multi-agency team
- Safeguard children and adults from vulnerable situations and protect from harm
- Apply leadership and management skills to co-ordinate, manage and deliver effective nursing care and quality service provision, including risk management
- Evaluate nursing and healthcare practice to promote and sustain change
- Use clinical judgement in the provision of care to enable people to improve, maintain or recover health
- Encourage health promoting behaviours and promote equitable access to services
- Critically analyse a full range of interventions including up to date technological advances and medicines management

**EXAMPLES OF LEARNING, TEACHING AND ASSESSMENT METHODS USED:**

- Mandatory practice learning modules equating to 50% of the credit for the programme each year. Assessed via an Assessment of Practice Learning document, incorporating the NMC progression criteria, standards for competence and essential skills clusters
- The Assessment of Practice Learning document provides an on-going record of progression and achievement across the three years of the programme
- Involvement of service users and carers in the delivery of the programme and the assessment of practice where appropriate
- Opportunities for simulated learning including role play, 'hands on' practical skills sessions using a range of simulation manikins, video recording and playback. Formative feedback on performance is provided to facilitate safe and effective support for essential skills development, in state of the art simulation suites, replicating hospital and community practice learning environments
- Formative and summative use of OSCE
- The use of scenario-based learning strategies
- Students are supernumerary and are supported and supervised, either directly or indirectly in practice by appropriately educated mentors, sign-off mentors, practice facilitators and where appropriate other professionals
- Zoned academics attend a tripartite meeting at the formative intermediate interview in practice, providing student-centred educational support, exploring students learning experiences and opportunities and strengthening the integration of theory with practice, with the focus on the students theoretical knowledge and application
- Practice learning experiences in a range of hospital and community settings, including flexible placements using a 'hub and spoke' design to maximise the learning opportunities offered by diverse and non-traditional settings
- Interactive electronic learning packages, particularly Authentic World for the development of numeracy for medicines management
- Opportunities for inter-disciplinary learning in the practice learning environment

- Opportunities for an international or national elective placement
- Theory and practice modules are fully mapped to the *NMC (2010) Standards for Competence and Essential Skills Clusters*, ensuring all students have ample opportunity to meet both generic and field specific competencies
- Flexible, creative assessment strategies which facilitate the development of students educational skills to promote health and well-being
- A 12 week placement at the end of the programme to provide opportunity to consolidate knowledge and skills to become a confident and competent practitioner
- Induction at the start of each new practice learning experience to identify individual learning needs
- Facilitated feedback sessions providing opportunity to reflect on experiences in practice, to share best practice and to debate, evaluate and consolidate learning experiences

**TRANSFERABLE/KEY SKILLS:**

- Critically appraise and value a full range of effective interpersonal, communication and negotiation skills
- Acquire and apply numeracy and information technology skills for safe patient care
- Recognise own values, principles and assumptions and develop self-awareness
- Establish a non-judgemental and anti-discriminatory attitude, which is sensitive to the values and interests of others, respecting their contribution
- Respond to feedback to develop and improve learning
- Use a range of strategies to communicate information and ideas, problems and solutions to both specialist and non- specialist audiences
- Critically apply reflective and reflexive skills that foster a commitment to lifelong learning and continuing professional development
- Exercise autonomy and personal responsibility for own professional practice and learning

**EXAMPLES OF LEARNING, TEACHING AND ASSESSMENT METHODS USED:**

- Assessments both formative and summative offering a range of opportunities to develop communication skills, verbally, visually and written, to a range of audiences
- Opportunities to take part in self and peer assessment
- Opportunities to complete group assessments, including presentations
- Communication skills, negotiation and professional and ethical values embedded in the programme
- Use of Values Exchange during year one generic module, to facilitate self-awareness of values and beliefs in relation to diverse service user groups
- Feedback provided verbally or in writing on all formative, summative and practice-based assessments
- Opportunities for peer group and whole class discussions
- Reflective assignments and opportunity to maintain a personal professional profile, as an e-portfolio on Pebble Pad, incorporating reflective and reflexive practitioner approaches
- Academic tutorial support fostering personal, professional and academic development
- Online numeracy and pharmacology packages - Authentic World via the virtual learning environment
- Use of electronic submission of assignments in some modules, use of Pebble Pad for personal professional profile development, use of virtual learning environment to support all modules and practice-based learning information, use of student SOLE page to access all student course information, online resources and summative feedback
- Students can develop their professional responsibility for evaluating their study experiences and the extent to which their learning needs are being met by completing online theory and practice learning module evaluations and by evaluating their practice learning experiences
- Self-management skills via the meeting of assignment deadlines and working flexible shift patterns to meet practice learning environment requirements, including 24 hour and 7 day care
- Elements of student assessment choice in some field of practice modules



- Opportunity to complete an independent study at level 6

#### 14 ASSESSMENT STRATEGY

The programme seeks to meet the assessment requirements of the [University's Assessment Policy](#) and the *Nursing and Midwifery Council (2010) Standards for Pre-Registration Nursing Education*.

