

Programme Specification for BSc (Hons) Nursing
This document applies to Academic Year 2020/21 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	Nursing and Midwifery Council (NMC)
4.	Final award or awards	BSc (Hons)
5.	Programme title	Nursing (Adult) Nursing (Children's) Nursing (Mental Health)
6.	Pathways available	NA
7.	Mode and/or site of delivery	Delivered using blended learning with classes scheduled during identified theory week combining face to face with online activities. Full-time block practice learning experiences are facilitated by statutory and non-statutory placement providers.
8.	Mode of attendance and duration	3 years, full-time, 45-week timetabled year, with a further 7 weeks pre-planned holiday. Attendance during placement weeks is mandatory and students are expected to complete 37.5 hours a week, experiencing the full range of hours expected of Registered Nurses.
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	NMC (2018) Future Nurse: Standards of Proficiency for Registered Nurses NMC (2018) Realising Professionalism: Part 1: Standards for Education and Training NMC (2018) Realising Professionalism: Part 2: Standards for Student Supervision and Assessment NMC (2018) Realising Professionalism: Part 3: Standards for Pre-Registration Nursing Programmes
11.	Date of Programme Specification preparation/ revision	April 2019 August 2019 AQU amendments to Section 19. November 2019 Updating of Independent Study references to Dissertation for 2020-21. August 2020 AQU amendment to Section 19. September 2020 minor course amendments to remove zoned academic role and update personal academic tutor role.

12. Educational aims of the programme

The University has a strong reputation for delivering high-quality, innovative and contemporary nurse education. This exciting and transformational BSc (Hons) Nursing programme has been developed collaboratively with practice partners, service users and students, in response to both policy and regulatory developments including; [Shape of Caring: Raising the Bar \(2015\)](#), [The NHS Long Term Plan \(2019\)](#), the [Nursing and Midwifery Council \(NMC 2018\) Standards for Nursing which include: Future Nurse: Standards of Proficiency for Registered Nurses](#) and [Realising Professionalism: Part 1, 2 & 3](#). At its heart is the recognition that nursing is an evolving professional, practice-based and academic discipline.

Unprecedented changes in the health and social care landscape have occurred with ongoing impact. These require Registered Nurses to have an increased role as leaders and decision-makers, working increasingly autonomously as part of integrated care teams, in wide ranging healthcare environments. Transformative learning is central to the development of nursing professionals, competent and confident to deliver high-quality, compassionate, evidence-based, person-centred care. Graduate nurses, also contribute to the promotion of health and well-being, while having the applied knowledge, advanced skills and attributes to meet the increasingly complex care needs of patients and their families.

The programme aims to:

1. Provide a variety of learning opportunities and resources, which facilitate the integration of theory and practice, to safely and effectively support students to confidently achieve the seven platforms and associated skills annexes of the [NMC \(2018\) Future Nurse Standards of Proficiency for Registered Nurses](#). Ensuring eligibility to register with the NMC, as a Registered Nurse: Adult, Children's or Mental Health;
2. Develop competent, compassionate, autonomous and accountable professionals, who are fit for purpose, who practice in accordance with [NMC \(2018\) The Code: Professional Standards or Practice and Behaviour for Nurses and Midwives](#);
3. Ensure the public are safeguarded and protected, by empowering students to recognise the need to raise concerns when patient safety is put at risk;
4. Facilitate the development of contemporary knowledge, skills and attributes to meet the holistic, person-centred care needs of individuals from across the life-span on the health-illness continuum. Additionally, developing the applied knowledge and advanced technical skills required to meet the complex needs of individuals and their families from their chosen field of nursing;
5. Empower and support students to become resilient, caring, reflective, life-long learners, applying a wide-range of evidence-based knowledge to underpin their professional practice in evolving and diverse healthcare environments;
6. Develop nurses who are aware of key health priorities, recognising their role in promoting health and preventing ill-health, by empowering individuals and communities to manage and be responsible for their own health, behaviours and choices;
7. Promote a diverse range of communication and relationship management skills, that facilitate partnership working with patients, their families and the wider health and social care team, supporting equal access to high quality care;
8. Foster leadership, clinical reasoning and decision-making skills needed to effectively manage and delegate nursing care/interventions, to be a proactive, equal member of inter-disciplinary teams and contribute to the development, delivery and evaluation of safe, effective, high-quality care provision;
9. Promote non-judgemental, equitable and anti-discriminatory practice, providing high-quality care that respects dignity and is delivered compassionately, prioritising the needs of patients and their families, taking account of their circumstances, characteristics and preferences.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Apply knowledge of biological science including biochemistry, microbiology, anatomy, physiology, pathology, therapeutics and pharmacology to the assessment, planning and evaluation of person-centred care in diverse contexts;	PRNG2102 PRNP3101 PRNA/C/M3101
2.	Apply knowledge and understanding of human development, aging, death, social and behavioural sciences to the delivery of nursing practice across the life-span;	PRNP3101 PRNA/C/M3101
3.	Recognise and apply knowledge of commonly encountered mental, physical, behavioural and cognitive health conditions to the delivery of person-centred care across the life-span;	PRNP3101 PRNA/C/M3101
4.	Apply a critical understanding of co-morbidities and complex nursing, health and social care needs to advanced nursing practice in relation to chosen field of practice;	PRNP3101 PRNA/C/M3101
5.	Apply the principles of health promotion, protection, prevention and improvement to identify and respond to health priorities across diverse communities and the health-illness continuum;	PRNG1101 PRNP3101 PRNA/C/M3101
6.	Critically examine local and national policy, legal, ethical, regulatory and professional frameworks and their application to contemporary nursing practice;	PRNG1101 PRNP3101 PRNG3102
7.	Apply principles of research to inform nursing care and the provision of evidence-based nursing practice;	PRNG2101 PRNG3101 PRNP3101

