

Programme Specification for BSc (Hons) Nursing: Adult, Children's or Mental Health

This document applies to Academic Year 2018/19 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	Nursing and Midwifery Council
4.	Final award or awards	BSc (Hons)
5.	Programme title	Nursing: Adult, Children's or Mental Health Leading to Registration on Part 1 of the Nursing and Midwifery Council Register
6.	Pathways available	Single honours
7.	Mode and/or site of delivery	A blended learning approach is taken, with face-to-face delivery during identified theory weeks, with skills and simulated learning delivered in week blocks at the University of Worcester. Full-time block practice learning experiences are facilitated by statutory and non-statutory placement providers
8.	Mode of attendance	Full-time. Three years Attendance during placement weeks is mandatory and students are expected to complete 37.5 hours a week, experiencing the range of hours expected of registered nurses, this will include evenings, nights, weekends and bank holidays.
9.	UCAS Code	BSc (Hons) Nursing: Adult B740 BSc (Hons) Nursing: Children's B730 BSc (Hons) Nursing: Mental Health B760
10.	Subject Benchmark statement and/or professional body statement	QAA (2001) Health Care Programmes: Nursing Nursing and Midwifery Council (NMC 2010) Standards for Pre-Registration Nursing Education
11.	Date of Programme Specification preparation/revision	September 2013, rev July 2014, August and October 2014 (Regulations), revised November 2015 (regulations and minor amendments), revised May 2016 (minor amendments). Revised June 2016 (new modules added). August 2017 AQU amendments and minor updates Revised June 2018 (section 14 updated) August 2018 AQU amendments and updates.

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) Section2: 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.

Learning Outcomes: Honours Degree

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award <i>BSc Honours</i>
1.	1. Critically examine the structure and function of the human body across the life-span and analyse its application to nursing practice and health promotion	PRNG1001 PRNA/M/C 1001, 2001, 2002, 3001 PRNP3002	BSc Honours
2.	Apply knowledge from life, behavioural and social sciences to health, well-being, ill-health, disability, development, ageing and death	PRNG1001 PRNA/C/M 2001, 2002, 3001 PRNP3002	BSc Honours
3.	Recognise and respond appropriately to common physical and mental health problems across diverse populations	PRNG2003 PRNP3002	BSc Honours
4.	Recognise and respond appropriately to complex and co-existing health needs of people from chosen field of practice	PRNA/C/M 2001, 2002, 3001 PRNP3002	BSc Honours
5.	Evaluate legal and ethical frameworks and their application to nursing and healthcare practice	PRNA/C/M 3001	BSc Honours
6.	Evaluate and reflect upon the impact and application of policy and practice at a local and national level	PRNG2003 PRNA/C/M 3001	BSc Honours
7.	Critically reflect upon the nature of contemporary professional nursing practice	ALL	BSc Honours
8.	Apply a knowledge of research theory to professional healthcare practice	PRNG2002 PRNP3002 PRNG3001	BSc Honours

Cognitive and Intellectual skills

9.	Apply critical thinking skills to devise and sustain coherent arguments and conclusions	PRNG3001	BSc Honours
10.	Apply analytical and problem-solving skills to promote individual and shared decision-making in complex and unpredictable contexts	PRNA/C/M 3001 PRNP3002	BSc Honours
11.	Use up to date knowledge, research and evidence and apply to practical and theoretical work	PRNG2002 PRNG3001 PRNP3002	BSc Honours
12.	Appreciate the uncertainty, ambiguity and limits of knowledge	PRNP3002	BSc Honours
13.	Critically evaluate arguments, assumptions, abstract concepts and data to make judgements and frame appropriate questions to achieve a solution to a problem	PRNA/C/M 3001 PRNG3001	BSc Honours
14.	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	PRNG3001	BSc Honours

	critical ethical dimension		
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Skills and capabilities related to employability

