Programme Specification for BSc (Hons) Fundamentals in General Practice Nursing (top up)

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award**	BSc (Hons)
5.	**Programme title**	BSc (Hons) Fundamentals in General Practice Nursing (top up)
6.	**Pathways available**	N/A
7.	**Mode and/or site of delivery**	University of Worcester, General Practices
8.	**Mode of attendance**	Part time over 18 months (three semesters) to a maximum of 4 years Attendance will be a teaching block over a week followed by additional days across the semester
9.	**UCAS Code**	N/A
10.	**Subject Benchmark statement and/or professional body statement**	N/A See section 16 for details of key sources
11.	**Date of Programme Specification preparation/ revision**	January 2015

12. **Educational aims of the programme**

The BSc (Hons) Fundamentals in General Practice Nursing (top up) degree programme is dynamic and contemporary. It has been developed in response to the education priorities identified by Health Education West Midlands (HEWM), as outlined in the West Midlands Workforce Skills and Development Strategy 2013 – 2018 to support practice nurses to complete continuing professional development (CPD). It aims to both support the role and function of the existing practice nurse work force and to increase capacity within this specialist workforce. The programme satisfies the core and level 1 requirements identified in the Practice Nurse Competency Framework (PNCF©) (Derby and Derbyshire Local Medical Committee (LMC) Services Ltd and Health Education East Midlands (2014)). It recognises that practice nursing is a practice -based, academic and professional discipline. At its core is the principle of transformational learning, supporting Registered Nurses to become proactive at delivering high quality nursing care in diverse, rapidly changing, complex general practice environments across the health-illness continuum.

This programme aims to:

1. Develop General Practice Nurses who are fit for practice and purpose and who are equipped to respond to a changing healthcare context within general practice
2. Ensure that students develop the knowledge and skills required to meet the essential health needs of all patient groups within general 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 General Practice nursing and interventions
5. Provide opportunities through the integration of theory and professional practice for students to achieve the core and level 1 requirements identified in the Practice Nurse Competency Framework (PNCF©)
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, theory, 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 within General Practice nursing environments

13.   **Intended Learning Outcomes and Learning, Teaching and Assessment Methods**

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.

Knowledge and understanding:
On successful completion of the course, students will be able to:
•   Recognise and respond appropriately to physical and mental health problems across diverse populations presenting in general practice environments
•   Recognise and respond appropriately to complex and co-existing health needs of people presenting in general practice environments
•   Evaluate legal and ethical frameworks and their application to general practice nursing
•   Apply a knowledge of research theory to professional healthcare practice

Examples of learning, teaching and assessment methods used:
•   The use of structured lectures, 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
•   Integration of theory to professional practice
•   Opportunity to complete a sustained piece of individual work which critically reflects upon, analyses and explores an issue or challenge within general practice nursing and make relevant recommendations for change/service improvement
•   Opportunity to complete a range of formative and summative assignments including reflective essays, presentations and peer review, with subsequent formative and summative written and oral feedback
•   Opportunity to use Pebble Pad to support personal professional profile development

Cognitive and intellectual skills:
On successful completion of the course, students will be able to:
•   Apply critical thinking skills, analytical and problem-solving skills to devise and sustain coherent arguments and conclusions
•   Use current knowledge, research and evidence and apply to practical and theoretical work
•   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 issue or challenge within general practice nursing and make relevant recommendations for change/service improvement.

Examples of learning, teaching and assessment methods used:
•   The consistent application of learning outcomes and assessment criteria which encourage the development of critical, analytical, reflective and evaluative skills
•   Embedding study skills within the programme, and through the induction programme

- Students with diverse needs are supported both in practice and academic environments by their academic tutor
- Opportunity to complete an autonomous study using research skills to critically evaluate professional practice
- Assessed practice learning within employing work place offers opportunities for students to apply cognitive and intellectual skills in a general nursing practice setting