- Assessment is designed to provide students with opportunities to demonstrate their practical, technical, academic and professional progress and achievement in theory and practice throughout the programme. Both formative (informal and developmental) and summative (formal) assessment strategies are incorporated
- A flexible, student-centred combination of traditional, diverse and innovative assessment activities are utilised enabling students to develop the skills of higher education and those needed for future employment as a registered nurse
- All summative assessment is constructively aligned to the modular learning outcomes and reflects the academic level of study. They promote movement from dependence to autonomy, culminating in the completion of a sustained piece of independent work on a professional issue relevant to their chosen field of practice
- Academic assessment facilitates the integration of theory with professional practice, many draw upon practice learning experiences or utilise a scenario-based approach
- While assessment strategies differ slightly across the field of practice modules, a cross programme approach has been developed to ensure that students have parity of assessment workload
- In response to feedback from the TESTA project (Jessop 2010 *Transforming the Experience of Students Through Assessment - Phase One Project Report*), assessment used at level 4 provides students with opportunities to practice the academic skills required across the programme. Additionally, to ensure a student-centred, flexible approach several of the field of practice modules offer an element of choice of assessment strategy to allow students to develop confidence in the assessment process
- Summative assessment activities include essays, exams – seen and unseen, individual and group presentations, including posters, OSCE, scenario-based activities. While innovation and creativity of assessments is encouraged, this is within the context of a defined range of assessment strategies providing students with opportunities to master the skills of assessment
- Formal guidance is provided for all assessment activities whether formative or summative. For summative assessments a comprehensive assignment brief is provided containing explicit assessment criteria, aligned to the learning outcomes clearly indicating what students need to do to complete the assessment successfully, utilising marking criteria benchmarked to [UW grade descriptors](#)
- Formative assessment is an important feature across the programme and the teaching team believe it has a fundamental role to play in student learning and development. Students are strongly advised to engage with all formative assessment. It provides students with regular feedback on their progress, to allow them to self-assess their achievement. Furthermore it is aligned to summative assessments, increasing student confidence in achieving the modular learning outcomes. A range of formative strategies are utilised including self-directed, e-learning and in-class activities. Within the generic modules formative assessment also supports the student's achievement of the EU Directive 2005/36/EC, particularly through the use of the Values Exchange, a web-based programme
- Throughout the programme students are supported to maintain a formative personal professional profile developed using Pebble Pad and incorporating personal professional development planning, which is shared throughout the programme with the student's academic tutor. It is expected that the personal professional profile will form the basis of the profile, which is a NMC requirement for registered nurses
- Theoretical assessments are pre-planned across the students programme to ensure students are not normally required to submit these during practice learning experiences
- Given the professional requirements of the course and the need to safeguard the public where an allegation of cheating in academic assignments is upheld or where a student's attitude or conduct causes concern the [University's Fitness to Practise Procedures](#) will be invoked

*Mapping of assessment strategies to modules can be found in the course handbook.*

#### **ASSESSMENT OF PROFESSIONAL PRACTICE**

- Assessment of practice learning is facilitated by an Assessment of Practice Learning document, providing opportunities for the formative and summative assessment of practice learning across the three years of the programme. It provides an ongoing record of progression and achievement across the programme
- It utilises NMC progression criteria, developed and adapted to be used as progression outcomes to be achieved across each year of the programme. The progression outcomes are mapped to the NMC domains and incorporate essential skills clusters, to aid the development and achievement of the outcomes
- The assessment of practice document also provides opportunity for the student to demonstrate alternative field of practice, EU Directive experiences and inter-disciplinary learning and working
- Assessment of Practice Learning documentation has been aligned to the practice modules learning outcomes, which are written to reflect the level of study. The assessment of practice learning is pass/fail only in years one and two and the first semester of year 3 and does not contribute to the classification of the Honours degree awarded.
- The final practice learning module, PRNP3002 incorporates the submission of a piece of critically reflective, evidence-based work, selected from the students Pebble Pad e-portfolio. While achievement of the progression outcomes within the Assessment of Practice Learning document remains pass or fail, the reflection will be graded; the 2 elements are non-compensatory and both must be passed to be successful on this module. This final practice module contributes to the classification of the Honours degree awarded
- In line with NMC requirements medicines management and numeracy testing, is attached to practice learning modules and has a pass mark of 80% in years one and two and 100% in year three. While the assessment is performed via Authentic World software, it is integrated into the Assessment of Practice Learning document. Student will not be permitted to pass practice learning modules PRNP1002/2002/3002 without evidence of achievement of the required numeracy assessment. Students will additionally be expected to competently manage medicine calculations within the practice learning environment
- Students are provided with opportunities for repeated formative assessment of numeracy skills via Authentic World, for students struggling to meet the required level of numeracy; support from the module team, practice mentor and the University study skills sessions exist
- All students are allocated an appropriately trained mentor to support their practice-based learning, additionally for their final placement they are allocated a sign-off mentor from their chosen field of practice, with allocated time for the role
- All mentors and sign-off mentors will have undergone a formal period of preparation and are required to attend regular updates as per the requirements of *NMC (2008) Standards to Support Learning and Assessment in Practice*
- While the primary responsibility for student assessment rests with the practice mentor, tripartite arrangements involving a practice-based relationship between students, mentors and a zoned academic linked to the setting. This relationship is formalised through a tripartite meeting at the formative intermediate interview. They promote robust and consistent arrangement for the assessment of practice learning
- Formative assessment is integral to and supports summative assessment of practice learning and therefore it must be completed. It involves initial and intermediate interviews, which facilitate the development of a focused action plan to assist students to achieve the required level of skill, competence and professional behaviour. Additional formative opportunities within the practice learning modules include simulated learning and OSCE
- Summative assessment of practice learning occurs every semester, with formal progression points at the end of year one and year two

*Further details on the assessment of practice can be found in the course handbook.*

#### **15 PROGRAMME STRUCTURES AND REQUIREMENTS**

The programme meets the requirements of the *NMC (2010) Standards for Pre-Registration Nursing Education* and incorporates guidance from the University's [Principles and Guidance for Design of Undergraduate Courses in the URF](#)

The BSc (Hons) Nursing is a single coherent programme, with adult, children's and mental health field of practice pathways.

It provides a three year, full-time, unified, integrated and mandatory programme consisting of generic, field of practice and practice learning modules from level 4 to level 6. It provides equity of student experience across the different fields of practice, whilst offering maximum student flexibility.

A spiral curriculum utilising the four domains of the NMC (2010) as themes evident in all modules. These are developed across the programme, progressing from broad, generic, essential content to complex, in-depth and increasingly field specific content.

It complies with NMC requirements of 50% theory and practice throughout, providing students with the opportunity to complete 2300 hours theory and 2300 hours practice learning, with one week of simulated learning incorporated into each practice learning module, equating to a maximum of 225 practice hours utilised for simulated learning. Furthermore, it provides opportunity for students to gain an appreciation of 24 hour, 7 day a week care.

