Programme Specification for BSc (Hons) Nursing

This document applies to Academic Year 2023/24 onwards

Table 1 programme specification for BSc (Hons) Nursing

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) Nursing (Adult) Degree Apprenticeship Nursing (Mental Health) Degree Apprenticeship
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 - 37.5 hours/week (Standard and Apprenticeship routes) 4 years, part-time - 28/29 hours/week (Apprenticeship route only) Mandatory supernumerary practice learning is required, with full-time students expected to complete 37.5 hours a week and part-time students expected to complete 28/29 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 BSc (Hons) Nursing (Adult) Degree Apprenticeship NA BSc (Hons) Nursing (Mental Health) Degree Apprenticeship NA
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 Institute for Apprenticeships & Technical Education (IfATE) (2018) Registered Nurse Degree (2018) ST0781
11.	**Date of Programme Specification preparation/ revision**	Approved June 2023, July 2023 – annual updates

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 decisionmakers, 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-and 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). For the Nurse Degree Apprentices, this will also include the *Registered Nurse Degree (2018) Apprenticeship Standard;*

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

Table 2 knowledge and understanding outcomes and which module/code they relate to

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;	NURS3004 NURS3101/ 3201/3301
2.	Apply knowledge and understanding of human development, aging, death, social and behavioural sciences to the delivery of nursing practice across the life-span;	NURS3004 NURS3101/ 3201/3301
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;	NURS3003 NURS3004 NURS3101/ 3201/3301
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;	NURS3003 NURS3004 NURS3101/ 3201/3301
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;	NURS1001 NURS3004 NURS3101/ 3201/3301
6.	Critically examine local and national policy, legal, ethical, regulatory, and professional frameworks, and their application to contemporary nursing practice;	NURS1001 NURS3004 NURS3002
7.	Apply principles of research to inform nursing care and the provision of evidence-based nursing practice;	NURS2001 NURS3001 NURS3003

Cognitive and Intellectual skills

Table 3 cognitive and intellectual skills outcomes for module code/s

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;	NURS3001 NURS3101/ 3201/3301
9	Apply reflective practices, to develop resilience and take responsibility for own learning and continuing professional development;	NURS3001 NURS3003 NURS3004

10.	Create and develop logical evidence-based discussions and conclusions, while appreciating the conflicting, ambiguity and limitations of current knowledge;	NURS3001 NURS3003 NURS3004
11.	Apply research methods and techniques learned to review, consolidate and apply knowledge to initiate and complete a dissertation which critically and ethically engages with professional practice;	NURS3001

Skills and Capabilities related to Employability

Table 4 learning skills and capabilities related to employability outcomes for module code/s

12.	Demonstrate professional values, competence, confidence, and autonomous nursing practice underpinned by the NMC Code and Standard of Proficiency for Registered Nurses;	NURS3003 NURS3004
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;	NURS3003 NURS3004
14.	Respect the dignity and rights of individuals, challenging discriminatory practice and promoting equitable access to healthcare;	NURS3003 NURS3004 NURS3002
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;	NURS3003 NURS3004 NURS3101/ 3201/3301
16.	Apply leadership skills, to prioritise, delegate, manage change, monitor risk, and evaluate service provision;	NURS3003 NURS3004 NURS3002
17.	Act as professional role model, guiding, supporting, and supervising members of the care team;	NURS3003 NURS3004 NURS3002

Transferable/key skills

Table 5 transferable/key skills outcomes for module code/s

18.	Apply numeracy, literacy, digital and technology skills to own learning and professional clinical practice;	NURS3003 NURS3004
19.	Effectively utilise communication and relationship management skills which promote optimum engagement with people of all ages, with diverse needs and limitations;	NURS3003 NURS3004
20.	Work in partnership with people, families, and carers and as an active and equal partner in inter-professional team-working.	NURS3002 NURS3003 NURS3004 NURS3101/ 3201/3301

