

PROGRAMME SPECIFICATION

1	Awarding institution/body	University of Worcester
2	Teaching institution	University of Worcester
3	Programme accredited by	Nursing and Midwifery Council/ University of Worcester
4	Final award	Diploma in Higher Education in Nursing Studies/ BSc / BSc Honours Nursing Studies All leading to Registration on Part 1 of the NMC Professional Register
5	Programme title	Nursing Studies
6	Pathways available	Adult Nursing, Child Health or Mental Health
7	Mode and/or site of delivery	University of Worcester, statutory and non-statutory placement providers
8	Model of Attendance	Full-time/part-time
9	UCAS Code	BSc Adult B740 Dip HE Adult 3060 BSc Mental Health B760 Dip HE Mental Health 3160 BSc Child Health B730 Dip HE Child Health 3360
10	Subject Benchmark Statement	Health Care Programmes: Nursing
11	Date of PS Preparation/revision	July 2010
12	Educational aims of the programme:	

Diploma of Higher Education

- Provide students with the opportunity to evidence their 'fitness for practice, purpose, professional academic award and professional standing' (*Nursing and Midwifery Council [NMC] 2004*)
- Provide opportunities for students to achieve the NMC's outcomes for entry to the branch programme and the professional standards of proficiency to allow registration on Part 1 of the NMC's Register as a Registered Nurse – Adult, Children or Mental Health
- Enable students to provide high quality, safe, effective and responsive patient, carer and family centred care
- Facilitate the integration of theory to professional practice
- Develop the application of evidence based practice and research to facilitate high quality nursing practice which supports the wider health care agenda of clinical governance and clinical effectiveness
- Facilitate the appreciation of the wider context of health and social care
- Develop students commitment to health for all based on the principles of equity and fairness
- Promote the ethos of partnership, through negotiation and empowerment of service users and carers and collaborative working practices with colleagues and other health and social care professionals
- Develop students intra and interpersonal skills to identify, use and communicate information accurately and effectively and enhance clinical decision making
- Promote critical thinking, problem solving and reflective practice skills, allowing the development of responsibility for learning, promoting lifelong learning and continuous professional development
- Enable students to become competent, flexible and accountable practitioners, practising within a professional, legal and ethical framework
- Develop leadership and management skills

BSc: All of the above and

- Promote recognition of the complexity of professional, ethical and legal issues that impact on clinical decision-making.
- Accept personal responsibility and develop independent clinical judgement and decision-making across a range of complex professional and unpredictable care contexts.

BSc Honours

All of the above and:

- Promote recognition of the complexity of professional, ethical and legal issues that impact on clinical decision making

- Accept personal responsibility and develop independent clinical judgement and decision making across a range of complex professional and unpredictable care contexts
- Apply theoretical and practical knowledge to critically analyse an issue pertaining to the students chosen branch of professional study and produce an autonomous, in-depth and sustained piece of investigative work

13 Intended learning outcomes and learning, teaching and assessment

13.1 Subject specific knowledge, skills and attitudes

By completion of the course students will have developed the theoretical knowledge, clinical and technical skills and personal and professional attitude to achieve the *NMC (2004) Standards of proficiency* across 4 domains, professional and ethical practice, care delivery, care management and personal and professional development. These proficiency standards along side the *QAA (2001) Benchmark statements for health care programmes: Nursing – academic and practitioner standards* form the basis for the development of the subject specific learning outcomes

Diploma of Higher Education

By the end of the programme students will be able to:

1. Achieve the *NMC (2004) Standards of proficiency* for entry to the NMC register
2. Practice in a professional manner, in accord with the *NMC (2004) Code of professional conduct: Standards for conduct, performance and ethics*, recognising own limitations and acknowledging the need to seek appropriate assistance
3. Critically reflect upon contemporary theoretical perspectives providing the underpinning knowledge base for professional practice
4. Analyse the wider political, cultural, economic and social context of current health and social care provision
5. Practice in a fair and anti-discriminatory way, in accordance with professional, ethical and legal frameworks ensuring the primacy of service user interests and well-being
6. Analyse determinates of health and illness and reflect upon the principles and practice of public health to promote the health and well-being of service users
7. Demonstrate competence in assessing, planning, managing and co-ordinating care within a range of care setting including complex and unexpected situations
8. Apply best available evidence, knowledge and appropriate repertoire of skills indicative of safe and effective nursing practice
9. Demonstrate the ability to monitor the physical and psychological status of patients, carers and their families, analysing and evaluating care strategies, recognising the need for adaptation to meet varying and unpredictable circumstances
10. Locate and evaluate evidence and research and apply to professional health care practice
11. Be an accountable practitioner, who demonstrates the ability to have flexible leadership and management skills that enable them to contribute with skill and confidence to effective multi-professional/multi-disciplinary team working to ensure the total needs of service users and their family are addressed
12. Evaluate the effectiveness of quality assurance mechanisms and risk assessment strategies that contribute to public protection by creating and maintaining a safe environment of care