Practical skills relevant to employment:
On successful completion of the course, students will be able to:
- Demonstrate the requirements of the core competencies and level 1 competencies identified in the Practice Nurse Competency Framework (PNCF©)
- Recognise and respond appropriately to safeguarding issues in adults and children
- Meet the essential care needs of all patient groups for example, advanced communication skills, infection control, immunisations, cervical sampling, venepuncture and the complex and co-existing care needs of people within general practice nursing environments, for example, diabetes, epilepsy, dementia, cardiovascular disease
- Use therapeutic principles to engage and maintain professional caring relationships based on dignity and respecting human rights
- Recognise and respond to limitations in competence and acknowledge when clinical decisions require specialist knowledge
- Demonstrate comprehensive, systematic nursing assessment skills to include minor illness and minor injuries, mental health
- Plan, deliver and evaluate safe, competent, person-centred care within general practice nursing environments, 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
- Apply leadership and management skills, including audit, review and research and regulations related to Care Quality Commission Outcomes and Quality Outcomes Framework and service redesign to redesign to co-ordinate, manage and deliver effective general practice nursing care and quality service provision
- Evaluate nursing and healthcare practice to promote and sustain change
- Use clinical judgement in the provision of general practice nursing care to enable people to improve, maintain or recover health
- Encourage health promoting behaviours and promote equitable access to services

Examples of learning, teaching and assessment methods used:
- The BSc (Hons) Fundamentals in General Practice Nursing competency document provides an on-going record of progression and achievement. Competencies will be completed under supervision of a mentor through work based learning in employing general practice
- Involvement of service users and carers in the delivery of the programme
- 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
- The use of scenario-based learning strategies
- Opportunities for inter-disciplinary learning in the practice learning environment
- Flexible, creative assessment strategies which facilitate the development of students educational skills to promote health and well-being
- Practice learning experiences within own general practice environment

- Facilitated feedback sessions providing opportunity to reflect on experiences in practice, to share best practice and to debate, evaluate and consolidate learning experiences
- Take responsibility for professional development underpinned by a commitment to lifelong learning.

Transferable/key skills:
On successful completion of the course, students will be able to:
- Critically appraise and value a full range of effective interpersonal, communication and negotiation skills
- Acquire and apply 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
- Communication skills, negotiation and professional and ethical values embedded in the programme
- 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
- Use of electronic submission of assignments, 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,
- Opportunity to complete an independent study

See course handbook for mapping of programme aims and intended learning outcomes to the modules.

14. **Assessment Strategy**

The programme meets the core and level 1 requirements identified in the Practice Nurse Competency Framework (PNCF©) (Derby and Derbyshire Local Medical Committee (LMC) Services Ltd and Health Education East Midlands (2014)).

- 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 general practice nurses
- All summative assessment is constructively aligned to the modular learning outcomes and reflects the academic requirements of level 6 study.
- 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 as identified in TESTA project (Jessop 2010 Transforming the Experience of Students Through 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.
- 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. This is aligned to the use of Pebble Pad for summative assessment. It is expected that this profile will meet the Nursing and Midwifery Council requirement for registered nurses to maintain Post-registration Education and Practice (PREP) requirements
- 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
- Assessment of competence in modules FGPN 3003 General Practice Nursing Core Competencies and FGPN 3004 General Practice Nursing Long Term Conditions will be completed by a mentor. The mentor will be required to have been employed for more than 2 years full time (or a part time equivalent) as a General Practice Nurse or have completed a formal period of preparation for the role as per requirements of the NMC (2008) Standards to Support Learning and Assessment in Practice http://www.nmc-uk.org/Educators/Standards-for-education/Standards-to-support-learning-and-assessment-in-practice

See course handbook for mapping of assessment strategies to modules

15.   Programme Structures and Requirements

Award map

Module Code	Module Title	Credits	Status
FGPN 3003	General Practice Nursing Core Competencies	40	Mandatory
FGPN 3004	General Practice Nursing Long Term Conditions	40	Mandatory
FGPN 3001	Independent Study – Service Improvement Project	40	Mandatory

Programme delivery
This is a part time course completed over 18 months and within a maximum of four years. It is anticipated that students will complete one 40 credit module per semester across three semesters. Modules FGPN 3003 General Practice Nursing Core Competencies and FGPN 3004 General Practice Nursing Long Term Conditions will be delivered in teaching blocks of 1 week followed by 6 taught days across the semester.