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 two modules: NURS1001 and NURS1002 (45 credits) in part one and one module: NURS2001 (15 credits) in part two. They will also have opportunity to learn and work alongside each other during 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:
- Part 1: understanding own and others professional roles
- Part 2: working in professional teams
- Part 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 campus-based curriculum design is adopted, complemented by appropriate use of both synchronous and asynchronous online learning including VLE collaborate, flipped classroom and e-learning packages such as 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 for the whole of the programme. Students will have opportunity to meet with their Personal Academic Tutor at four scheduled group meetings in part one to ensure they are settling into University life, to sign-post to any University services needed and to provide academic support. In parts two and three, to reflect growing confidence, a combination of individual and group meetings will be facilitated, with the expectation of three planned meetings each part. Students can request at any point across their programme an individual personal academic tutorial. There will also be designated sessions provided by the Personal Academic Tutor relating to academic integrity, academic and reflective writing skills.

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 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. For students studying via the apprenticeship route, tripartite, 12 weekly individual progress reviews (ILPRs), involving the apprentice, their employer and a university representative, review the apprentice's progress against the knowledge, skills and behaviours of the Nurse Degree (2018) Apprenticeship Standard. With study skills embedded into the early stages of the course to help promote student achievement and confidence with learning and assessment. Study skills are further enhanced by the delivery of academic study days, provided by the Academic English and Skills Centre, available to all students in part one.

Practice Learning: At the core of the nursing programme is learning in a diverse range of clinical placements. Learning in the real world facilitates work-readiness, personal and professional development. Mandatory practice learning equates to 50% of the programme credit for each part, 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, with students progressing from 43% of the programme hours in practice learning environments in part one, to 55% in part three, supporting their transition from student to Registered Nurse. Student placements run in blocks across each part, with experiences normally in a minimum of two practice placements per part, 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, and for reflection and inter-professional learning, including added value learning experiences and seeking 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 simulated practice learning activities. All simulated 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 simulation suites, replicating hospital and community practice learning environments. This learning is particularly important in part one, with 20 days allocated to prepare students for their practice learning experiences. This is reduced in part two and three to 10 days per part.

Students have the opportunity to complete a UK or international elective placement, during part three, semester one. This can be either a formative four-week experience or a summative experience, between 6 and 12 weeks, helping with the globalization of the programme and employability.

Students have a designated Academic Assessor for each part of the programme, in line with the NMC Standards for Student Supervision and Assessment (NMC, 2018).

Contact time
In a typical week, a full-time student will have around 15-18 contact hours of teaching during theory weeks. For part-time students (apprenticeship route only) students will have around 10-12 contact hours of teaching during theory weeks. The precise contact hours will depend on the part of the programme they are studying as in the final part 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, students will complete 2-3 contact days per week, class contact time per day will be structured around:
- 2 hours lead lecture
- 2 x 2 hours of seminars, workshop, or tutorials

The programme is campus-based, with approximately 85% of the programme delivered on campus.

Whilst in placement, full-time students will be expected to attend placement for 37.5 hours per week, with part-time students (apprenticeship route only) expected to attend placement 28-29 hours per week, experiencing the full range of hours expected of Registered Nurses. All placement hours are supernumerary. All practice learning hours, including simulated practice learning must be formally recorded and signed for. For part-time apprentices, as an employee, any remaining contracted hours will be 'on the job' learning in their place of employment.

Independent self-study
In addition to contact time, full-time students are expected to undertake around 19.5-22.5 hours of personal self-study per week during theory weeks. Part-time students (apprenticeship route only) are expected to undertake around 16-19 hours of personal self-study per week. 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, 71% of permanent lecturers on the course have or are studying for a Higher Education teaching qualification, with 72% Fellows of the Higher Education Academy, including 18% Senior Fellows (December 2022).

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 facilitates 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 (part one) to leading and coordinating care (part three). Formative and summative assessment of practice is recorded in the Midlands, Yorkshire, and East of England Practice Assessment Document (ePAD), developed for each part of the programme. Practice assessment also incorporates a summatively assessed structured, 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 SafeMedicate), which must achieve a 100% score.