BSc / BSc Honours

All of the above and:

- 1 Reflect upon and critically evaluate own abilities and limitations and practise in a professional manner in accordance with *The NMC (2004) Code of professional conduct: Standards for conduct, performance and ethics*
- 2 Critically analyse the complexity of professional, ethical and legal frameworks and their impact on nursing care decision making
- 3 Select and apply knowledge and skills to critically evaluate the effectiveness of clinical judgement across a range of complex and unexpected situations
- 4 Demonstrate critical appreciation of research based knowledge and their application to professional practice
- 5 Articulate and justify decision making and problem solving processes to critically challenge nursing care and critically evaluate the outcomes of care interventions

13.2 Transferable and graduate skills

In addition to the subject specific knowledge and skills students will develop a range of transferable and graduate skills which are underpinned by *University of Worcester (UW) Quality Standards for provision of opportunities to engage in Personal Development Planning*.

Diploma of Higher Education

By the end of the programme students will be able to:

- 1 Take responsibility for own work and that of others and exercise autonomy and initiative in professional/academic activities
- 2 Through the use of an evidence-base and reflective portfolio of evidence and personal development plan (PDP) contribute to personal and professional development and a commitment to lifelong learning and continuous professional development
- 3 Develop essential skills of negotiation, engagement and facilitation to allow effective team-working and partnerships with colleagues, other health and social care professional, service users, carers and their families
- 4 Communicate with others in a clear and articulate manner, presenting arguments and ideas verbally in group work activities and in formal presentation and seminars and through written academic assignments, the portfolio of evidence and examinations
- 5 Develop information retrieval skills and use, interpret and evaluate a wide range of evidence (both written and numerical) to underpin academic work and professional practice
- 6 Achieve information technology skills

BSc: All of the above and:

1. Apply critical analytical and problem solving skills to critically evaluate evidence in professional and academic situations.
2. Exercise personal responsibility and informed decision-making in complex and unpredictable circumstances.

BSc Honours

All of the above and:

- 1 Apply critical analytical and problem solving skills to critically evaluate evidence in professional and academic situations
- 2 Exercise personal responsibility and informed decision making in complex and unpredictable circumstances
- 3 Demonstrate the ability to undertake a sustained, autonomous study which critically evaluates an aspect of professional practice, demonstrating systematic, rigorous research processes, which highlights both the implications and recommendations for developing current and future practice and incorporates a critical ethical dimension

*See appendix one for mapping of the subject specific intended learning outcomes and transferable and graduate skills to the modules of the Dip HE and BSc (Hons) Nursing Studies programme

13.3 Learning, teaching and assessment

The aim of the teaching, learning and assessment strategy is to provide and promote an inclusive, supportive, challenging and stimulating learning environment in which students can achieve their full potential and is developed inline with *UW (2007) Learning, Teaching and Assessment Strategy*.