#### PROGRAMME HOURS

YEARS	THEORY	PRACTICE	OTHER
<b>ONE</b>	21 weeks	21 weeks	3 Professional Development (PD) weeks 7 holiday weeks
<b>TWO</b>	24 weeks	18 weeks	3 PD weeks 7 holiday weeks
<b>THREE</b>	18 weeks	24 weeks	3 PD weeks 7 holiday weeks
<b>TOTALS</b>	63 weeks + 4.5 PD weeks <b>2531.25 hours</b>	63 weeks + 4.5 PD weeks <b>2531.25 hours</b> (including 225 hours simulation)	

2 theory weeks used each year for introduction to theory of practice learning

In line with NMC requirements students are required to evidence all practice learning hours including simulation, sickness and absence, with hours lost needing to be 'made-up'. These are recorded on record of attendance sheets and entered onto the student's education record.

Equal weighting exists between learning in theory and practice.

All modules have been developed to facilitate achievement of the NMC standards for competence (generic and field specific) and essential skills clusters.

Within the practice learning modules the NMC progression criteria, standards of competence and essential skills clusters have been used to develop learning outcomes that can be met in a diverse range of hospital and community based practice learning setting.

In line with NMC requirements practice learning progression points exist at the end of year one and year two.

Theory progression points occur concurrently to practice progression points; as students progress from year one, level 4 to year two level 5 and then to year three level 6 study.

Students will have a four week continuous period of practice learning prior to progression points at the end of year one and two.

There is a period of continuous practice-based learning of 12 weeks in the final semester of the programme. This enables students to consolidate practice learning and allows sign-off mentors to make



safe judgements regarding the achievement of the required standards of competence for safe and effective practice for entry to the NMC Register.

The programme provides opportunities for students to engage with service users and their families, during practice learning, but also when appropriate as part of the learning, teaching and assessment strategy.

Opportunities exist for students to experience shared learning with nursing students from all fields of practice in the generic modules.

The programme offers opportunities for inter-disciplinary learning and working during practice learning and more formally through the development of pre-planned workshop style, conference days integrated twice yearly into the programme planner.

The programme incorporates the requirements for EU Directive 2005/36/EC, these are mapped to the generic modules and through opportunities to experience alternative field of practice experiences through the use of 'hub and spoke' practice learning experiences.

Opportunities exist for simulated learning in state of the art simulation suite, utilising a wide range of simulation manikins of various degrees of complexity from basic models to high fidelity patient simulators.

Professional development weeks provide students with the opportunity to consolidate their learning experiences and where necessary for reassessment of any outstanding academic or practice learning assessments.

The programme incorporates opportunities for an international or national elective practice learning experience in year three semester one, with the opportunity for either a formative four week experience or a summative 12 week experience.

Changes to field of practice may be possible until the end of the first year, dependent upon a vacancy being available.

Opportunities are available for APL, but where this is permitted all programme requirements must be met in full including EU directives either via accredited learning or as part of the programme (see section 18 for further information on APL).

Opportunities exist for students to suspend their studies by temporarily withdrawing if required; including the opportunity for students to take maternity leave, but in accordance with the requirements of the [Taught Courses Framework](#) full-time programmes must be completed within six years including interruptions.

Where students leave the programme early they will be provided with a transcript of their theoretical and practice learning achievements and where applicable intermediate awards are available, depending upon credit achieved. Opportunities also exist for credit transfer to other undergraduate programmes of study at the University of Worcester.

**TITLE: BSC (HONS) NURSING**

LEVEL 4						
MODULE CODE	MODULE TITLE	CREDITS (Number)	STATUS (Mandatory (M) or Optional(O))			PREREQUISITES (Code of Module required)
			ADULT	CHILDREN'S	MENTAL HEALTH	

PRNG1001	Foundations of contemporary nursing and healthcare	30	M	M	M	None
PRNA1001	Introduction to adult nursing	30	M			None
PRNC1001	Introduction to the child and family with health and social care needs	30		M		None
PRNM1001	Introduction to the role and function of the mental health nurse	30			M	None
PRNP1001	Practice learning 1	30	M	M	M	None
PRNP1002	Practice learning 2	30	M	M	M	None

#### **BSc (HONS) NURSING (ADULT, CHILDREN'S OR MENTAL HEALTH) REQUIREMENTS AT LEVEL 4**

The double generic module PRNG1001 Foundations of contemporary nursing and healthcare is mandatory for all fields of practice and runs across the academic year

The double practice learning modules PRNP1001, PRNP1002 are mandatory for all 3 fields of practice, with PRNP1001 running in semester 1 and PRNP1002 running in semester 2

PRNA1001 Introduction to adult nursing is a mandatory double module for the adult field of practice running across the academic year

PRNC1001 Introduction to the child and family with health and social care needs is a mandatory double for the children's field of practice running across the academic year

PRNM1001 Introduction to the role and function of the mental health nurse is the mandatory double module for the mental health field of practice running across the academic year

<b>LEVEL 5</b>						
<b>MODULE CODE</b>	<b>MODULE TITLE</b>	<b>CREDITS (Number)</b>	<b>STATUS (Mandatory (M) or Optional(O))</b>			<b>PREREQUISITES (Code of Module required)</b>
			<b>ADULT</b>	<b>CHILDREN'S</b>	<b>MENTAL HEALTH</b>	
PRNG2001	Developing nursing competency	30	M	M	M	Subject to progression points
PRNA2001	Assessing the adult with healthcare needs	15	M			Subject to progression points
PRNA2002	Implementing adult nursing care	15	M			Subject to progression points
PRNC2001	Assessment of the child and family with health and social care needs	15		M		Subject to progression points
PRNC2002	Implementation of nursing care for the child and family with health and social care needs	15		M		Subject to progression points
PRNM2001	Planning and implementing mental health nursing care	15			M	Subject to progression points

PRNM2002	Psychosocial intervention skills in mental health nursing	15			M	Subject to progression points
PRNP2001	Practice learning 3	30	M	M	M	Subject to progression points
PRNP2002	Practice learning 4	30	M	M	M	Subject to progression points

### BSc (HONS) NURSING (ADULT, CHILDREN'S OR MENTAL HEALTH) REQUIREMENTS AT LEVEL 5

The double generic module PRNG2001 Developing nursing competency is mandatory for all fields of practice and runs across the academic year