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

Part 1
Scenario-based essay
Poster or leaflet with supporting paper
Group presentation
Unseen exam
Reflective assignment (visual or written)
Assessment of practice learning using e-Practice Assessment Document, with evidence of medicines calculation test at 80%

Part 2
Report
Care plan plus supporting paper or individual presentation
Unseen, scenario-based exam
Essay
Critically reflective assignment (visual or written)
Assessment of practice learning using e-Practice Assessment Document, with evidence of medicines calculation test at 90%

Part 3
Essay
Individual presentation
Dissertation
Critically reflective assignment (written or visual)
Evidence of achievement of clinical alternative field of practice experiences and medicines calculation test at 100% Assessment of practice learning using e-Practice Assessment Document, with evidence of medicines calculation test at 100%
Professional discussion

14.   Assessment strategy

Assessment reflects the *University's Assessment Policy* and *NMC (2018) Standards for Pre-Registration Nursing Programmes*, with the apprenticeship routes mapped to the *Nurse Degree (2018) Apprenticeship Standard*. 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 and behaviours. 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 written and/or verbal 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 several 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 practice learning is aligned to two 30 credit modules each part. In semester one of each part, students complete an Essential Skills for Practice Learning in Nursing module (NURS1003, NURS2003, NURS3003) and in semester two, they complete a Practice Learning in Nursing module (NURS1004, NURS2004, NURS3004). Summative assessment of practice learning takes place at the end of each part in the Practice Learning in Nursing modules.

Students are guided and assessed in the practice setting using the e-Practice Assessment Document (PAD). This is a generic PAD for use by students studying any field of practice. There is one document per part (with a part equating to a year for full-time students and 16 months for part-time students (apprentices only). There is an ongoing achievement record (OAR) and guidance document. These are mapped to the NMC (2018) 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-PAD contains all the formative and summative elements of the assessment process, including professional values, proficiencies, skills, medicines management and episodes of care. The e-PAD is pass/fail only, with the summative assessment taking place at the end of each part.

In addition to the e-PAD, additional portfolio pages are utilised to maintain records of mandatory training, numeracy test results, alternative field of practice experiences and inter-disciplinary learning. The portfolio facilitates students' demonstration of achievement of the generic proficiencies and skills within the context of their field of practice and their achievement of alternative field of practice experiences. As part of the final part Essential Skills for Practice Learning in Nursing module (NURS3003), students will be required to submit evidence to demonstrate their achievement of alternative field of practice learning.

Students are required to complete a minimum of 2300 practice learning hours. Practice learning hours, including simulated practice learning hours per part, are identified in the Essential Skills for Practice Learning in Nursing and Practice Learning in Nursing modules. All practice learning hours must be recorded using POW (Placements on the Web), which facilitates the recording on the students training record by the Placement Learning Support Team (PLAST).

Full details of the practice learning assessment process and compliance with the Standards for Student Supervision and Assessment (NMC, 2018) are contained within the e-PAD, Guide to the Practice Assessment Document, Essential Skills for Practice Learning in Nursing and Practice Learning in Nursing 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 NMC (2018) Standards for Student Supervision and Assessment.* The apprenticeship routes meet the additional requirements of the *Nurse Degree (2018) Apprenticeship Standard.*

The BSc (Hons) Nursing, is a single unified programme, providing three routes to NMC Registration as an Adult, Children's, or Mental Health nurse. Furthermore, it offers both a full-time and part-time apprenticeship route through the programme leading to NMC Registration as an Adult or Mental Health Nurse.

The full-time route, including a full-time apprenticeship route, 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.

The part-time route, for apprentices only, is 4 years long, with apprentices completing 28-29 hours per week on programme. It consists of three parts, with each part being 16 months duration and mirroring the full-time route, over an elongated timeframe, timetabled over 59 weeks, with 9 weeks university holiday per part. It provides flexibility, facilitating the combination of programme hours, while allowing the apprentice to continue to work in their place of employment for a maximum of 9.5 hours per week.