13.31 Learning and teaching

- The programme utilises an integrative approach to the application of sound and relevant theoretical knowledge with the knowledge and experience derived from practice, acknowledging the 50% practice experience and 50% theoretical knowledge components of both the foundation year and the branch programmes.
- A wide range of learning and teaching strategies will be utilised to provide the opportunity for the progressive acquisition of the essential knowledge, skills and attitudes related to the successful completion of studies in higher education and are relevant and transferable in terms of the students successful career management as a registered nurse. These include lead lectures, generic seminar and branch specific tutorial groups, clinical skill workshops, OSCE's, problem-based and scenario-based learning, self-directed and independent study and e-learning. The diversity reflects the varying strengths and needs of students and of students at different levels of the programme.
- The development of study skills, including problem solving, use of information technology, information retrieval and management, critical thinking, critical reading and research methodology is a key feature across the course. The focus in the early stages is building confidence and developing study skills through dedicated library, information technology and academic writing sessions required to support and facilitate learning. As the course progresses the aim is to promote reflective, independent and self-directed learning, underpinning the ethos of lifelong learning.
- Direct classroom contact time decreases as students progress across the programme with students in the common foundation programme having more intensive contact than those at level five and six, with 2:1 contact teaching time to independent study in year one, reducing to 1:1 in year two and 1:2 in year three.
- The programme encompasses key themes, which relate directly to the *NMC (2004) Standards of proficiency* and have clear links to *QAA (2001) Benchmark statements for health care programmes: Nursing* – 'professional and ethical practice', 'care delivery', 'care management', 'personal and professional development' and 'clinical practice'. These themes are addressed in a range of modules across each semester in a progressive manner, through the adoption of a spiral

style of curriculum. This allows these key concepts to be introduced and revisited on a regular basis, at different levels of intensity and with variable emphasis to allow issues and themes to be explored in increasing depth and complexity, facilitating the knowledge, understanding and skill acquisition and the development of critical thinking, problem solving and reflective capacities essential for complex professional practice.

- Learning outcomes across the programmes modules are written in line with *UW (2007) Learning Outcomes Policy*, each assessment relates specifically to the identified learning outcomes and the teaching and learning methods for each module. The level of the module is apparent from the level of the intended learning outcomes and in all modules there are selections of higher order cognitive outcomes, to allow students at whatever level of study to demonstrate these higher cognitive levels. The number of high order cognitive outcomes increases across the programme from level four to five/six
- There is strong support for intra and inter-professional learning, while maintaining the unique features of each student's chosen branch of study. In the foundation programme, learning takes place between adult, mental health, child health and at times midwifery students, with lead lectures and the use of generic seminar groups to facilitate the sharing of experiences and perspectives. Additionally, many opportunities exist for participation in inter-professional team working within clinical practice placements.
- Great emphasis is placed on learning within a supportive and supervised clinical practice environment where student's supernumerary status allows opportunities for the safe rehearsal and consolidation of skills which leads to proficiency in practice in a range of branch specific, scheduled and non-scheduled clinical care settings.
- During placement experience students will also be allocated supported clinical reflection days to allow them to consolidate their practice based learning.

13.32 Assessment

- Strategies for the assessment of knowledge, skills and attitudes will be wide ranging to accommodate student diversity and will include both formative and summative methods to allow the integration of theory to professional practice.
- There is continuous assessment of practice based learning by mentors supported by a team of practice facilitators and academic staff, utilising practice assessment documentation with a pass or fail criteria.
- Formative assessment is facilitated by class and activity based experiences, problem based and scenario-based learning, group presentations, simulated clinical skill sessions and supervised practice.
- Summative assessment consists of written essays, reflective care studies, scenario-based studies, critiques, reports, OSCE's, seen and unseen examinations, group, individual and poster presentations, objective structured clinical examinations and web-based assessments. Comprehensive use is made of the students portfolio of evidence which, following introduction in the foundation year is collated across the branch programme to demonstrate the *NMC (2004) Standards of proficiency*, incorporating reflection on the evidence gathered and the students PDP, which will also form part of discussions between the student and their personal tutor.
- A level six Independent Study for those students studying for the BSc (Hons) Nursing Studies will offer the student the opportunity to undertake a substantial piece of work and so further refine the critical skills of enquiry and analysis.

14 Assessment strategy

- The assessment process and criteria adheres as closely as possible to the assessment policy of *UW (2007) Undergraduate Modular Scheme (UMS)*.
- The assessment strategy is designed to enable students to demonstrate their achievement of the course aims, learning outcomes and transferable/graduate skills, by developing their ability to draw on practice-based learning experiences and integrating them with theoretical knowledge to produce a practitioner who is fit for purpose, professional academic award and professional standing.
- Additionally, the assessment strategy aims to maximise student learning by enabling them to build on their strengths and respond to identified weaknesses. It should be used as a method of identifying students learning needs and provide clear statements of what must be achieved and should encourage the student to engage in self-assessment in order to develop skills of self-awareness, reflection and self-evaluation.