15.	Critically reflect upon the practical and technical skills required to practice autonomously to provide safe, effective and accountable nursing practice	PRNP3001 PRNP3002	BSc Hons
16.	Recognise and appropriately apply the NMC (2010) Essential Skills Clusters to their chosen field of nursing practice across a range of contexts	PRNP3001 PRNP3002	BSc Hons
17.	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	PRNA/C/M 3001 PRNP3001 PRNP3002	BSc Hons
18.	Use therapeutic principles to engage and maintain professional caring relationships based on dignity and respecting human rights	PRNP3001 PRNP3002	BSc Hons
19.	Maintain clear, accurate and complete records	PRNP3001 PRNP3002	BSc Hons
20.	Recognise and respond to limitations in competence and acknowledge when clinical decisions require specialist knowledge	PRNP3001 PRNP3002	BSc Hons
21.	Demonstrate comprehensive, systematic nursing assessment skills	PRNA/C/M 2001 PRNP3001 PRNP3002	BSc Hons
22.	Plan, deliver and evaluate safe, competent, person-centred care across a variety of settings, responding to individual differences, diverse capabilities and needs	PRNA/C/M 2002 PRNP3001 PRNP3002	BSc Hons
23.	Engage in partnership working with service users, carers, families and the wider inter-disciplinary, multi-agency team	PRNP3001 PRNP3002	BSc Hons
24.	Safeguard children and adults from vulnerable situations and protect from harm	PRNG1001 PRNP3001 PRNP3002	BSc Hons
25.	Apply leadership and management skills to co-ordinate, manage and deliver effective nursing care and quality service provision, including risk management	PRNG2003 PRNP3001 PRNP3002	BSc Hons
26.	Evaluate nursing and healthcare practice to promote and sustain change	PRNA/C/M 3001 PRNP3001 PRNP3002	BSc Hons
27.	Use clinical judgement in the provision of care to enable people to improve, maintain or recover health	PRNA/C/M 3001 PRNP3001 PRNP3002	BSc Hons
28.	Encourage health promoting behaviours and promote equitable access to services	PRNA/C/M 1001 PRNP3001 PRNP3002	BSc Hons
29.	Critically analyse a full range of interventions including up to date technological advances and medicines management	PRNP3001 PRNP3002	BSc Hons

Transferable/key skills

30.	Critically appraise and value a full range of effective interpersonal, communication and negotiation skills	ALL	BSc Hons
31.	Acquire and apply numeracy and information technology skills for safe patient care	PRNP1002 PRNP2002 PRNP3002	BSc Hons
32.	Recognise own values, principles and assumptions and develop self- awareness	PRNP3001 PRNP3002	BSc Hons
33.	Establish a non-judgemental and anti-discriminatory attitude, which is sensitive to the values and interests of others, respecting their contribution	PRNP3001 PRNP3002	BSc Hons
34.	Respond to feedback to develop and improve learning	PRNP3001 PRNP3002	BSc Hons
35.	Use a range of strategies to communicate information and ideas, problems and solutions to both specialist and non- specialist audiences	PRNA/C/M 3001 PRNP3001 PRNP3002	BSc Hons
36.	Critically apply reflective and reflexive skills that foster a commitment to lifelong learning and continuing professional development	PRNP3002	BSc Hons
37.	Exercise autonomy and personal responsibility for own professional practice and learning	PRNG3001 PRNA/C/M 3001 PRNP3002	BSc Hons

Learning, teaching and assessment

The construction of a unified, integrated and mandatory programme consisting of generic, field of practice and practice learning modules, produces a consistent yet flexible curriculum design. With the programme providing opportunities for shared learning across fields of practice and opportunities for interdisciplinary learning and working in shared workshops and in practice placements. Central to learning, teaching and assessment across the programme is the integration of theory with professional practice, to allow nursing graduates to be competent and critical practitioners.

Year 1: provides student-centred support and scaffolding of academic and professional knowledge and understanding, with study skills embedded within the programme and higher levels of student contact time.

Year 2: students are challenged with subject knowledge of increasing complexity and required to develop their analytical skills. Modules focus on problem-solving and critical thinking, with generic modules embedding research skills and the application of evidence to professional practice.

Year 3: students work more independently, with contact teaching time decreasing, allowing students to develop subject knowledge through analysis and synthesis of a wide range of professional and theoretical literature. Students will be able to locate, critique and apply evidence to underpin safe and effective nursing practice.