The detailed schedule for the programme showing how modules are delivered over the academic year is available in the course handbook.

16.   QAA and Professional Academic Standards and Quality

This award is located at Level 6 of the FHEQ.

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.

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 NHS England (2014) NHS 5 Year Forward View.

17.   Support for Students
Student support is a central component of the BSc (Hons) Fundamentals In General Practice Nursing and is available from within the Academic Unit of Applied Professional Studies, the Institute of Health and Society and from the wider University.

The programme team recognise that whilst some students may register to complete a single, stand-alone module / UAD over one semester, others will register to study the full honours degree course part-time over a period of up to four years. With these differences in mind, the programme team have tailored the academic support offered to students to best suit their needs.

Academic Tutors:
Students completing individual modules / University Advanced Diploma (UAD):
In recognition of the often limited direct contact students undertaking individual modules or UADs will have with the University, the programme team believes that the most appropriate source of support for these students will be the leader of the module currently being undertaken. This member of the academic team will be the student`s first point of contact for any academic development needs they may have. In addition to the student pro-actively identifying their own support needs, the module leader will use the formative assessment process as an additional means of identifying those students

requiring additional academic support. The student will be expected to take responsibility for their own personal development, and actively engage with the development plan written in partnership with the module lead.

Students completing the BSc (Hons) Fundamentals In General Practice Nursing:
Students registering for the BSc (Hons) Fundamentals In General Practice Nursing will be engaging in part-time study over a period of up to four years. The programme team recognises that these students will be confronted with a range of personal, professional and academic challenges during this time, and believe that the academic tutor system is fundamental to student success.

In addition to supporting the student`s academic development, the academic tutor may also act as the student`s first contact point for any other difficulties they may be experiencing during their time as a student. Not only will the academic tutor help the student make the transition into Higher Education, but they will also help the student to understand how the BSc (Hons) Fundamentals In General Practice Nursing approaches learning, skills development and assessment.

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 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 academic tutor (or vice versa).

Induction
The programme team offer a one day induction programme for all new students. These induction days provide students not only with an opportunity to share the experiences of previous cohorts of students, but to meet with members of the teaching team. Students will have the opportunity to attend sessions introducing them to the principles of learning and teaching in higher education; access to learning and teaching resources (including Virtual Learning Environments for example Blackboard and Pebble Pad® and library resources). There will also be presentations from registry services, student services and the student union.

Given the value the programme team place on these induction sessions, there is an expectation that all new students will attend the induction session organised during their first module. An exception may be made if the student has been an undergraduate within the Institute of Health and Society at the University of Worcester in the two years prior to their registration for the current module. Students should contact the Programme Lead for further advice.

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 http://www.worcester.ac.uk/your-home/disability-and-dyslexia-support.html

Work based learning
There is a requirement for students to spend time within their own work environment in order to demonstrate their achievement of the competencies required in modules FGPN 3003 General Practice Nursing Core Competencies and FGPN 3004 General Practice Nursing Long Term Conditions. Students will be required to complete 20 days (120 hours based on a 6 hour working day) working with their mentor. Students will be

supported by a mentor The mentor will be required to have been employed for more than 2 years full time (or a part time equivalent) as a General Practice Nurse or have completed a formal period of preparation for the role as per requirements of the NMC (2008) Standards to Support Learning and Assessment in Practice http://www.nmc-uk.org/Educators/Standards-for-education/Standards-to-support-learning-and-assessment-in-practice. In addition, support will be provided by the module lead and the University's Work Based Learning Support Team. Further details of practice learning support are available in the course handbook and competency document. The programme lead will visit each mentor prior to commencement of the module to prepare and support the role of the mentor. The Programme Leader will have the final decision regarding the suitability of the mentor. It is recommended that a mentor supports only one student at any one time.

Additional course information
All students are provided with a comprehensive course handbook. Module outlines and assessment guidelines are provided for all modules of study and assessments.

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 pages for each module. 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 and Pebble Pad. Additionally students have access to IT, Media and library resources, including a dedicated subject librarian for health.