**No compensation between summative assessments in theory and practice is permitted.*

14.1 Summative assessment of theory

- Each module within the programme is summatively assessed. Formative assessment strategies are incorporated into the learning and teaching methods, including class and group based activities, problem-based and scenario-based learning and with peer and self-assessment
- Each single module attracts 15 credits and a 3000-word equivalency assessment; each double module attracts 30 credits and 6000 word equivalency. For students studying for the BSc (Hons), their honours classification will be determined utilising the criteria set out in *UW (2007) UMS Regulations*
- A variety of assessment methods will be used throughout the programme including essays, seen and unseen exams, reflective care studies, web-based assessments, practical assessments, and portfolio of evidence. Inline with *UW (2007) Learning Outcomes Policy*, each assessment relates specifically to the identified learning outcomes for each module, with all learning outcomes summatively assessed. For each module, details of the assessment requirements, including the weighting of each assessment item and any requirement to pass each assessment item will normally be provided at the launch of each semester. In addition detailed specific marking criteria for the assignment will be provided to be utilised in conjunction with the *UMS Generic Marking Criteria*
- Students will be advised of submission dates, which will be before the end of each semester, with academic scholarship expected in all assessments, with effective and timely feedback provided to all students

**See table 1 for Dip HE/BSc (Hons) Nursing Studies module assessment map*

TABLE 1 MODULE ASSESSMENT MAP – DIP HE/BSC (HONS) NURSING STUDIES

Module code	Title	Type of Assessment
Level 4 Foundation Programme		Theory
NURF1001 (S)	Fundamentals of professional practice	100% 2 part essay & (formative summative report)
NURF1002 (S)	Concepts of nursing practice	100% OSCE's
NURF1003 (D)	Foundations of health across the lifespan	100% exam, & CAP
NURF1004 (S)	Utilising evidence in professional practice	100% portfolio of evidence
NURF1005 (D)	Health, illness and well-being across the lifespan	100% Poster presentation & individual analysis & CAP
NURF1006 (S)	Developing effective nursing practice	100% OSCE pass / fail numeracy
Year 2 Branch Programme		
Level 5– Adult		
NURA2001 (d)	Applied patho-physiology in acute adult nursing	100% unseen exam & Pass/fail numeracy unseen exam
NURA2002 (d)	The principles and practice of acute nursing	60% unseen examination 40% portfolio of evidence + CAP
NURA2011 (d)	Palliative care and long term conditions	100% Group PBL exercise and seminar
NURA2012 (d)	Health promotion and nursing in primary care	60% PBL exercise and presentation 40% portfolio evidence & CAP
Level 5 – Child Health		
NURC2001 (d)	The child and family in the social context	100% web-based seminar
NURC2002 (d)	The child in society with health and social care needs	50% Reflective care study 50% PDP
NURC2003 (d)	Meeting the care needs of the highly dependent child and family	75 % OSCE inc. web-based test 50% reflective account
NURC2004 (d)	The appraisal of research in child health and social care	30% presentation 70%Research Proposal
Level 5 – Mental Health		
NURM2001 (s)	Ethical practice in the process of care	100% Reflective essay
NURM2002 (s)	The intentional practitioner (1)	100% portfolio of evidence
NURM2003 (d)	Assessment of mental distress	100% Examination & CAP
NURM2004 (s)	Mental health policy and legislation	100% Reflective Essay
NURM2005 (d)	Nursing interventions – working in groups	100% Group presentation & CAP
NURM2006 (s)	The intentional practitioner (2)	100% portfolio of evidence
Year 3 Branch Programme Level 5 - Dip HE Nursing		
Level 5 – Adult		
NURA2007 (d)	Directed/negotiated study (ENCC only)	100% optional negotiated study