Teaching

Students are taught through a wide range of methods, including structured lectures, seminars, workshops, 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, such as 'safe medicate' to support the development of numeracy for medicines management.

Key topics are covered in lectures, with seminars and workshops providing opportunity for peer group

and whole class discussions, facilitating increased understanding, analysis and application to real world situations.

Student learning will be supported by University facilities including library services, student services as well as module teaching teams.

Mandatory practice learning equates to 50% of the credit for the programme each year. Students will have two practice placements in each year, in a placement appropriate to their field of practice. The use of 'spokes' to maximise the learning opportunities offered by diverse and non-traditional settings and facilitate the achievement of European (EU) Directive 2005/36/EC. Students are supernumerary and are supported by a mentor, the interdisciplinary team and a zoned academic. They will have access to internet and library resources whilst on placement. Students will also have 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.

Students also have opportunity to complete a UK or international elective placement, during Year 3.

Students will have opportunity to meet with their Personal Academic Tutor at three scheduled group meetings in the first year to ensure they are settling into University life, to sign-post to any University services needed and to provide academic support. In Year 2, to reflect growing confidence, students will be able to meet with their personal academic tutor individually, and in Year 3 a combination of individual and group meetings will be facilitated.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for life-long learning and future employment, as well as academic achievement. Life-long learning is a key requirement for Registered Nurse, who need to complete Revalidation every three year to remain on the NMC Register.

Contact time

In a typical week, a student will have around 18 contact hours of teaching during theory weeks. The precise contact hours will depend on the year of study as in the final year there is normally slightly less contact time in order to do more independent study. This allows the completion of 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 chosen field of practice.

Typically, class contact time per day will be structured around:

- 2 hours lead lecture
- 4 hours of seminar, workshop or tutorials

Whilst in placement, students will be expected to attend placement for 37.5 hours per week.

Independent self-study

In addition to contact time, students are expected to undertake around 10-15 hours of personal self-study per week during theory weeks. Typically, this will involve locating and reading resources, including preparing for assessments.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team is made up primarily of Registered Nurses from different backgrounds, with expertise in their chosen field of practice/area of expertise. Teaching is also supported by the inter-disciplinary and multiagency team, when specialist knowledge is required.

Contributions by service users, carers and their families, provides opportunity for them to share their lived experiences, with service users as appropriate having a role in the assessment process.

Teaching is informed by research and consultancy, and as at June 2018 90% of course lecturers have a higher education teaching qualification and 85% are Fellows of the Higher Education Academy.

Assessment

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, with a key focus on the integration of theory with professional practice. Both formative (informal and developmental) and summative (formal) assessment strategies are incorporated. Each module has one or more 'summative' assessments which is graded and counts towards the overall module grade.

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. Several of the field of practice modules offer a choice of assessment strategy to allow students to develop confidence in the assessment process. 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.

Summative assessment activities include written assignments (essays/reports), exams (seen and unseen), individual and group presentations, including posters, objective structured clinical examinations (OSCE), scenario-based activities. Practice learning assessment methods include direct observation of the student's practice, discussion/ quizzes and development of an e-portfolio of evidence, to demonstrate personal and professional development. Progress is recorded in an Assessment of Practice Learning document.

The precise assessment requirements for an individual student in an academic year will vary according to the students chosen field of practice, but a typical formal summative assessment pattern for each year of the course is:

Year 1

Essays

Presentations

Unseen exam

Assessment of Practice learning including formative e-portfolio

Year 2

Written report

Clinical scenario based essay

Reflective essay

OSCE

Assessment of Practice learning including formative e-portfolio

Year 3

Independent study (10,000 words)

Poster presentation

Seen exam

Assessment of Practice learning including a summative critical reflection

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*.

- 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 real world scenarios.

- Theoretical assessments are pre-planned across the student's programme to ensure students are not normally required to submit these during practice learning experiences
- 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.
- 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.
- Use of electronic submission of assignments, with summative feedback provided electronically using a feedback grid designed for each level of the programme aligned to the generic grade descriptors. Feedback is provided verbally or in writing on all formative, summative and practice-based assessments.