Further specific programme information can be found in the following:
- Induction arrangements and/or academic induction day
- Programme Handbook
- Module outlines
- Study skills support through academic tutoring system
- Online support
- Subject specific ILS support through IHS Academic Liaison Librarian
- Student Services Support: http://www.worcester.ac.uk/student-services/index.htm

18. **Admissions**

Admissions Policy
Admission is via the University of Worcester Registry Services. Applications forms can be downloaded from the University of Worcester website at www.worc.ac.uk or by contacting Registry Services. Entry to courses of study within the Health Sciences programme is governed by The University of Worcester Admissions Policy: http://www.worcester.ac.uk/registryservices/documents/AdmissionsPolicy.pdf

Entry requirements
Prior to commencing the programme the students must show evidence that they have gained 120 credits at Level 4 and 120 credits at Level 5; this is equivalent to a Foundation Degree or relevant Diploma qualification. Students who do not have the required Level 5 points may contact Registry Services to apply for Recognition of Prior Learning (RPL) or Recognition of Prior Experiential Learning (RPEL) (please see below for further details). Students can also discuss this with the programme leader.

In order to fulfil the requirements for the BSc (Hons) Fundamentals in General Practice Nursing top up degree, students must be registered with the Nursing and Midwifery Council as a Registered Nurse. Students must be employed in their first year as a General Practice Nurse that enables the achievement of module competencies as this must take place within the student's own clinical environment. Additionally, students must have the support of a practice nurse mentor approved by the programme leader

(see course handbook for mentor information). Students will also be required to produce a Disclosure Barring Service certificate, dated within the previous three years or a letter from the student's employer confirming the student's good character and detailing a Disclosure Barring Service certificate number.

A student registered for an individual module (or UAD) may subsequently decide to register for a BSc (Hons) Fundamentals in General Practice Nursing degree. Whilst students are strongly encouraged to carefully consider their award options before registering for the individual module UAD, they may apply for Recognition of Prior Learning (RPL) up to 40 credits, for Level 6 modules awarded in the two years prior to registration. This will not affect any requirement to complete mandatory modules. Credits obtained from organisations outside the University of Worcester will be considered in accordance with the RP(E)L process detailed below. Students who registered for and completed a UAD who subsequently use this UAD to successfully apply for RPL into the BSc (Hons) Fundamentals in General Practice Nursing degree will be required to rescind the award of UAD.

Recognition of Prior Learning (RPL)
Potential students are welcome to seek recognition of prior learning and must apply for this through the Registry Admissions office. Please note there is a charge for RPL. Applicants will then be referred to the programme leader for assessment and will be advised on the level and amount of RPL required to access the programme.

Students may apply for a conditional offer on the BSc (Hons) Fundamentals in General Practice Nursing top up degree dependent on completion of RPL.

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

International Students

In addition to the above:

•   If English is not the first language students are required to achieve IELTS 6.0 or equivalency according to the University's admission criteria. In addition, students may be required to undertake the module "English for Specific Purposes – Health and Social Care" during the University Induction period. This module has already been validated as part of the International Foundation Diploma**.**

Admissions procedures
Applicants apply directly to University of Worcester (UW). www.worc.ac.uk

Admissions/selection criteria
Applicants are assessed on their professional eligibility to access the programme.
Applications are scrutinised and short listed against set criteria which include both educational and professional requirements:

•   Applicant meets/working towards academic entry requirements
•   Personal statement has a clear general practice nursing focus
•   Coherent and logical expression of ideas
•   Reference
•   Disclosure Barring Service
•   Residency- visa expiry dates would be checked for international students and a record entered on SITS
•   Employed in their first year as a General Practice Nurse

Applicants who meet the criteria for admission are invited to attend for an interview with the programme lead or their representative. Where an applicant 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. Applicants will be required to have an up to date Disclosure Barring Service (DBS) certificate dated within the previous three years or a letter from the student's employer confirming the student's good character and detailing a Disclosure Barring Service certificate number, be within their first year working in a general practice as a general practice nurse and have access to suitably qualified and experienced mentor.