Full-time route

Part/Level	Theory (weeks)	Practice (weeks)	Reassessment/ professional development (PD) weeks	Pre-planned University Holiday
One L4	24	18	42 + 3 weeks PD/reassessment	7 weeks
Two L5	20	22	42 + 3 weeks PD/reassessment	7 weeks
Three L6	19	23	42 + 3 weeks PD/reassessment	7 weeks
Totals	63 weeks (2362.5 hours)	63 weeks (2362.5 hours, which includes 300 hours of simulated practice learning).	9 weeks PD/ placement reassessment weeks	21 weeks

Part-time route (apprenticeship only)

Part/Level	Theory (weeks)	Practice (weeks)	Reassessment/ professional development (PD) weeks	Pre-planned University Holiday
One L4	32	24	56 + 3 weeks PD/reassessment	9 weeks

Two L5	27	29	56 + 3 weeks PD/reassessment	9 weeks
Three L6	25	31	56 + 3 weeks PD/reassessment	10 weeks
Totals	84 weeks (2362.5 hours)	84 weeks (2362.5 hours, which includes 300 hours of simulated practice learning).	9 weeks PD/ placement reassessment weeks	28 weeks

Both the full-time and part-time routes comply 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. Simulated practice learning proportionality and effectively contributes to practice learning hours, to a maximum of 300 hours. All simulated practice learning activities involve a range of people including students, peers, service users/carers, practitioners, technicians, academics and practice supervisors. Practice learning allows students to experience the full range of hours expected of Registered Nurses.

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 part of the programme. This recommendation is recorded in the student's ongoing achievement record (OAR) and confirmed at the examination board through the ratification of module grades.

Table 6 award map for each level

Course Title: BSc (Hons) Nursing (Adult, Children's, Mental Health) BSc (Hons) Nursing (Adult, Mental Health) Degree Apprenticeship					
Level 4					
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M) or Optional (O))**		
			Adult	**Children's**	**Mental Health**
NURS1001	Communication and professional values for health and well-being across the lifespan*	30	M	M	M
NURS1002	Human anatomy and physiology for person centred care*	15	M	M	M
NURS1101	Principles of adult nursing	15	M		
NURS1201	Principles of children's nursing	15		M	
NURS1301	Principles of mental health nursing	15			M
NURS1003	Essential skills for practice learning in nursing 1	30	M	M	M
NURS1004	Practice learning in nursing 1	30	M	M	M

* NURS1001 and NURS1002 are shared with the FdSc Nursing Associate

Single Honours Requirements for BSc (Hons) Nursing/ Degree Apprenticeship at Level 4
NURS1001, NURS1002, NURS1003, NURS1004 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)/ Nursing (Adult) Degree Apprenticeship**: NURS1001, NURS1002, NURS1101, NURS1003 and NURS1004
- **Nursing (Children's)**: NURS1001, NURS1002, NURS1201, NURS1003 and NURS1004
- **Nursing (Mental Health)/ Nursing (Mental Health) Degree Apprenticeship**: NURS1001, NURS1002, NURS1301, NURS1003 and NURS1004

Level 5					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))		
			Adult	**Children's**	**Mental Health**
NURS2001	Evidence-based practice in health and care*	15	M	M	M
NURS2101	Person-centred assessment in adult nursing	15	M		
NURS2102	Safe and effective care planning in adult nursing	15	M		
NURS2201	Child and family assessment in children's nursing	15		M	
NURS2202	Safe and effective care planning in children's nursing	15		M	
NURS2301	Person-centred assessment and care planning in mental health	15			M
NURS2302	Psychosocial interventions in mental health nursing	15			M
NURS2002	Fundamentals of medicines management and therapeutics	15	M	M	M
NURS2003	Essential skills for practice learning in nursing 2	30	M	M	M
NURS2004	Practice learning in nursing 2	30	M	M	M