Cognitive and Intellectual skills

8.	Utilise research and the application of evidence to inform clinical and critical thinking, develop problem-solving, individual and shared decision-making in diverse and complex situations;	PRNG3101 PRNA/C/M3101
9.	Apply reflective practices, to develop resilience and take responsibility for own learning and continuing professional development;	PRNG3101 PRNP3101
10.	Create and develop logical evidence-based discussions and conclusions, while appreciating the conflicting, ambiguity and limitations of current knowledge;	PRNG3101 PRNP3101
11.	Apply research methods and techniques learned to review, consolidate and apply knowledge to initiate and complete an dissertation which critically and ethically engages with professional practice;	PRNG3101

Skills and capabilities related to employability

12.	Demonstrate professional values, competence, confidence and autonomous nursing practice underpinned by the NMC Code and Standard of Proficiency for Registered Nurses;	PRNP3101
13.	Demonstrate the nursing procedures required to provide safe, culturally aware, holistic, compassionate and evidence-based person-centred care, that recognises individual needs and priorities;	PRNP3101

14.	Respect the dignity and rights of individuals, challenging discriminatory practice and promoting equitable access to healthcare;	PRNP3101 PRNG3102
15.	Critically reflect on own role in safeguarding vulnerable individuals and apply a professional duty of candour, to escalating concerns and learn from critical incidents to ensure public protection;	PRNP3101 PRNA/C/M3101
16.	Apply leadership skills, to prioritise, delegate, manage change, monitor risk and evaluate service provision;	PRNP3101 PRNG3102
17.	Act as professional role model, guiding, supporting and supervising members of the care team;	PRNP3101 PRMG3102

Transferable/key skills

18.	Apply numeracy, literacy, digital and technology skills to own learning and professional clinical practice;	PRNP3101
19.	Effectively utilise communication and relationship management skills which promote optimum engagement with people of all ages, with diverse needs and limitations;	PRNP3101
20.	Work in partnership with people, families and carers and as an active and equal partner in inter-professional team-working.	PRNG3102 PRNP3101 PRNA/C/M3101

Learning, teaching and assessment

At the heart of this creative and exciting nursing programme are learning and teaching strategies that promote active student engagement. Flexible, blended and inclusive learning, teaching and assessment occurs across academic and practice settings in an integrative and transformational way. The programme is challenging and student-focused, utilising scenario-based and e-learning strategies, rooted in the real world of contemporary health and care practice. Allowing students to build knowledge, solve problems and make decisions.

The unified, mandatory nature of the programme, with core, field of practice and practice learning modules, provides opportunities for shared learning across fields of practice and with nursing associate students. Nursing associate and Nursing students share 2 modules: PRNG1101 and PRNG1102 (45 credits) in year one and 1 module: PRNG2101 (15 credits) in year 2. They will also have opportunity to learn and work alongside each other during skills and simulated learning sessions and during practice learning, providing opportunity to appreciate each other's complementary roles in providing nursing care.

A structured approach to interdisciplinary learning and working across the programme includes:

- Year 1: understanding own and others professional roles
- Year 2: working in professional teams
- Year 3: applying interdisciplinary learning knowledge to multi-professional simulation.