s = single
double
PDP =

module, d =
module,
personal

NURA2006 (s)	Research methods	100% independent study proposal
NURA2008 (d)	Management of the critically ill person	50% PBL assessment, 50% portfolio of evidence + CAP
NURA2009 (s)	Legal, ethical and professional issues	100% assignment
NURA2010 (d)	The competent practitioner	60% essay 40% portfolio of evidence + CAP
Level 5 Branch Programme – Child Health		
NURC2005 (d)	Emotions, behaviour and disability in childhood	50 % poster presentation 50% written commentary
NURC2006 (s)	The child with complex multidimensional problems	100% reflective care study
NURC2007 (d)	Directed/negotiated study	100% optional negotiated study
NURC2008 (s)	Legal, ethical and professional aspects of child health	100% examination using values exchange
NURC2009 (d)	The evolving child health practitioner	50% essay 50% pdp
Level 5 Branch programme – Mental Health		
NURM2007 (d)	Directed/negotiated study	100% optional negotiated study
NURM2008 (d)	Nursing interventions in the care process	100% web based care study & CAP
NURM2009 (s)	The intentional practitioner (3)	100% portfolio of evidence + PDP
NURM2010 (d)	Organisation and management of care	100% SWOT analysis & CAP
NURM2011 (s)	The capable practitioner	100% reflective essay
Year 3 Branch Programme Level 6 – BSc (Hons)		
Level 6 - Adult		
NURA3002 (d)	Independent Study	100% independent study
NURA3006 (s)	Research methods	100% independent study proposal
NURA3008 (d)	Management of the critically ill person	50% PBL assessment, 50% portfolio of evidence + CAP
NURA3009 (s)	Legal, ethical and professional issues	100% assignment
NURA3010 (d)	The competent practitioner	60% essay 40 % portfolio of evidence + CAP
Level 6 – Child Health		
NURC3002 (d)	Independent Study	100% independent study
NURC3005 (d)	Emotions, behaviour and disability in childhood	50 % poster presentation 50% written commentary
NURC3006 (s)	The child with complex multidimensional problems	100% reflective care study
NURC3008 (s)	Legal, ethical and professional aspects of child health	100% examination using values exchange
NURC3009 (d)	The evolving child health practitioner	50% essay 50% pdp
Level 6 – Mental Health		
NURM3002 (d)	Independent Study	100% independent study
NURM3008 (d)	Nursing interventions in the care process	100% web-based care study & CAP
NURM3009 (s)	The intentional practitioner (3)	100% portfolio of evidence + PDP
NURM3010 (d)	Organisation and management of care	100% SWOT analysis & CAP

14.2 Summative assessment of practice

- Summative assessment of practice takes place in each semester, with practice-based assessments awarded a pass or fail grade only. Students will be issued with continuous assessment of practice (CAP) documentation prior to their placement allocation in each semester
- A Registered Nurse who is on *UW's Register of Active Mentors* supports and assesses the students competency in practice, supported by a team of Trust based practice facilitators and the students personal tutor (*See Mentorship Guidelines in the Continuous Assessment of Practice documentation*), where this is not achievable the assessment is completed as a tripartite arrangement with a member of UW academic team/practice facilitator, the student and their nominated mentor
- Students will have a preliminary (including an induction), interim and final interview in each placement
- To be assessed in practice, students must have attended the placement for a minimum of 80% of the allocated placement and will normally be require to work a minimum of two shifts per week with their mentor. This ensures that the student has the maximum opportunity to achieve success and that the mentor has the maximum opportunity to make an informed judgement of the students' achievement of the stated competencies
- Practice learning outcomes are contained within the CAP document and it will enable the student to provide the required evidence of progression to the level of a competent nurse practitioner on completion of the programme. The assessment process places great emphasis on active participation by the student in both their learning development and achievement of learning outcomes. Through individual selection and negotiation they are enabled to identify areas of personal interest and/or need, and are facilitated to achieve personal goals relevant to the area of clinical practice to which they are allocated
- CAP documentation will be submitted to UW at the end of each semester and moderated by the course team
- In addition to the CAP documentation, students are expected to maintain a portfolio of evidence to support their competencies. This portfolio will form part of the modular summative assessment. It is introduced in the foundation year and developed during each semester of the branch programme.

15 Programme structures and requirements

- Year one is the common foundation programme completed by adult, child health and mental health students, with a two-year branch programme
- The programme complies with NMC regulations of 50% theory and 50% practice, year one is 50:50 theory:practice, year two is 60:40 theory:practice and year three is 40:60 theory:practice,

with a period of clinical practice of at least 3 months (12 weeks) in the final semester of the course to enable students to consolidate their competence in practice