NURS2001 is shared with the FdSc Nursing Associate

Single Honours Requirements for BSc (Hons) Nursing/ Degree Apprenticeship at Level 5
NURS2001, NURS2002, NURS2003, NURS2004 are mandatory for all fields of practice. Students additionally complete the 15-credit modules applicable to their chosen field of practice.
There are no optional modules.
- **Nursing (Adult)/ Nursing (Adult) Degree Apprenticeship**: NURS2001, NURS2002, NURS2101, NURS2102, NURS2003 and NURS2004
- **Nursing (Children's)**: NURS2001, NURS2002, NURS2201, NURS2202, NURS2003 and NURS2004
- **Nursing (Mental Health)/ Nursing (Mental Health) Degree Apprenticeship**: NURS2001, NURS2002, NURS2301, NURS2302, NURS2003 and NURS2004

Level 6					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))		
			Adult	**Children's**	**Mental Health**
NURS3001	Dissertation: Critical engagement with practice	30	M	M	M
NURS3101	Challenges and complexity in adult nursing	15	M		
NURS3201	Challenges and complexity in children's nursing	15		M	
NURS3301	Challenges and complexity in mental health nursing	15			M
NURS3002	Leading and managing nursing care	15	M	M	M

NURS3003	Essential skills for practice learning in nursing 3	30	M	M	M
NURS3004	Practice learning in nursing 3	30	M	M	M
NURS3005	End Point Assessment Gateway for Nurse Degree Apprentices**	0	M		M

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

NURS3001, NURS3002, NURS3003, NURS3004 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)/ Nursing (Adult) Degree Apprenticeship**: NURS3001, NURS3002, NURS3101, NURS3003 and NURS3004
- **Nursing (Children's)**: NURS3001, NURS3002, NURS3201, NURS3003 and NURS3004
- **Nursing (Mental Health)/ Nursing (Mental Health) Degree Apprenticeship**: NURS3001, NURS3002, NURS3301, NURS3003 and NURS3004

** All apprentices must complete NURS3005. Non-apprentices are not required to take NURS3005

The detailed schedule for the course showing how modules are delivered over each part of the programme 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 for Practice Learning in Nursing and Practice Learning in Nursing modules and the e- PAD.

16.   QAA and professional academic standards and quality

This award is located at Level 6 of the OfS sector recognised standards 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. The award also takes account of the OfS sector recognised standards part A and part B.

Only those students successfully completing the BSc (Hons) Nursing (Adult, Children's or Mental Health) or the BSc (Hons) Nursing (Adult or Mental Health) Degree Apprenticeship, 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.

Induction
Pre-induction consists of 3 days of on-line synchronized learning sessions available for students to meet each other and discuss key concepts of the course delivery. There is a comprehensive induction programme for both theory and practice. The first week of the programme provides students with the opportunity to meet other students, the teaching team, including practice educator/ facilitators, their Personal Academic Tutor, and the Placement 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 believes 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 in part one, and three meetings in parts two and three. Students are encouraged to provide information about aspirations, successes and challenges and Personal Academic Tutors will review progress. During part one, group tutorials will support student understanding of academic integrity, academic and reflective writing. During part three tutorials they will also focus on personal and professional development planning and employability.

The Personal Academic Tutor will remain with the student for the duration of the course. They 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. As required by the NMC, students will be allocated a different Academic Assessor for each part. Academic Assessors must communicate with Practice Assessors at identified points across the part 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 of each part. The Academic Assessor and Practice

Assessor are responsible for recommending the student for progression to the next part 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-Practice Assessment Document.

Course Lead
The Course Lead, who is a Registered Nurse, works closely with Academic Assessors, Student Progression Leads 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 Course 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 NMC (2018) The Code, introduction to the e-Practice Assessment Document, policy, and guidance. They will also complete an individual placement induction/orientation on the first day of each placement, 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:

  • Placement Learning Support Team
  • 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

For apprentices, tripartite individual learner progress reviews, are scheduled every 12 weeks, involving the apprentice, their employer and a university representative to monitor the apprentices' progression and achievement against the knowledge, skills and behaviours of the Nurse Degree (2018) Apprenticeship Standard.