Opportunities exist during enhanced learning days, workshops, during skills and simulated learning and in the practice setting to work and learn alongside a range of other professionals including midwifery, social work, paramedic, occupational therapy and physiotherapy students.

The seven NMC (2018) platforms spiral across the curriculum, supporting the construction of new knowledge:

1. Being an accountable professional
2. Promoting health and preventing ill-health
3. Assessing needs and planning care
4. Providing and evaluating care
5. Leading and managing nursing care and working in teams
6. Improving safety and quality of care

7. Co-ordinating care

These platforms are revisited across the programme, introducing new content, allowing revision of existing knowledge to the mastery of key concepts. The platforms, associated proficiencies, communication and relationship management skills and nursing procedures, underpinned by the NMC Code form the backbone of the programme, evident across core, field of practice and practice learning modules. The curriculum design allows students to comprehensively develop knowledge, skills and attributes to meet the holistic, person-centred needs of all people they may encounter in practice, while having advanced knowledge and skills specific to their chosen field of practice.

Teaching

Theory: Students are taught through a combination of interactive workshops, lectures and seminars. Case studies (developed in partnership with service users), support a scenario-based approach to learning which facilitates small group activities and discussions, leading to shared and individual problem-solving and decision-making. A blended learning approach uses a range of strategies including VLE collaborate, flipped classroom and e-learning packages including Anatomy and Physiology Connect, e-workbooks, Safe Medicate, clinicalskills.net, which promote personalised engagement with learning.

All students will have a named [Personal Academic Tutor](#) (who will also usually act as their Academic Assessor) for each year of the programme. 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 lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful. With study skills embedded into the early stages of the course to help promote student achievement and confidence with learning and assessment.

Practice Learning: At the core of the nursing programme is learning in a diverse range of clinical placements, learning in the real world which facilitates work-readiness, personal and professional development. Mandatory practice learning equates to 50% of the programme credit for each year, with the programme weeks equally shared between theory and practice learning. Students practice learning is mapped across the programme, gradually increasing as students gain in confidence, by year 3 students complete over 60% of the programme in practice learning environments, supporting their transition from student to Registered Nurse. Student placements run in blocks across the year, with experiences normally in a minimum of two practice placements each year, in a setting appropriate to their field of practice. The use of 'spokes' (visits to alternative placement settings) to maximise learning opportunities offered by diverse and non-traditional settings, offer exposure to opportunities to care for people from across the life-span, with mental and physical health needs and learning disabilities. Enhanced practice learning days rooted in clinical practice, provide opportunities to consolidate learning, provide opportunity for reflection, complete project activities and inter-professional learning opportunities and seek additional support as necessary to promote inclusive learning in the practice setting.

Students on placement are supernumerary and are supported by a practice supervisor and assessed by a practice assessor, both having undergone appropriate preparation for their roles. Students will have access to the internet and library resources whilst on placement.

Students will be provided with opportunity to complete skills and simulated learning activities. All skills and simulation activities involve a range of people including students, peers, service users/carers, practitioners, technicians, academics and includes 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. This learning is particularly important in year one, with 20 days allocated to prepare students for their practice learning experiences. This is reduced in year 2 and 3 to 10 days per year.

Students have opportunity to complete a UK or international elective placement, during Year 3, semester one. This can be either a formative four-week experience or a summative 12-week experience, helping with the globalization of the programme and employability.

Contact time

In a typical week, a student will have around 12-18 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 dissertation, a sustained piece of individual work, which critically and ethically engages with 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, experiencing the full range of hours expected of Registered Nurses. All practice learning hours, including skills and simulated learning must be formally recorded and signed for.

Independent self-study

In addition to contact time, students are expected to undertake around 19-25 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, with 87% of permanent lecturers on the course having a Higher Education teaching qualification, with 79% Fellows of the Higher Education Academy, including 15% Senior Fellows (January 2019).

Assessment

Assessment enables students to learn about themselves as learners, reflecting on their learning experiences and providing opportunity to demonstrate their academic, practical, technical and professional progress and achievement in theory and 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.

Assessment is student-centred to promote inclusivity and remove barriers to achievement. A combination of traditional and innovative assessment activities, facilitate the development of Higher Education skills and those needed for future employment as a Registered Nurse. Several modules offer a choice of assessment in recognition that students learn in different ways. While innovation and creativity of assessments is encouraged, this is within the context of a defined range of assignments, providing students with opportunity to master the skills of academic, transferable and employment skills.