The double practice learning modules PRNP2001, PRNP2002 are mandatory for all 3 fields of practice, with PRNP2001 running in semester 1 and PRNP2002 running in semester 2

PRNA2001 Assessing the adult with healthcare needs and PRNA2002 Implementing adult nursing care are mandatory single modules for the adult field of practice, with PRNA 2001 running in semester 1 and PRNA2002 running in semester 2

PRNC2001 Assessment of the child and family with health and social care needs and PRNC2002 Implementation of nursing care for the child and family with health and social care needs are mandatory single modules for the children's field of practice, with PRNC2001 running in semester 1 and PRNC2002 running in semester 2

PRNM2001 Planning and implementing mental health nursing care and PRNM2002 Psychosocial intervention skills in mental health nursing are mandatory single modules for the mental health field of practice, with PRNM2001 running in semester 1 and PRNM2002 running in semester 2

LEVEL 6						
MODULE CODE	MODULE TITLE	CREDITS (Number)	STATUS (Mandatory (M) or Optional(O))			PREREQUISITES (Code of Module required)
			ADULT	CHILDREN'S	MENTAL HEALTH	
PRNG3001	Independent Study	30	M	M	M	Subject to progression points
PRNA3001	Managing and evaluating adult healthcare	30	M			Subject to progression points
PRNC3001	Managing and evaluating children and families complex health and social care needs	30		M		Subject to progression points
PRNM3001	Managing and evaluating complex, diverse mental health nursing needs	30			M	Subject to progression points
PRNP3001	Practice learning 5	30	M	M	M	Subject to progression points
PRNP3002	Practice learning 6	30	M	M	M	Subject to progression points

## **BSc (HONS) NURSING (ADULT, CHILDREN'S OR MENTAL HEALTH) REQUIREMENTS AT LEVEL 6**

The double generic module PRNG3001 Independent study is mandatory for all fields for practice and runs across the academic year

The double practice learning modules PRNP3001, PRNP3002 are mandatory for all 3 fields of practice, with PRNP3001 running in semester 1 and PRNP3002 running in semester 2

PRNA3001 Managing and evaluating adult healthcare is a mandatory double module for the adult field of practice running across the academic year

PRNC3001 Managing and evaluating children and families complex health and social care needs is a mandatory double for the children's field of practice running across the academic year

PRNM3001 Managing and evaluating complex, diverse mental health nursing needs is the mandatory double module for the mental health field of practice running across the academic year

All modules must be successfully passed to be eligible for the award of BSc (Hons) Nursing (Adult, Children's, Mental Health) and Registration with the NMC.

BSc (Hons) Nursing award cannot be made separately to Registration with the NMC.

The award of Registered Nurse is contingent upon the Programme Lead confirming the students' good health and character in support of their self-declaration.

### **16 QAA AND PROFESSIONAL ACADEMIC STANDARDS AND QUALITY**

The BSc (Hons) Nursing programme responds to a range of quality academic and professional frameworks.

The learning outcomes for generic, field of practice and practice learning modules at each level have been constructed in accordance with the *QAA Framework for HE Qualifications*, with learning becoming progressively more challenging, moving from broad generic concepts to a more in-depth knowledge allowing decision-making in complex and unpredictable circumstances. The aims and intended learning outcomes of the course comply with the *Framework* descriptor for a Bachelors degree with Honours and the *Framework for Qualifications of the European Higher Education Area* requirements for completion of a first cycle award.

The programme meets the *NMC (2010) Standards for Pre-Registration Nursing Education* requirements for standards for competence (generic and field specific), standards for education including safeguarding the public, equity and diversity, selection, admission, progression and completion, support for students and educators, structure, design and delivery of programmes, practice learning opportunities, outcomes, assessment, resources and quality assurance.

It also meets EU directive 2005/36/EC requirements and the *NMC (2010) Essential Skills Clusters* requirements in relation to care, compassion and communication, organisational aspects of care, infection prevention and control, nutrition and fluid management and medicines management.

*Please see mapping document for the following:*

Annex 2 - mapping of modules to the *NMC (2010) Section 2: Standards of Competence*

Annex 3 - mapping of modules to the *NMC (2010) Essential Skills Clusters*

Annex 4 - mapping of modules to EU directive 2005/36/EC

While *QAA (2001) Health Care Programmes: Nursing* has been used as a benchmark for the development of the programme, it is acknowledged that this is now dated and *QAA (2009) Scottish subject benchmark statement: Nursing* has served as an additional source of reference.

The course has a 50% practice-based learning requirement. These aspects of the programme incorporate the requirements of the *Code of Practice for the Assurance of Academic Quality and Standards in Higher Education - Section 9: Work-based and Placement Learning (QAA 2007)* and the [quality standards for work-based and practice learning](#).

In addition, the programme has taken account of national, professional and quality drivers including *NHS Institute for Innovation and Improvement (2009) High Impact Actions for Nurses and Midwives* and others which are particularly pertinent to child health and mental health, for children's nursing *CWDC (2010) The Common Core of Skills and Knowledge for Everyone Working with Children and Young People*. For mental health *DH (2004) The Ten Essential Shared Capabilities: A Framework for the Whole of the Mental Health Workforce*.

## **17 SUPPORT FOR STUDENTS**

Student support is a central component of the nursing programme and is available from within the Academic Unit of Nursing, Midwifery & Paramedic Science, the Institute of Health and Society and from the wider University

### **PRE-PROGRAMME SUMMER/WINTER SCHOOL**

Prior to commencing the programme, students are invited to attend a summer/winter school, which focuses on introducing students to learning and teaching at University and to the nursing programme. Additionally, it facilitates meeting fellow students and provides an opportunity to familiarise themselves with the university.

### **INDUCTION**

There is a comprehensive induction programme for both theory and practice. The first week of the programme provides students with opportunity to meet the other students, the teaching team, including practice facilitators and their academic tutor. Sessions exist on introducing students to the principles of learning and teaching in higher education, introduction to information and learning systems including library resources, an introduction to student services, the student union and professional and representative bodies.