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 on-going record of progression and achievement across the programme
- It utilises NMC progression criteria, developed, adapted and 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 learning is pass/fail only in Years 1 and 2 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 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 integral to the practice learning modules and has a pass mark of 80% in Years 1 and 2 and 100% in Year 3. Students will not be permitted to pass practice learning modules PRNP1002/2002/3002 without evidence of achievement of the required level of numeracy. Students will additionally be expected to competently manage medicine calculations within the practice learning environment
- 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 arrangement exists involving a practice-based relationship between students, mentors and a zoned academic. This relationship is formalised through tripartite contact at the formative intermediate interview. A student-centred approach is adopted in relation to the form of contact, with first year students being supported by a face-to-face meeting with the mentor and student. Students in Years 2 and 3, will usually be supported via email or telephone contact, although where students need

additional support, a face to face meeting will be arranged. Zoned academics contribute to a robust and consistent arrangement for the assessment of practice learning.

- Summative assessment of practice learning occurs every semester, with formal progression points at the end of Year 1 and Year 2.

• *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*.

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, producing a consistent yet flexible curriculum design. 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
ONE	21 weeks	21 weeks	3 Professional Development (PD) weeks 7 holiday weeks
TWO	24 weeks	18 weeks	3 PD weeks 7 holiday weeks
THREE	18 weeks	24 weeks	3 PD weeks 7 holiday weeks
TOTALS	63 weeks + 4.5 PD weeks 2531.25 hours	63 weeks + 4.5 PD weeks 2531.25 hours (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 1 and Year 2. Theory progression points occur concurrently to practice progression points; as students progress from Year 1, Level 4 to Year 2, Level 5 and then to Year 3, Level 6 study.

Students will have a four week continuous period of practice learning prior to progression points at the end of Year 1 and 2. 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 3, 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 Recognition of Prior Learning (RPL), 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 RPL).

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 Regulatory Framework](#) 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

PRNG1001 Foundations of contemporary nursing and healthcare is Mandatory for all fields of practice and runs across the academic year

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

LEVEL 5						
MODULE CODE	MODULE TITLE	CREDITS (Number)	STATUS (Mandatory (M) or Optional(O))			PREREQUISITES (Code of Module required)
			ADULT	CHILDREN'S	MENTAL HEALTH	
PRNG2002	Evidencing contemporary nursing and healthcare	15	M	M	M	Subject to progression points
PRNG2003	Developing nursing competency within contemporary healthcare	15	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

PRNG2002 Evidencing contemporary nursing and healthcare and PRNG2003 Developing nursing competency within contemporary healthcare are Mandatory single modules for all fields of practice, with PRNG2002 running in semester 1 and PRNG2003 running in semester 2.

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 progression points to
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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 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 appropriate organisations database 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. Additionally, students have access to ICT, media and library resources, including a dedicated subject librarian for health.

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 (FHEQ)*, 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 locate the programme at level 6, a Bachelors degree with Honours of the *FHEQ* 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)*.

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 Department of Nursing and Midwifery, 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 for students 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 Personal 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

Personal 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.

Increasing the focus of the tutorials will be on personal and professional development planning 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 [Policy and Procedures on Inclusive Assessment](#) sets out policy, procedures and guidance to ensure that disabled students are not discriminated against in relation to assessments.

The Disability and Dyslexia service 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 Centre, 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.

Student Services

Student Services provides a range of non-academic support to student's details can be found at: <http://www.worcester.ac.uk/student-services/index.htm>

18. Admissions

Admissions Policy

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.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website: <http://www.worcester.ac.uk/courses/nursing-bsc-hons.html>

See Admissions Policy for other acceptable qualifications.

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.

To further widen participation the University of Worcester two-year Foundation Degree is mapped to the first year of the programme and completion of the Foundation Degree, along with the completion of mapped clinical competencies will provide eligibility to apply for a place directly into the second year of the programme.