Summative assessment activities include written assignments (essays/reports), exams (seen and unseen), scenario-based individual and group presentations, including posters. Practice learning assessment involves the assessment of knowledge, skills, attitude and values progressing from guided participation in care (Year one) to leading and coordinating care (Year 3). Formative and summative assessment of practice is recorded in the Midlands, Yorkshire and East of England Practice Assessment Document (e-MYE PAD), developed for each Part (Year) of the programme. Practice assessment also incorporates a summatively assessed structured evidence-based e-workbook, providing opportunity for critical self-reflection on personal and professional practice learning. Numeracy and medicines management is assessed developmentally across the programme, culminating in a calculation of medicines test (using safe medicate), which must achieve a 100% score.

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

Scenario-based essay

Poster or leaflet with supporting paper

Group presentation

Unseen exam

Reflective e-workbook (visual or written), with evidence of medicines calculation test at 80%

Assessment of practice learning using e-MYE Practice Assessment Document

Year 2

Report

Care plan plus supporting paper or individual presentation

Unseen, scenario-based exam

Essay

Critically reflective e-workbook (visual or written), with evidence of medicines calculation test at 90%

Assessment of practice learning using e-MYE Practice Assessment Document

Year 3

Essay

Individual presentation

Dissertation

Critically reflective e-workbook (written or visual), including evidence of achievement of EU directives and medicines calculation test at 100%

Assessment of practice learning using e-MYE Practice Assessment Document

14. Assessment strategy

Assessment reflects the [*University's Assessment Policy*](#) and [*NMC \(2018\) Standards for Pre-Registration Nursing Programmes*](#). Assessment forms an integral part of the programme design and underpins authentic and holistic learning across the programme. It is planned across the programme to allow students to evidence achievement of core nursing knowledge, technical skills and professional values. Assessment allows students to identify their progression and achievement towards becoming a confident, competent, autonomous practitioner.

An integrated approach has been taken to ensure assessment is appropriate, valid and reliable and aligns to module learning outcomes. In-line with NMC requirements, no compensation exists between the assessment of theory and practice or with the assessment of individual items of assessment in a module, ensuring all programme outcomes are met.

Many assessments are embedded in the real world of nursing practice and designed to be motivating, engaging, simulating and challenging and encourage students to integrate theoretical knowledge with practice experiences. It recognises all students learn differently, with a choice of assessment offered in some modules, promoting inclusivity.

Formative assessment is central to student learning, achievement and progression. It provides opportunity for students to develop assessment literacy, learning about themselves as learners and to gain constructive feedback that supports summative assessment, increasing confidence in the assessment process. Students are strongly advised to engage with all formative activities to promote increasing independence and active engagement in the learning process. Formative feedback is provided from a number of sources including the module teaching team, Personal Academic Tutors, clinical practitioners and peers.

For all assessments, assignment guidance is provided. For summative assessments, a comprehensive assignment guide containing explicit assessment criteria, aligned to the module learning outcomes clearly indicating what students need to do to successfully complete the assessment. Each assessment item will have clear marking criteria, benchmarked to the University Grade Descriptors at levels 4-6, with assignments marked using a marking matrix.

All summative written theory assignments are submitted electronically, using plagiarism detection software.

Assessment of practice learning

The assessment of practice learning is aligned to one 60 credit Essential Skills and Nursing Practice module that run across each year.

Students are guided and assessed in the practice setting using the e-MYE Practice Assessment Document. This is a generic Practice Assessment Document for use by students studying any field of practice. There is one document per Part (with a Part equating to a year). There is an ongoing achievement record (OAR) and guidance document. These are mapped to the Future Nurse proficiencies and skills annexes, which are generic in nature and must be achieved by all nurses at the point of professional registration, but the level of expertise and knowledge will vary depending upon the student's field of practice. Students will be supported by practice supervisors and practice assessors to achieve the proficiencies and skills within the context of their field of practice experiences. The e-MYE Practice Assessment Document contains all the formative and summative elements of the assessment process, including professional values, proficiencies, skills, medicines management and episodes of care. The e-MYE Practice Assessment Document is pass/fail only, with the summative assessment taking place at the end of each year.

In addition to the e-MYE Practice Assessment Document, all students are expected to maintain a structured reflective e-workbook, which are formatively reviewed by practice assessors and a critically reflective self-assessment summary is summatively assessed by the academic assessor for each Year (Part) of the programme. The reflective e-workbook facilitates students' demonstration of achievement of the generic proficiencies and skills within the context of their field of practice and their achievement of the EU directives and alternative field of practice experiences. As part of the final year Essential Skills and Nursing Practice module (PRNP3101), students will be required to submit evidence to demonstrate their achievement of the EU directives and alternative field of practice learning.