### **PERSONAL ACADEMIC TUTORS**

Academic tutoring is at the heart of supporting students personally, professionally and academically. The programme team believe that the Personal Academic Tutor system is fundamental to student success. All students are allocated a Personal Academic Tutor from within the pre-registration nursing team of lecturers; this will normally be a registered nurse from the same field of practice. In the first and third year 3 mandatory group tutorials are pre-planned each year to facilitate sharing of experiences and provision of general professional and academic development. Additionally, students are required to arrange a minimum of one individual academic tutorial each year.

During the second year students are expected to arrange individual tutorials with the expectation that all students will have an end of the semester tutorial.

Increasing the focus of the tutorials will be on personal professional development planning <http://www.worc.ac.uk/adpu/689.htm> and reviewing progress and achievement in theory modules and the practice learning environment.

Students are advised to maintain regular contact with their Personal Academic Tutor, with email being the communication tool of choice. All tutorial contact is recorded in writing, with a copy made available for the student.

While it is unlikely; a student may request a change of Personal Academic Tutor (or vice versa).

### **DISABILITY AND DYSLEXIA SUPPORT**

The University has a [Diversity and Equality Policy](#) and does not discriminate directly or indirectly in the admission, progress and assessment of students. The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. Additionally the University's [Assessment arrangements for disabled students](#) sets out policy, procedures and guidance to ensure that disabled students are not discriminated against in relation to assessments.

The Academic Unit of Nursing, Midwifery & Paramedic Science has a disability lecturer who ensures during induction that students are aware of screening, assessment and support procedures. Students



are provided with opportunity to discuss their learning differences between the theory and practice components of the course to allow appropriate strategies to be implemented. Meeting the needs of a nursing student with a disability requires a balancing of creative reasonable adjustments and support strategies within a context of professional regulation and competency, reasonable adjustments and support strategies must be professionally acceptable and ensure patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and address patient safety.

### **STUDY SKILLS SUPPORT**

Developing effective study skills are an essential element in achieving academic success. [Study Skills Advice Sheets](#) have been developed to assist students to plan and carry out coursework, assessments and examinations.

[Study Skills Workshops](#) are free sessions open to all students on a self-referral basis on a range of topics including exam advice and essay writing.

The university provides a diverse range of study skill support including maths support, a writer in residence, online support for students returning to study, referencing and support for international students including the language unit, which will provide support for students written work where their first language is not English.

### **PROGRESSION AND ACHIEVEMENT**

Year one, two and three Progression Leads and the Programme Lead carefully monitor student progression and achievement on the programme to facilitate early intervention strategies to support students struggling to make satisfactory progression.

### **INDEPENDENT STUDY SUPPORT**

All students complete a level 6 independent study. Students are supported in this via the module leader and an independent study supervisor, usually from the students chosen field of practice. The University provides further information and support online at the [Independent Study Resource](#)

### **STUDENT SERVICES**

Student Services provides a range of non-academic support to students including:

- Careers advisory service
- Chaplaincy
- Counselling and mental health advice and support
- Disability and dyslexia service
- Community development and residential support
- Student well-being centre
- Nursery
- Welfare and financial advice

### **PRACTICE LEARNING SUPPORT**

Prior to commencing their first practice learning experience, students have a practice induction, which includes professional responsibilities and expected conduct, introduction to practice learning assessment documentation and Trust policy and guidance. With additional practice induction occurring at the start of each practice learning experience.

Students are supernumerary and supervised while in the practice learning environment, with the practice mentor having primary responsibility for supporting and supervising learning experiences, either directly or indirectly.

During the final third year practice learning experience students are allocated an appropriately qualified sign-off mentor, who has a dedicated one hour per week for this role.

Students are expected to work 40% of their practice learning experience with their mentor, who will be have undergone a formal period of preparation for the role and are required to attend regular updates as per requirements of the *NMC (2008) Standards to support learning and assessment in practice*. They will be on the University's list of active mentors.

During 'spoke' experiences students are supported and supervised by appropriately educated practitioners, who may not be a nurse, but who will provide feedback on the students' performance to their mentor.

The practice learning and assessment process is further supported by:

- Practice facilitators/educators
- A zoned academic
- Work Based Learning Support Team
- Simulated learning opportunities

*Further details of practice learning support are available in the course handbook and Assessment of Practice Learning documentation.*

#### **ADDITIONAL COURSE INFORMATION**

All students are provided with a comprehensive course handbook and course planners. Module outlines and assessment briefs are provided for all modules of study and assessments. An Assessment of Practice Learning document covering the complete three years and a student/mentor guide to the Assessment of Practice Learning document are also provided.

Nursing notice boards are situated in the main university building and all students have access to a personal [SOLE](#) page, with a single sign-on to an email account, learning support, course information, life support, recreation and living. This includes links to Blackboard where there are dedicated nursing and midwifery pages. These are the main way in which both staff and students communicate with each other. A wide range of information and learning services are available to students including e-learning platforms including Blackboard, Moodle and Pebble Pad. Additionally students have access to IT, Media and library resources, including a dedicated subject librarian for health.

## **18 ADMISSIONS**

### **COMMISSIONS**

While the Health Education West Midlands commissions Pre Registration Nursing at the University of Worcester and numbers currently able to access the programme are strictly regulated through this process, opportunities exist for negotiations which may facilitate non-commissioned/ international students to access the programme.

### **ADMISSIONS POLICY FOR THE COURSE**

The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Admissions to nursing are made in line with the University's [Admissions Policy](#) and Diversity and Equality policies.

### **OVERVIEW OF NURSING RECRUITMENT:**



## **ENTRY REQUIREMENTS**

The following entry requirements apply: 5 GCSEs at Grade C or above, which must normally include English language and mathematics, equivalencies will be considered where appropriate including IELTS at a score of 7.0 or above, plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University web pages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University web pages or from the Registry Admissions Office (01905 855111).