- The course incorporates the requirements of the European Directive 77/453/EEC and 89/595/EEC completed primarily with workshops, and directed study guides, this is consolidated in the branch programme with opportunistic exposure to alternative branch experiences, which students evidence through their directed study guides
- Personal development planning time (PDP) allows students to utilise opportunities to consolidate learning experiences, through the development of personal learning goals and personal tutors play a pivotal role supporting students with this process, facilitated by meetings once each semester between student and personal tutor. Particular emphasis will be placed on the development of transferable and graduate skills, specifically information technology and health informatic skills, which are increasingly viewed as a key driver in modernising health services and in ensuring patients, receive the best possible care. In line with *UW (2006) E-Learning Guidelines* optional workshop sessions will be offered, facilitated by UW academic staff to allow this development. Health informatic skills and personal learning goals will form part of the overall formative and summative assessment strategies of the programme, particularly the development of the student’s personal development plan (PDP) and portfolio of evidence. For those students with fails in either practice or theory the time may be utilised to enable students to successfully pass the failed element and progress with their studies
- Students completing the course successfully will be eligible for the award of a Dip HE Nursing Studies (Adult, Child Health or Mental Health). However, students who successfully complete 120 level four and 120 level five credits by the end of year two, will have the option of achieving a BSc (Hons) Nursing Studies (Adult, Child Health or Mental Health) by selecting to study the final academic year (semester five and six) at level six

FIGURE 1 EXIT AWARDS AND ASSOCIATED CREDITS

Diploma of Higher Education in Nursing (Adult, Child Health or Mental Health) 120 Level four and 210 Level five Credits (if the negotiated/directed study module NURA/NURCNURM2007 is studied formatively)
Diploma of Higher Education in Nursing (Adult, Child Health or Mental Health) 120 Level four and 240 Level five Credits
BSc (Hons) Nursing Studies (Adult, Child Health or Mental Health) 120 Level four, 120 Level five and 120 Level six Credits

*See Figure 2 for diagrammatic representation of the hours and credits of both the Dip HE and BSc (Hons) Nursing Studies routes

*See Figure 3 for indicative course overview of the Dip HE/BSc (Hons) Nursing Studies Programme

- The award of Dip HE /BSc (Hons) Nursing Studies cannot be made separately from the award of Registered Nurse

- A recommendation for entry to the professional register is contingent upon a declaration of good character by UW on behalf of the student
- The course has been designed to incorporate as many elements as possible of *UW UMS Scheme*, thus reflecting the principles of other undergraduate programmes
- Each semester has 4 single modules or the equivalent. Each semester must be studied in sequence. The modules are all mandatory and are summatively assessed. The modules run concurrently in each semester and there are progression points at the end of each semester with additional points at the end of the foundation and branch programme
- Attendance in clinical practice is mandatory and all lost time must be 'made up', theory has an 80% attendance requirement.
- Opportunities exist for students to step on and off the programme
- Stepping on involves the recognition of prior learning (including experiential learning) and receiving credit against modules. At present the NMC permit APL/APEL of up to 120 credits of the three-year programme. This allows students to enter the programme at various points; however, it is usual that students enter the course at a later commencement date or directly into the branch programme.
- Students discontinuing the course may be considered for admission to other undergraduate modular programmes subject to their availability. Transfers will be subject to the *UW (2006) Undergraduate Regulatory Framework*.
- If a student 'steps off' the programme, where appropriate, an award will be made if the student has achieved the required number of credit points.

*See Figure 4 for 'stepping off' awards

- In the case of an interruption to the programme, where the student is full-time they must complete in not more than five years, including interruptions or if part-time not more than seven years, including interruptions.

FIGURE 2 CREDIT AND HOURS STRUCTURE – DIP HE/BSC (HONS) NURSING STUDIES (ADULT, CHILD HEALTH OR MENTAL HEALTH)

Activity	Theory Hours	Practice Hours	DipHe Route Credits	Bsc Hons Route Credits
Foundation programme				
Semester One				
University Induction	37.5		0	0
Trust / Skills Induction		37.5	0	0
NURF1001: Fundamentals of professional practice	93.75 of which 60 hours Contact Teaching Time/ Directed Study 33.75 hours Independent Study	93.75	15 Level 4	15 Level 4
NURF1002: Concepts of nursing practice	93.75 of which 60 hours Contact Teaching Time/ Directed Study 33.75 hours Independent Study	93.75	15 Level 4	15 Level 4
NURF1003: Foundations of health across the lifespan	187.5 of which 120 hours Contact Teaching Time/ Directed Study 67.5 hours Independent Study	187.5	30 Level 4	30 Level 4
Semester Totals	412.5	412.5	60 Level 4	60 Level 4
Please Note that –				
<ul style="list-style-type: none"> The 375 hours of clinical practice for this semester are achieved in one placement 				