Students are required to complete a minimum of 2300 practice learning hours. The hours per year are identified in the Essential Skills and Nursing Practice module specification and must be completed to allow progression. All practice learning hours must be recorded in the MYE Practice Assessment Document, which facilitates the recording on the students training record by the Work Based Learning Support team.

Full details of the practice learning assessment process and compliance with the Standards for Student Supervision and Assessment are contained within the e-MYE Practice Assessment Document, Guide to the Practice Assessment Document, Essential Skills and Nursing Practice module specifications and the Course Handbook.

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the Course Handbook.

15. Programme structures and requirements

The programme meets the requirements of the *NMC (2018) Standards for Pre-Registration Nursing Programmes and Standards for Student Supervision and Assessment*.

The BSc (Hons) Nursing, is a single unified programme, providing three routes to NMC Registration as an Adult, Children's or Mental Health nurse. It is 3 years, full-time and timetabled for 45 weeks per year, with an additional pre-planned 7 weeks holiday per year. It provides equity of student experience across the different fields of practice, whilst offering maximum student flexibility.

Part (year)/level	Theory (weeks)	Practice (weeks)	Reassessment/Professional Development (PD) weeks	Pre-Planned Holiday
One L4	24	18	42 + 3 weeks PD/reassessment	7 weeks
Two L5	23	19	42 + 3 weeks PD/reassessment	7 weeks
Three L6	16	26	42 + 3 weeks PD/reassessment	7 weeks
Totals	63 weeks (2362.5 hours)	63 weeks (2362.5 hours, which includes 300 hours of clinical skill and simulation).	9 weeks PD/placement reassessment weeks	21 weeks

It complies with NMC requirement of at least 4,600 hours of theoretical and clinical education and provides an equal balance of theory and practice learning. With students required to complete a minimum of 2300 hours theory and 2300 hours practice learning. Skills and simulated learning proportionality and effectively contributes to practice learning hours, to a maximum of 300 hours. All skills and simulation activities involve a range of people including students, peers, service users/carers, practitioners, technicians, academics. Practice learning allows students to experience the full range of hours expected of Registered Nurses.

The programme complies with EU directive 2005/36/EC, which is mapped to the programme modules. To demonstrate the clinical instruction requirements, students are required to submit an EU directive and alternative field of practice experience form to demonstrate practice learning experiences across the programme, as a part requirement of the e-workbook for Essential Skills and Nursing Practice 3.

A part equates to each year of the programme. In line with NMC requirements, subject to achievement of proficiencies and outcomes, the nominated practice assessor and the nominated academic assessor evaluate and recommend a student for progression for each year of the programme. This recommendation is recorded in the student's ongoing achievement record (OAR) and confirmed at the examination board through the ratification module grades.

Course Title: BSc Nursing (Adult), (Children's), (Mental Health)

Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		
			Adult	Children's	Mental Health
PRNG1101	Communication and professional values for health and well-being across the lifespan*	30	M	M	M
PRNG1102	Human anatomy and physiology for person-centred care*	15	M	M	M
PRNA1101	Principles of adult nursing	15	M		
PRNC1101	Principles of children's nursing	15		M	
PRNM1101	Principles of mental health nursing	15			M
PRNP1101	Essential skills and nursing practice 1	60	M	M	M

Single Honours Requirements for BSc (Hons) Nursing at Level 4

PRNG and PRNP modules are mandatory for all fields of practice. Students additionally complete the 15-credit module applicable to their chosen field of practice. There are no optional modules.

- **Nursing (Adult):** PRNG1101, PRNG1102, PRNA1101 & PRNP1101
- **Nursing (Children's):** PRNG1101, PRNG1102, PRNC1101 & PRNP1101
- **Nursing (Mental Health):** PRNG1101, PRNG1102, PRNM1101 & PRNP1101

*PRNG1101 & PRNG1102 are shared with the FD Nursing Associate.

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		
			Adult	Children's	Mental Health
PRNG2101	Evidence-based practice in health and care*	15	M	M	M
PRNA2101	Developing person-centred adult health care	30	M		
PRNC2101	Developing person-centred child and family health care	30		M	
PRNM2101	Developing person-centred mental health care	30			M
PRNG2102	Fundamentals of medicines management and therapeutics	15	M	M	M
PRNP2101	Essential Skills and Nursing Practice 2	60	M	M	M

Single Honours Requirements for BSc (Hons) Nursing at Level 5

PRNG and PRNP modules are mandatory for all fields of practice. Students additionally complete the 30-credit modules applicable to their chosen field of practice. There are no optional modules.