#### **RECOGNITION OF PRIOR LEARNING (RPL)**

The University is committed to widening participation and RPL facilitates access to a diverse range of individuals, recognising their previous learning experiences. Opportunities exist for RPL of up to a maximum of 50% of the programme.

Usually RPL is considered on an individual basis and to this end the Institute of Health and Society has a senior lecturer, with primary responsibility for RPL procedures.

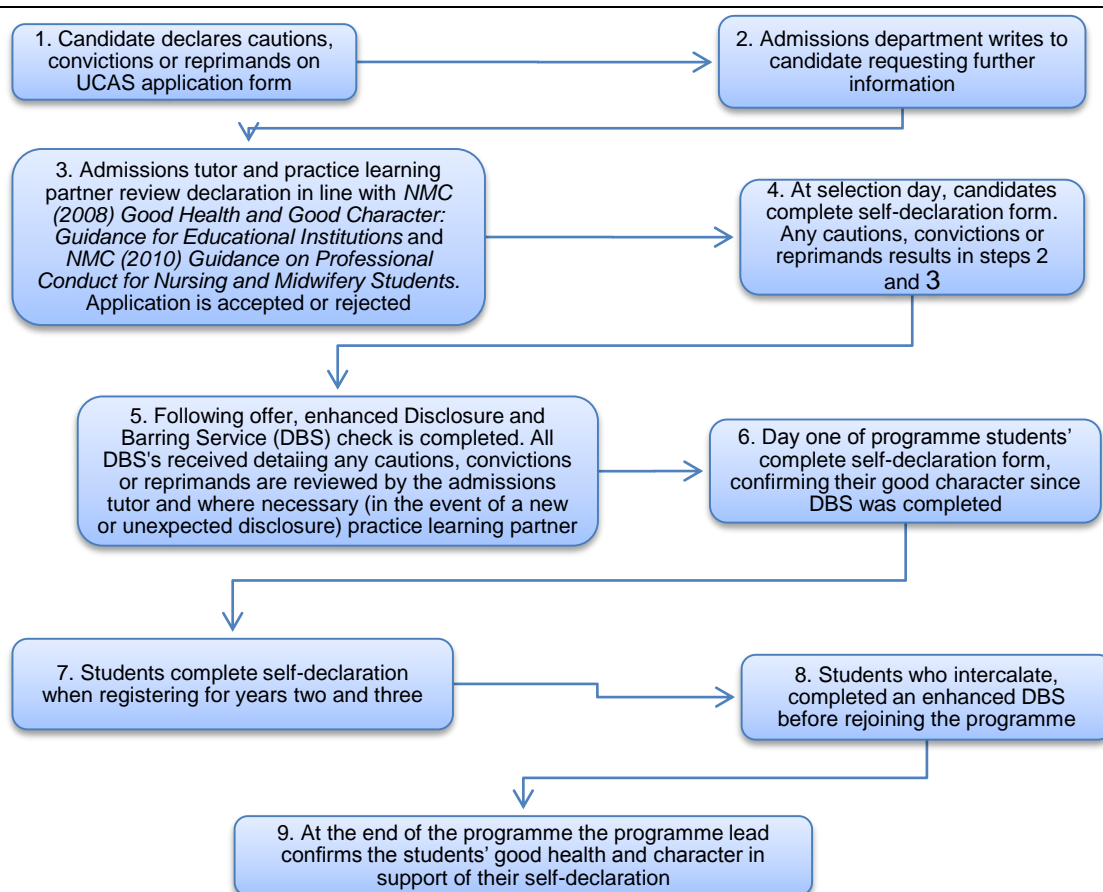
To further widen participation the Pre-Registration team and RPL advisor are working to provide a two year foundation degree for students who no longer meet the degree entry requirements, such as those with NVQ 3. This foundation degree will be mapped to the first year of the programme and completion of the foundation degree will provide eligibility to apply for a place directly into the second year of the programme.

With all RPL, students are also subject to all the other usual entry requirements and a successful interview, at which point they will be offered a place subject to a vacancy existing in their chosen field of practice.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

In addition, to the above, the *NMC (2010) Standard 3: Selection, Admission, Progression and Completion* specify professional entry requirements to determine good health and good character.

**PRE-REGISTRATION NURSING OPERATE THE GOOD CHARACTER FLOW CHART BELOW:**



Good health is determined through occupational health assessment, which is currently provided by an independent supplier.

#### ADMISSIONS PROCEDURES

All applications are received through University and College Application Service (UCAS):

#### COURSE CODES:

BSc (Hons) Adult Nursing: B740

BSc (Hons) Children's Nursing: B730

BSc (Hons) Mental Health Nursing: B760

#### ADMISSIONS/SELECTION CRITERIA

All applications received are scrutinised and short listed against set criteria which include both education and professional requirements:

- Applicant meets/working towards academic entry requirements
- Personal statement has a clear adult/children's, mental health focus
- Coherent and logical expression of ideas
- Reference
- Criminal cautions/convictions
- Residency

Candidates who meet the criteria for admission are invited to attend for a values based selection event.

The values based selection event involves multi mini interviews (MMI's) facilitated by the academic team, practitioners and service users, allowing candidates to demonstrate their understanding of their chosen field of practice, commitment to succeeding in nursing and suitability for the programme. In addition, all candidates are required to undertake literacy and numeracy testing as required by the NMC.

Academic, practice learning partners and service users/ carers are involved in the selection process, and in partnership, a selection decision is made against set criteria. These relate to the candidates performance in the MMI's. Each of these activities is mapped to the Chief Nursing Officer's 6 C's and rated 1-5; where 1 indicates considerable development is needed and 5 is excellent.

Academic and practice learning partners attend training in the principles of selection, anti-discriminatory behaviour and equal opportunities through the University or the practice partners employing institution.

Where a candidate is unsuccessful at interview they are offered written 'feedback' against individual performance and interview outcome. In some instances potential students may be advised to reapply at a later date or to seek further education.

Those students who meet all the criteria for entry and are successful at interview are offered a place, conditional upon satisfactory occupational health and Disclosure and Barring Service (DBS) screening.

Candidates are then invited to attend a 'getting to know you' day prior to programme commencement.