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 Disability Services, ensures students individual needs and personal circumstances are considered, 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-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 can demonstrate values in accordance with the NMC (2018) The 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, T-levels 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 (2022) 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 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

Applicants to Nursing (Adult or Mental Health) Degree Apprenticeship apply via their employer:

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
- Reference

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

The values-based selection event involves an interview facilitated by the academic team and practitioners, using questions developed in partnership with service users and carers, allowing candidates to demonstrate their understanding of their chosen field of practice, commitment to succeeding in nursing and suitability for the programme.

The interview questions are mapped to 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 an 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 is 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 a Practice learning in nursing module (NURS1004, NURS2004, NURS3004) is failed students will be offered an opportunity of a minimum of a 4-week placement to facilitate retrieval of the fail.
- Failure in the original and reassessment opportunity of a Practice learning in nursing module (NURS1004, NURS2004, NURS3004) 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.
- Students 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 part of the programme. This is confirmed at the Board of Examiners through the ratification of module results.
- A student 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 with conditions from Level 4 to Level 5 if by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4 but have not exhausted all reassessment opportunities in the remaining 30 credits.
- 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 will be permitted to progress with conditions from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits including 90 credits at Level 5 but have not exhausted all reassessment opportunities in the remaining 30 credits.
- A student progressing with conditions, must take the outstanding reassessments at the next available opportunity.
- 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.
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessments or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This course is subject to the [University's fitness to practice procedures](#).

Requirements for Awards

Table 7 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 *Not eligible for Registration with the NMC*	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) BSc (Hons) Nursing (Adult) Degree Apprenticeship BSc (Hons) Nursing (Mental Health) Degree Apprenticeship *Eligible to apply to Register with the NMC*	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 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted at a ratio of 1:2
  OR
- Classification determined on the profile of the 120 credits attained at Level 6 only
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

Please Note: The above methods apply to students entering Level 4 of three- or four-year degree programmes who commence Level 4 from September 2022.

All apprentices are required to complete an end point assessment (EPA), for the BSc (Hons) Nursing Degree Apprenticeship, the EPA is fully integrated. Full details of the EPA requirements are contained within the Apprenticeship Specification (section 16 page 11).

20. Graduate destinations, employability, and links with employers

Graduate destinations

The programme is professionally accredited by the NMC and achievement of the BSc (Hons) Nursing/ Degree Apprenticeship 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 graduate outcomes data for Nursing (2019/ 20 graduates) indicates 94% of leavers were in employment or further study, with 97% of leavers in employment in high skilled jobs. Many nurses are employed locally, including Worcestershire Acute Hospitals NHS Trust employing, Wye Valley NHS Trust, Herefordshire and Worcestershire Health & Care Trust, Dudley Hospitals NHS Foundation Trust, Gloucestershire Hospitals NHS Foundation Trust.

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 five hours paid research related activity per week alongside their studies. The internship commences at the beginning of part two, 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 Healthcare Management and Leadership.

Student employability

A number of initiatives are embedded within the programme. During part three, 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 the final part of the programme. 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 part three, semester one 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 Practice Learning Support team and the student's Personal Academic tutor.

Students also can *'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 learning partners and employer partners. Regular strategic and operational meetings promote collaborative developments. Several meetings including Practice Facilitator/ Educator meeting, a monthly Practice Facilitator/ Educator clinic and Practice Panels help facilitate open channels of communication. For the apprenticeship, 12 weekly employer reviews are completed with the apprentice's employer and the Head of Department for Apprenticeships and CPD. The Practice Learning Support team, practice education teams and the programme team collaborate to review and confirm placement capacity. Practice learning partners, employer 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 practice learning, with specialist practitioners providing expert input across the programme.

The University is also part of the Pan Midlands, Yorkshire, and East of England Practice Learning Group, which worked closely with the Pan London Group, to develop the Practice Assessment Document, which the University of Worcester has adopted. This group has developed a wide range of resources to support universities and their practice partners with the implementation of the 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.