- **Nursing (Adult):** PRNG2101, PRNG2102, PRNA2101 & PRNP2101
- **Nursing (Children's):** PRNG2101, PRNG2102, PRNC2101 & PRNP2101
- **Nursing (Mental Health):** PRNG2101, PRNG2102, PRNM2101 & PRNP2101

*PRNG2101 is shared with the FD Nursing Associate.

Level 6			
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))

			Adult	Children's	Mental Health
PRNG3101	Dissertation: Critical engagement with practice	30	M	M	M
PRNA3101	Challenges and complexity in adult nursing	15	M		
PRNC3101	Challenges and complexity in children's nursing	15		M	
PRNM3101	Challenges and complexity in mental health nursing	15			M
PRNG3102	Leading and managing nursing care	15	M	M	M
PRNP3101	Essential Skills and Nursing Practice 3	60	M	M	M

Single Honours Requirements for BSc (Hons) Nursing at Level 6

PRNG and PRNP modules are mandatory for all fields of practice. Students additionally complete the 15-credit module applicable to their chosen field of practice.

There are no optional modules.

- **Nursing (Adult):** PRNG3101, PRNG3102, PRNA3101 & PRNP3101
- **Nursing (Children's):** PRNG3101, PRNG3102, PRNC3101 & PRNP3101
- **Nursing (Mental Health):** PRNG3101, PRNG3102, PRNM3101 & PRNP3101

The detailed schedule for the course showing how modules are delivered over the academic year and any further detailed information is contained within the Course Handbook.

Please see Mapping Document for mapping of modules to Standards of Proficiency, EU directives, alternative fields of practice and mapping of Annexes A&B mapped to Essential Skills and Nursing Practice modules and the e-MYE PAD.

16. QAA and professional academic standards and quality

The award is located at level 6 of the FHEQ and is constructed to enable students to demonstrate achievement of the proficiencies, communication and relationship management skills and nursing procedures as detailed in [NMC \(2018\) Future Nurse: Standards of Proficiency for Registered Nurses](#) and the professional requirements of the NMC Code.

Only those students successfully completing the BSc (Hons) Nursing (Adult), (Children's) or (Mental Health) are eligible to apply to register with the NMC.

The following key documents have informed the development of this programme:

- [NMC \(2018\) Realising Professionalism: Part 1: Standards for Education and Training](#)
- [NMC \(2018\) Realising Professionalism: Part 2: Standards for Student Supervision and Assessment](#)
- [NMC \(2018\) Realising Professionalism: Part 3: Standards for Pre-Registration Nursing Programmes](#)
- [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(FHEQ\) \(2015\)](#)

Practice learning meets the requirements of the [Policy on the Management of Placements and Work-based Learning](#).

In addition, the programme has taken account of a number of national policy drivers including: [NHS Five Year Forward Plan \(2014\)](#), [Shape of Caring: Raising the Bar \(2015\)](#), [Delivering high quality, effective, compassionate care: Developing the right people with the right skills and the right values \(DH 2016\)](#), [The NHS Long Term Plan \(2019\)](#).

17. Support for students

Student support is a central element of the Nursing programme and is available from within the Three Counties School of Nursing and Midwifery and from the wider University.

An example of wider University support is [Student Services](#).

Disability support

The University is committed to ensuring that disabled people, including those with specific learning difficulties and/or mental health difficulties are treated fairly. Reasonable adjustments to provision will be made to ensure that disabled students are not disadvantaged. [The Disability and Dyslexia Service](#) within [Student Services](#) provides screening and assessment of disabilities combined with offering specialist disability support.

Pre-programme summer school

Prior to commencing the programme, students are invited to attend a summer 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 other students, the teaching team, including practice educator/facilitators, their Personal Academic Tutor and the Work Based Learning Support team. 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. A cross Trust induction day will be included as part of the induction processes. In addition, at the start of each placement an individual placement induction/orientation takes place.

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 nursing team of lecturers; this will be a Registered Nurse, normally from the same field of practice. Students initially meet their Personal Academic Tutor during Induction week. Personal Academic tutorials are pre-planned to provide four meetings each year. Students are encouraged to provide information about aspirations, successes and challenges and Personal Academic Tutors will review progress. During year three tutorials they will also focus on personal and professional development planning and employability.

The Personal Academic Tutor will also normally act as the students Academic Assessor. Students will be allocated a different Personal Academic Tutor/Academic Assessor for each year (Part). The Personal Academic Tutor/Academic Assessor will usually be a member of the module team for each year of study.