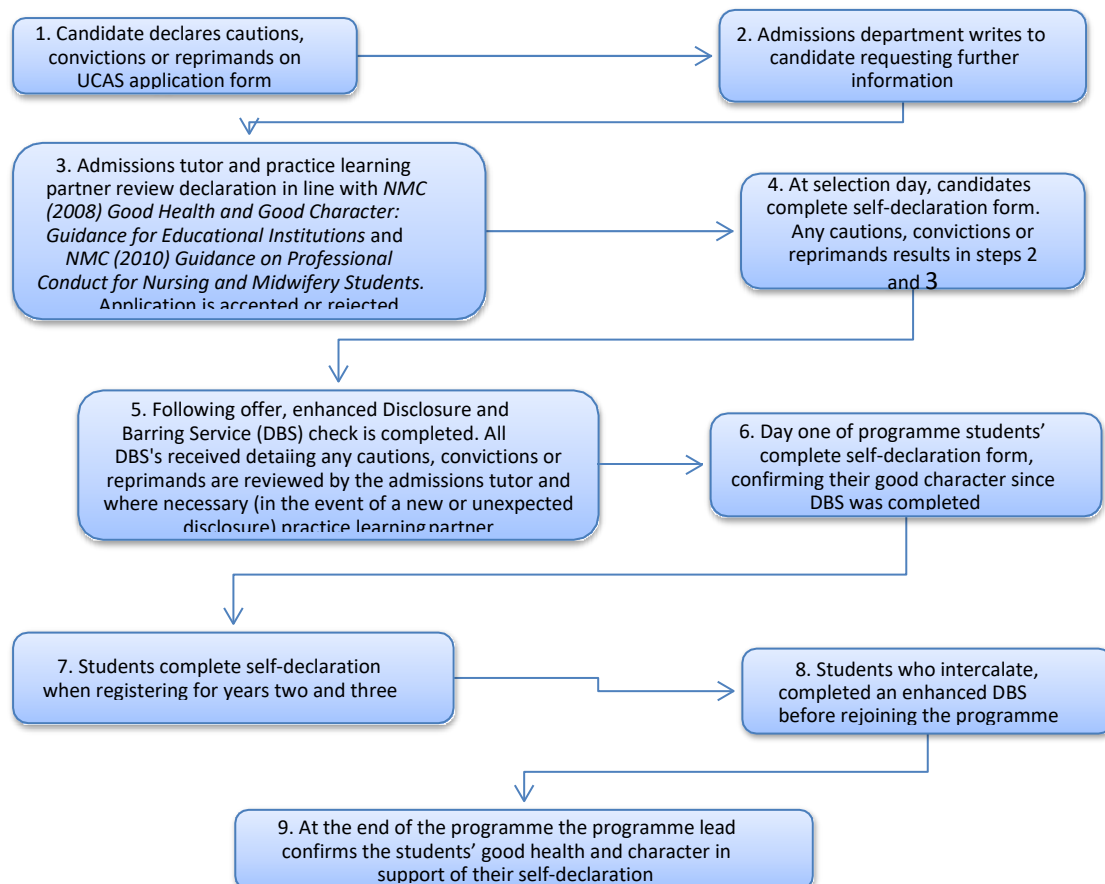
With all RPL, students are also subject to all the other usual entry requirements and a successful interview.

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

Disclosure and Barring Service (DBS) Requirements

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) Nursing (Adult) B740
BSc (Hons) Nursing (Children's) B730
BSc (Hons) Nursing (Mental Health) 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 (Disclosure and Barring Service (DBS) requirements)

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

The values based selection event involves mini interviews 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. 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 England (West Midlands) Education Commissioning for Quality review (ECQ)
- 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
- All practice learning environments have a current learning environment profile (LEP) and each Trust maintains an active mentor register with triennial review processes in place which is audited annually
- Informal midpoint and formal, anonymous 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 course representative provided with training for the role by the student union
- Course management committee meetings every semester, facilitated by the programme lead involving course representatives, academic and practice team members to allow on-going monitoring and evaluation of the programme
- 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
- Practice partners, service users, carers and families from all fields of practice involvement in learning, teaching and as applicable in assessment activities and formal review and evaluation of existing provision and developments
- Academic team engagement with the University's Peer Supported Review of Teaching scheme
- Final year students complete the National Student Survey (NSS)
- Students in Year 1 and 2 complete the University Course Experience Survey (CES)
- Members of the teaching team hold University Teaching/Senior Teaching Fellowship Status and Fellowship/Senior 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 and NMC and HEA teacher-accredited course available for new nurse academics, mentors and practice facilitators
- Members of the academic team are external examiners and 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 Regulatory 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. The 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 Regulatory Framework](#).