## **19 METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

An integrated range of strategies are used by the Pre-Registration Nursing team to monitor, evaluate and improve the quality and standards of learning and teaching:

- Health Education West Midland Education Commissioning for Quality annual review (ECQ) Annual evaluation report
- External examiner reports representing each field of practice, with external examiners having opportunity to visit practice learning environments and review Assessment of Practice Learning documents
- Annual self-assessment monitoring through earned autonomy by the NMC
- All practice learning environments have a current learning environment profile (LEP)
- An active mentor register is maintained with triennial review processes in place
- Informal midpoint and formal, anonymous online end of module evaluation by students. Module leaders provide a formal response and action plan which is available for current and future students to access via Blackboard
- Feedback sessions evaluating and reflecting on practice learning experiences occur within the practice learning modules. Formal opportunity to anonymously provide online evaluation of practice learning, which is shared with practice facilitators, zoned academics and mentors
- Practice placement panel, convened by the Programme Team moderates a selection of Assessment of Practice Learning documents each semester and reviews all practice fails to ensure practice-based learning principles have been applied
- Each cohort and field of practice has a student academic representative (StAR) provided with training for the role by the student union
- Course management committee meetings every semester, facilitated by the programme lead involving StAR's, academic and practice team members to allow ongoing monitoring and evaluation of the programme
- Quality steering group who oversee the quality aspects of the provision, including evaluations of theory and practice experiences and recruitment and retention issues
- Modifications to modules including assessment strategies are presented at the Institute of Health and Society's Institute Quality Committee
- Institute of Health and Society student forum
- Post examination board moderation providing opportunity to reflect on assessment activities, process and assessment marks of identified modules
- Mentor and practice facilitator involvement in the formal review and evaluation of existing provision and involvement in the development of the new curriculum, including being invited to complete an online web-based survey using Survey Monkey software



- Student involvement in the formal review and evaluation of existing provision and involvement in the development of the new curriculum, including being invited to complete an online web-based survey using Survey Monkey software and being on Institute committees
- Involvement of service users, carers and families from all fields of practice in learning, teaching and as applicable in assessment activities and formal review and evaluation of existing provision and involvement in the development of new curriculum
- Academic team engagement with the University's peer learning through observation scheme supported by an Institute of Health and Society peer learning champion
- Final year students complete the National Student Survey (NSS)
- The University and Institute of Health and Society Learning and Teaching Committees, together with the Academic Development and Practice Unit (ADPU) promote learning and teaching, through the provision of support and personal development opportunities for staff. This includes a programme of staff development seminars and when requested facilitates Institute/departmental staff development.
- Staff can also apply for monies to facilitate the completion of Learning and Teaching Projects – recent projects include a level 4 assessment principles project
- Higher Education Academy (NTFS) funded TESTA project (Transforming the Experience of Students through Assessment)
- Five of the Institute staff (three within Pre-Registration Nursing) hold University Teaching/Senior Teaching Fellowship Status, another holds National Teaching Fellowship status and several members of the team hold Fellowship status with the Higher Education Academy
- A Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA
- NMC and HEA teacher-accredited course available for new nurse academics, mentors and practice facilitators
- Several members of the academic team are external examiners and four members of the Institute staff are NMC reviewers
- Staff development activity – including clinically focused courses, doctoral level study, support with research, publications and conference presentations

## **20 REGULATION OF ASSESSMENT**

The programme operates under the [Taught Courses Framework](#) except where indicated below.

All modules must be successfully passed to be eligible for the award of BSc (Hons) Nursing (Adult, Children's, Mental Health) and Registration with the NMC.

BSc (Hons) Nursing award cannot be made separately to Registration with the NMC.

The award of Registered Nurse is contingent upon the programme lead confirming the students' good health and character in support of their self-declaration.

### **REQUIREMENTS TO PASS MODULES**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications
- The minimum pass mark is D- for each module, except practice learning modules PRNP1001, PRNP1002, PRNP2001, PRNP2002 and PRNP3001 which have a pass/fail grade only
- Students are required to submit all items of assessment in order to pass a module, and in all modules, a pass mark in each item of assessment may be required
- Some modules have attendance requirements, where these exist they will be documented in the module outline
- Practice learning modules require the student to complete a minimum of 80% attendance in the practice learning environment to successfully pass the module
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline and assignment brief and for practice learning

modules within the student/mentor guide to the Assessment of Practice Learning document

#### **SUBMISSION OF ASSESSMENT ITEMS**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances
- For full details of submission regulations see [Taught Courses Framework](#).

#### **RETRIEVAL OF FAILURE**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-
- If a student is unsuccessful in the reassessment, they have the right to retake the module unless the module is a practice learning module, where only one reassessment attempt is permitted
- Where a practice learning module is failed students will be offered an opportunity of a minimum of a 4 week placement to facilitate retrieval of the fail
- Failure in the original and reassessment opportunity of a practice learning module will result in withdrawal from the programme
- No student will be reassessed in practice more than 3 times throughout the whole programme. Failure in excess of this will lead to withdrawn from the programme

#### **REQUIREMENTS FOR PROGRESSION**

- Students at level 4 may be permitted to progress to level 5 when they have passed 120 credits at level 4, i.e. all modules.
- Students at level 5 may be permitted to progress to level 6 when they have passed 120 credits at level 5, i.e. all modules
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University
- Students who pass less than 120 credits but have submitted all items of assessment will be required to intercalate to retake modules
- A student who fails in the original and reassessment opportunity of a practice learning module will be withdrawn from the programme
- Where exceptional circumstances have prevented students from achieving all assessed outcomes from being achieved prior to the progression point between levels 4 and 5 and 5 and 6, the Examination Board may offer a student the opportunity to meet the outstanding outcomes within 12 weeks of progression to the next level of study. Failure to meet the outstanding outcomes within this period will result in withdrawal from the programme.