Personal Academic Tutors act as the first point of contact for students experiencing problems or concerns arising while at university, offering signposting to wider University support services. They promote the academic and professional development of their tutees, including supporting employability and provide the official University reference for their tutees. 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 via SOLE.

While it is unlikely, students can request a change of Personal Academic Tutor/Academic Assessor (or vice versa), This is usually possible by the completing a 'change of tutor' form, available on Blackboard, which is forwarded to the Course Lead, at whose discretion the change may be permitted.

Academic Assessors

All students will be allocated Academic Assessors (this person will normally be the students Personal Academic Tutor). As required by the NMC, students will be allocated a different Academic Assessor/Personal Academic Tutor for each year (Part). Academic Assessors must communicate with Practice Assessors at identified points across the academic year to monitor student progress, with a discussion about student learning, progression and achievement of proficiencies across theory and practice taking place prior to the end each year. The Academic Assessor and Practice Assessor are responsible for recommending the student for progression to the next year of the programme and record this in the Ongoing Achievement Record. This recommendation is ratified at the exam board.

Additional information on Academic Assessors is detailed in the e-MYE Practice Assessment Document.

Programme Lead

The Programme Lead, who is a Registered Nurse, works closely with academic assessors and Personal Academic Tutors to carefully monitor student progression and achievement on the programme to facilitate early intervention strategies to support students struggling to make satisfactory progression and as necessary support students to temporarily withdraw from their studies.

The Programme Lead provides a supporting declaration of good health and character for all students who have completed the programme. They also ensure all students are aware during and before completion of the programme that they have five years to register their award with the NMC.

Dissertation support

All students complete a Level 6 Dissertation. Students are supported in this via the module lead and a Dissertation supervisor, usually from the students chosen field of practice.

Placement support

Prior to commencing their first placement all students will have a joint Trust induction and preparation for practice learning sessions. These will include professional responsibilities and expected conduct in line with the NMC Code, introduction to the e-MYE Practice Assessment Document, e-workbook, policy and guidance. They will also complete an individual placement induction/orientation on the first day of each placement and documented in the Practice Assessment Document. All students will complete mandatory training prior to commencing their first placement including: Basic Life Support, Moving and Handling, Conflict Resolution and Fire training.

All practice learning and assessment is further supported by:

- Work Based Learning Support Team
- Academic Practice Liaison Team (PLT)
- Practice Facilitators/Educators/Nominated
- Person Practice Supervisor(s)
- Practice Assessor (for each placement or group of placements)
- Academic Assessor
- Personal Academic Tutor

Practice supervisors, practice assessors and academic assessors will have all received appropriate preparation for the role and receive ongoing support to undertake the role.

This support, alongside the Occupational Health and the Disability Services, ensures students individual needs and personal circumstances are taken into account, including making reasonable adjustments as required for students with disabilities.

Further details related to practice learning support and assessment are available in the Course Handbook, e-MYE Practice Assessment Document, Guide to the Practice Assessment Document.

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.

The University wishes to recruit students who have a strong commitment to Nursing, in their chosen field of practice as a career and are able to demonstrate values in accordance with the NMC (2018) Code and the ability and capacity to learn the required professional behaviours, develop numeracy, digital and technological skills to meet the programme requirements.

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).

English (Language or Literature) and Maths GCSE Grade C/4 or above are required (or equivalent Level 2 qualifications e.g. functional skills).

BTEC Extended National Diplomas and Access to Higher Education courses are considered and accepted.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

Students are required to demonstrate health and character sufficient to ensure safe and effective practice. This includes a satisfactory enhanced DBS and occupational health assessment.

For further details please see Three Counties School of Nursing and Midwifery (2019) Nursing, Midwifery and Nursing Associate Pre-Registration programmes: Good Health and Good Character Processes, contained within the course handbook.

Recognition of Prior Learning

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

For Pre-Registration Nursing programmes the NMC (2018) permit Recognition of Prior Learning if it can be mapped to the Standards of Proficiency for Registered Nurses and programme outcomes, to a maximum of 50% of the programme.

For Registered Nurses the NMC permit Recognition of Prior Learning that may be more than 50% of the programme, if it can be mapped to the Standards of Proficiency for Registered Nurses and programme outcomes.

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

Admissions procedures

Full-time applicants apply through UCAS the following UCAS code apply:

- Nursing (Adult) B740
- Nursing (Children's) B730
- Nursing (Mental Health) B760

Students already studying at University of Worcester (UW) can apply directly to UW.

Admissions/selection criteria

All applications received 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 adult/children's/mental health focus
- Coherent and logical expression of ideas
- Reference

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

The values based selection event involves a series of activities and an interview 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.