Retrieval of failure

- Students are entitled to re-sit 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 capped 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. The module grade for a re-taken module is capped at D-
- 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
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessment.

Requirements for Progression

- Students at Level 4 will be permitted to progress to Level 5 when they have passed 120 credits at Level 4, i.e. all modules.
- Students at Level 5 will 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

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
6 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'S) 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 Regulatory 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

Retention and completers on Time

Attrition, Recruitment to Target and Completers on Time is monitored via Health Education England (West Midlands) [HEE (WM)] through Contract Review Meetings. The programme rates green for attrition, for Adult and Children's Nursing in 2017, indicating it is below the West Midlands average of 13%, although Mental Health is red RAG rated at 14%. Attrition is 7.14% across all programmes, with Adult having an attrition of 5%, Children's 3% and Mental Health at 14%. Pre-Registration Nursing is rated red for completers on time, given our flexible approach to student progression; ensuring students are fully supported to progress across the programme.

Graduate employment

In 2016, the Careers and Employability team data indicate 97% of nursing graduates were working or studying 6 months after the end of their studies.

Periodic Review of Pre-Registration Nursing

In December 2015 the programme underwent periodic review. The outcome of the review was *'Confidence can be placed in the soundness of the management of the academic standards of the BSc (Hons) Nursing (Adult), (Children's) or (Mental Health). Confidence can be placed in the quality of the learning opportunities available to students'*.

National Student Survey (NSS) results

Pre-Registration Nursing has a response rate to the NSS of above 76%. Feedback from the NSS is generally positive with the overall national student survey satisfaction rate-increasing year on year. In 2016, they provide an overall satisfaction for nursing of 90%, with children's nurses the most satisfied at 100%, mental health 96% and adult 87%.

Nursing and Midwifery Council Annual Monitoring

Pre-Registration Nursing completes its annual self-assessment and has gained a 'Green' rating and earned autonomy, indicating confidence in our provision. Mott Macdonald on behalf of the NMC last reviewed Pre-Registration Nursing in 2009. During 2016 they reviewed Midwifery and Mentor programmes, all standards were met.

External Examiner Reports

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 PSRB (Nursing and Midwifery Council) requirements.

22. Graduate destinations, employability and links with employers Graduate employment and

Career Opportunities

In 2016, the Careers and Employability team data indicate 97% of nursing graduates are working or studying 6 months after the end of their studies.

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. Data suggests over 75% are employed across the West Midlands, Herefordshire or Worcestershire. Students acknowledge that the programme improves their career prospects and future career aspiration.

Furthermore, a number of initiatives are also embedded within the programme. During Year 3 skills and simulation weeks' students are provided with opportunity to complete 'mock' interviews and are supported with CV writing.

Personal Academic Tutors provide further support to students with career planning and writing personal statements.

The programme team work with the University Careers & Employability Service ensuring details of Trust recruitment events and individual jobs are forwarded to students during their final year.

Local 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.

Elective placements within the UK during Year 3 semester 1 of the programme, allow students who are not originally from Herefordshire or Worcestershire to have a formative placement experience in a setting they are considering applying for a job in as a RN. This process is supported by work based learning and the students personal academic tutor.

Students also have the opportunity to '*earn while they learn*', with opportunities for students to gain work as student ambassadors, helping at open days and induction weeks. Furthermore, NHS professionals meet with all Year 1 students and discuss work opportunities for students, employment criteria and the application process.

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, HEE (WM) and external examiner reports. Practice facilitators/educators have been closely involved particularly with the delivery 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 Advancing Practice](#) for students exiting with a BSc (Hons)

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 associated course documentation e.g. course handbooks, module outlines and module specifications.