#### **REQUIREMENTS FOR AWARDS**

Minimum of 30 credits at level 4  
UNIVERSITY CERTIFICATE

End of year one  
120 credits at level 4  
CERTIFICATE OF HIGHER EDUCATION HEALTH AND CARE

End of year two  
120 credits at level four and 120 credits at level five  
DIPLOMA OF HIGHER EDUCATION HEALTH AND CARE

End of year three  
120 credits at level 4, 120 credits at level 5 and at least 60 credits at level 6 (unsuccessful in a 3<sup>rd</sup> year practice learning module)  
BSC HEALTH AND CARE, BUT NOT ELIGIBLE FOR PROFESSIONAL AWARD

End of year three  
120 credits at level 4, 120 credits at level 5 and 120 credits at level 6  
BSC (HONS) NURSING (ADULT, CHILDREN OR MENTAL HEALTH) AND RN

### CLASSIFICATION

With the exception of the practice learning modules PRNP2001, PRNP2002 and PRNP3001, all level 5 and level 6 modules (60 credits at level 5 and 90 credits at level 6) are eligible for consideration in the honours degree classification calculation process.

Classifications will be calculated utilising the criteria detailed in Appendix 1 of [Taught Courses Framework](#).

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

## 21 INDICATORS OF QUALITY AND STANDARDS

### DEGREE AND GRADUATE DIPLOMA - PASS RATES

YEAR	FIELD OF PRACTICE	1 <sup>ST</sup>	2:1	2:2	3 <sup>RD</sup>	PASS	GRADUATE DIPLOMA
2014/ 2015	BSc Nursing Adult	11	50	39	10	2	1
	BSc Nursing Children's	4	3	4		1	N/A
	BSc Nursing Mental Health	8	14	7	1		N/A

### PERIODIC REVIEW OF PRE-REGISTRATION NURSING

In November 2010 the programme underwent periodic review.

The outcome of the review was a '*statement of confidence in the academic standards and quality of learning opportunities in the Pre-Registration Nursing programme*'. The evaluation and development document was commended as being informative and evaluative. Further commendations were received for the use of clinical simulation and using specialist resources to full advantage, recruitment, selection, induction and pre-entry strategies, practice facilitator and educator teams support of mentors and students, effective and robust use of the University's post examination board moderation process and the introduction and development of the group tutorial system in year one. The planned introduction of the inter-disciplinary learning and user-carer strategy was viewed as a good practice model.

### NATIONAL STUDENT SURVEY (NSS) RESULTS

Feedback from the NSS is generally positive with the overall national student survey satisfaction rate increasing year on year. In 2015, they provide an overall satisfaction for nursing of 93%, with children's nurses the most satisfied at 100%, mental health 91% and adult 90%.

### NURSING AND MIDWIFERY COUNCIL ANNUAL MONITORING

Mott Macdonald on behalf of the NMC has reviewed nursing programmes at the University on an annual basis reviewing Adult Nursing in 2009, Child Health Nursing in 2008 and Mental Health Nursing in 2007. Each year the reviewing team have expressed confidence in the Pre-Registration Nursing provision, giving particular commendations for fitness to practice and recruitment and selection processes. In 2012-2015 the university achieved earned autonomy.

### HEALTH EDUCATION WEST MIDLAND EDUCATION COMMISSIONING FOR QUALITY (ECQ) ANNUAL EVALUATION REPORT

The programme commissioners, now Health Education West Midlands, have conducted an annual review meeting as part of its on-going quality and monitoring and enhancement processes into its commissioned provision and confirmed confidence in the quality of the provision. A number of notable practices were highlighted within the report along with some recommendations that have been fully engaged with by the programme team.

## EXTERNAL EXAMINER REPORTS

The four external examiners (two for adult) and one each for mental health and children's have specifically commented on the appropriateness of the programmes aims, learning outcomes and PRSB (Nursing and Midwifery Council) requirements.

## INSTITUTIONAL AUDIT

In March 2011, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's student on-line environment and the StARs initiative, the wide range of opportunities afforded to students to enhance their employability, the proactive approach to supporting disabled students and the inclusive approach of the University in working with its collaborative partners.

## 22 GRADUATE DESTINATIONS, EMPLOYABILITY AND LINKS WITH EMPLOYERS

### EMPLOYMENT DATA 2014/ 2015

FIELD OF PRACTICE	EMPLOYMENT	
	2013/14	2014/15
Combined (adult, children's and mental health)	93%	97%

Achievement of the BSc (Hons) in Nursing normally indicates a student's *Fitness to Practice* and eligibility to enter the NMC professional register, permitting use the title Registered Nurse. Almost all graduates go straight into nursing employment, locally, nationally and in some instances internationally in a wide range of healthcare settings. First destination data shows that nursing students from the University enjoy high levels of employment despite periodic fluctuations in staff vacancies. Students acknowledge that the programme improves their career prospects and future career aspiration.

The Institute of Health and Society in conjunction with the university's careers department will hold a career fair every year for qualifying students. Employers from within the Worcestershire and Herefordshire counties and surrounding areas are invited to meet with students and discuss career opportunities and further professional development. <http://www.worc.ac.uk/careers/>.

### WORKING WITH PRACTICE PARTNERS

The Institute of Health and Society has excellent working relationships with its practice partners, which have been commended by a number of organisations including the NMC, SHA and external examiner reports. Practice partners have been involved in the development of the new pre-registration nursing programme, particularly mentors who were invited to take part in a web-based mentor survey using *Survey Monkey* software. Practice facilitators/educators have been closely involved particularly with the development of the practice learning modules and the consideration of innovative and creative ways to extend placement learning environments. The programme lead and other members of the Pre-Registration Nursing team have been involved in discussion regarding the development of the curriculum with the directors of nursing and other lead nurses in the local NHS Trusts.

### OPPORTUNITIES FOR FURTHER STUDY

Continuing professional development learning opportunities exist on a number of courses available at the University of Worcester: <http://www.worcester.ac.uk/departments/659.html>.

The University also provides the opportunity to undertake post-graduate academic study including the Masters degree (MSc) in Advancing Practice for students exiting with a BSc (Hons) <http://www.worcester.ac.uk/courses/8295.html>.

**PLEASE NOTE:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and

demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and Section 3 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.