A selection decision is made against set criteria based on the NHS 6 C's:

1. Care
2. Compassion
3. Competence
4. Communication
5. Courage
6. Commitment

Academic staff, service users and practice learning partners attend training in the principles of selection, equality and diversity through the University or the practice partners employing organisation.

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 confirmation of good health and good character.

19. Regulation of assessment

The course operates under the University's [Taught Courses 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, and in all modules, a pass mark in each item of assessment may be required.
- 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 7 days (one week) 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 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- 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; the module grade for a re-taken module is capped at D-.
- Where an Essential Skills and Nursing Practice 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 an Essential Skills and Nursing Practice module will result in being withdrawn from the programme
- No student will be reassessed in practice learning more than twice throughout the whole programme. Failure in excess of this will lead to being 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 reassessments.

Requirements for Progression

- The nominated practice assessor and nominated academic assessor evaluate and recommend a student for progression based on achievement of proficiencies and outcomes for each year of the programme. This is confirmed at the Board of Examiners through the ratification of module results.
- A students will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 120 credits at Level 4.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of examiners, they have passed at least 240 credits including 120 credits at Level 5.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated;
- Students are not permitted to carry failed modules into a succeeding year.

This course is subject to the University's fitness to practice procedures.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE: Healthcare Studies	In order to be eligible for the exit award of Certificate in Higher Education in Healthcare Studies, a student must have passed 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE: Healthcare Studies	In order to be eligible for the exit award of Diploma in Higher Education in Healthcare Studies, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.

Degree Healthcare Studies <i>Not eligible for Registration with the NMC</i>	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and any 60 credits from the mandatory modules at Level 6 specified in the award map.
Degree with honours: BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Children's) BSc (Hons) Nursing (Mental Health) <i>Eligible to apply to Register with the NMC</i>	Passed a minimum of 360 credits with at least 120 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability and links with employers

Graduate destinations

The programme is professionally accredited by the NMC and 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 of 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. Students acknowledge that the programme improves their career prospects and future career aspiration.

The most recent data for Nursing (2018), indicates 99.0% of leavers were in employment or further study, with 100% of leavers in employment, working in nursing roles. Many nurses are employed locally, with Worcestershire Acute Hospitals NHS Trust employing 42% and Wye Valley NHS Trust employing 10% of nursing leavers. Other employment destinations include, Worcestershire Health & Care Trust, 2gether NHS Trust, Gloucestershire Hospitals.

A recent initiative to promote research careers, provides opportunity for student nurses to apply for a fast track route to a research career, with successful applicants undertaking an additional 5 hours paid research related activity per week alongside their studies. The internship commences at the beginning of the second year, with the interns mentored by the Associate Professor of Nursing. The aim is that on qualification after a short transition period, they will embark on a Masters in Research, with some progressing to doctoral level study.

Continuing professional development includes the opportunity to undertake post-graduate academic study including Master's degrees: [MSc Advanced Clinical Practice](#), [MSc Public Health](#), [MSc Healthcare Management and Leadership](#).

Student employability

A number of initiatives are 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. 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. 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. Since 2016, Nursing has offered the opportunity for students who have already secured a job in a local Trust setting, to have their final placement in that setting, supporting the transition from student to Registered Nurse.

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 Registered Nurse. This process is supported by Work Based Learning Support team 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, induction weeks, selection and taster events. NHS professionals work with the career department to hold workshops for those on professional courses who have completed one placement, to allow them to gain part-time healthcare work in the NHS.

Working with practice partners

The Three Counties School of Nursing and Midwifery has excellent working relationships with its practice partners. Regular strategic and operational meetings promote collaborative developments. A number of meetings including Practice Facilitator meeting and Practice Panels help facilitate open channels of communication. Work Based Learning Support team, practice education teams and the programme team collaborate to review and confirm placement capacity. Practice partners and service users/carer (via the University experts by experience group: IMPACT) contribute to the ongoing monitoring and review of the programme and are partners in the development of any new curriculum developments. They are also involved particularly with recruitment and the delivery of skills and simulated learning, with specialist practitioners providing expert input across the programme.

The University is also part of the Pan Midlands, Yorkshire and East of England (MYE) Practice Learning Group, which has worked closely with the Pan London Group, to develop the MYE Practice Assessment Document, which will be adopted by the University of Worcester and 26 other Universities across the region. This group has developed a wide range of resources to support universities and their practice partners with the implementation of the new Practice Assessment Document and the introduction of the NMC standards for student supervision and assessment.

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.