19.   **Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

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

- 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
- External examiner reports
- The programme leader presents the overall evaluation of the programme through the Programme Annual Evaluation Report which is presented at the Institute's Quality Committee
- The Programme Team moderates all competency documents to ensure practice-based learning principles have been applied
- A sample of all assessments are sent to the External Examiner and a post board moderation committee is held to address, consider and manage any identified issues
- The programme team are actively involved in staff development activities to enhance the learning and teaching experiences of the students on this programme
- Scholarly activity is actively encouraged to enhance the learning and teaching experience for students with an emphasis on research activity, conference presentation and writing for publication and doctoral level study
- Peer learning provides an opportunity for staff to receive feedback on their approaches to learning and teaching and can be used to further develop
- A student academic representative (StAR) is 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 colleagues to allow ongoing 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
- Staff can also apply for monies to facilitate the completion of Learning and Teaching Projects e.g. Students as Academic Partner (SAP) projects and through the Institute's Learning and Teaching Committee.
- A Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA
- Several members of the academic team are external examiners and one member of the academic unit is an NMC reviewer.

20.   **Regulation of Assessment**

The course operates under the University's Undergraduate Regulatory Framework.

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.
- Students are required to submit all items of assessment in order to pass a module, as there is no compensation between assessment elements in each module
- Some modules have attendance requirements
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

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 Undergraduate Regulatory 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 (or, in some circumstances, take an alternative module)

Requirements for Awards

Award	Requirement
Degree (non-honours)	Passed a minimum of 60 credits at Level 6
Degree with honours: BSc (Hons) Fundamentals in General Practice Nursing	Passed a minimum of 120 credits at Level 6

Classification
Honours classification is determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see Section 17 of the Undergraduate Regulatory Framework.

21. **Indicators of Quality and Standards**

QAA Institutional Audit
The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

Achievements of Staff

Several member of the programme team are Fellows of the Higher Education Academy, with one member being a University Teaching Fellow. All members of the programme team are research activity, with over one third having or working towards doctoral level qualifications.

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, Health Education West Midlands and external examiner reports. Practice partners have been involved in the development of this new BSc (Hons) Fundamentals in General Practice Nursing top up degree.

External Examiners Reports
The External Examiners` annual reports for existing programmes within the Academic Unit of Applied Professional Studies reflect the positive and constructive relationships between the programme teams and their external examiners. The programme teams have been grateful for the prompt, detailed and constructive feedback they have received from External Examiners, through interim assessment reports, meetings at examination boards, and a range of other communications where advice has been sought regarding course developments (both proposed and already in progress). In turn, the teams have been pleased to note recognition from the external examiners that not only had their support for the external examiners` work been "excellent" but that the feedback received from the programme teams had been timely, appropriate, comprehensive and well-considered. The external examiners also noted that assessment processes are robust, yet supportive of student needs. Students have been given detailed and informative feedback on their work, including feed forward on how future submissions might be further enhanced. Also of note is the recognition that external examiners have given to the involvement of both service users and their carers in the assessment process. External examiners have been involved from the early development stages of this programme.

Health Education West Midland Education Commissioning for Quality (ECQ) annual evaluation report
Across the Institute of Health and Society, the programme commissioners, for Nursing, Midwifery, Paramedic Science and Return to Nursing Practice, have conducted annual review meetings as part of its on-going quality, 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 relevant programme team.

22. **Graduate Destinations, Employability and Links with Employers**

Students accessing this programme will already be in employment and will be looking to further develop their existing qualifications.

The recent change in educational preparation for pre-registration nurses to a graduate profile has caused a significant number of qualified nurses seeking advice on how to apply for a degree**.**

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, Health Education West Midlands and external examiner reports. Practice partners have been involved in the development of this new programme, particularly the Health Education West Midlands Practice Nurse Group and individual practice nurses working within Herefordshire and Worcestershire who were invited to contribute to the development of this programme. The programme lead and other members of the

programme 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 Master's degree (MSc) in Advancing Practice, MSc Public Health 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 the course handbook provided to all students at the start of the course. 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.