Semester Two				
Activity	Theory Hours	Practice Hours	DipHe Route Credits	Bsc Hons Route Credits
NURF1004: Utilising evidence in professional practice	93.75 of which 60 hours Contact Teaching Time/ Directed Study 33.75 hours Independent Study	93.75	15 Level 4	15 Level 4
NURF1005: Health, illness and well-being across the lifespan	187.5 of which 120 hours Contact Teaching Time/ Directed Study 67.5 hours Independent Study	187.5	30 Level 4	30 Level 4
NURF1006: Developing effective nursing practice	93.75 of which 60 hours Contact Teaching Time/ Directed Study 33.75 hours Independent Study	93.75	15 Level 4	15 Level 4
Semester Totals	375	375	60 Level 4	60 Level 4
Please Note that –				
<ul style="list-style-type: none"> The 375 hours of clinical practice for this semester are achieved in one placement 				

Branch programme				
Activity	Theory Hours	Practice Hours	DipHe Route Credits	Bsc Hons Route Credits
Semester Three – Adult				
NURA2001: Applied patho-physiology in acute adult nursing	225 of which 108 hours Contact Teaching Time/Directed Study 117 hours of Independent Study	150	30 Level 5	30 Level 5
NURA2002: The principles and practice of acute nursing	225 of which 108 hours Contact Teaching Time/Directed Study 117 hours of Independent Study	150	30 Level 5	30 Level 5
Semester Three – Child Health				

NURC2001: The child and family in the social context	225 of which 108 hours Contact Teaching Time/Directed Study 117 hours of Independent Study	150	30 Level 5	30 Level 5
NURC2002: The child in society with health and social care needs	225 of which 108 hours Contact Teaching Time/Directed Study 117 hours of Independent Study	150	30 Level 5	30 Level 5
Semester Three – Mental Health				
NURM2001: Ethical Practice in the Process of Care	112.5 of which 54 hours Contact Teaching Time / Directed study 58.5 hours Independent Study	75	15 Level 5	15 Level 5
NURM2002: The Intentional Practitioner (1)	112.5 of which 54 hours Contact Teaching Time / Directed Study 58.5 hours Independent Study	75	15 Level 5	15 Level 5
NURM2003: Assessment of Mental Distress	225 of which 108 hours Contact Teaching Time/Directed Study 117 hours of Independent Study	150	30 Level 5	30 Level 5
Semester Totals (for each branch)	450	300	60 Level 5	60 Level 5
Please Note that –				
<ul style="list-style-type: none"> The 300 hours of clinical practice for this semester are achieved in one placement 				

Activity	Theory Hours	Practice Hours	DipHe Route Credits	Bsc Hons Route Credits
Semester Four – Adult				
NURA2011: Palliative care and long term conditions	225 of which 108 hours Contact Teaching Time / Directed Study 117 hours Independent Study	150	30 Level 5	30 Level 5
NURA2012: Health Promotion and nursing in primary care	225 of which 108 hours Contact Teaching Time/Directed Study 117 hours of Independent Study	150	30 Level 5	30 Level 5
Semester Four – Child Health				
NURC2003: Meeting the care needs of the highly dependent child	225 of which 108 hours Contact Teaching Time/Directed Study 117 hours of Independent Study	150	30 Level 5	30 Level 5
NURC2004: The appraisal of research in child health and social care	225 of which 108 hours Contact Teaching Time/Directed Study 117 hours of Independent Study	150	30 Level 5	30 Level 5
Semester Four – Mental Health				
NURM2004: Mental Health Policy and Legislation	112.5 of which 54 hours Contact Teaching Time / Directed Study 58.5 hours Independent Study	75	15 Level 5	15 Level 5
NURM2005: Nursing Interventions – Working in Groups	225 of which 108 hours Contact Teaching Time/Directed Study 117 hours of Independent Study	150	30 Level 5	30 Level 5
NURM2006: The Intentional Practitioner (2)	112.5 of which 54 hours Contact Teaching Time / Directed Study 58.5 hours Independent Study	75	15 Level 5	15 Level 5
Semester Totals (for each branch)	450	300	60 Level 5	60 Level 5

Please Note that –

- The 300 hours of clinical practice for this semester are achieved in one placement

Activity	Theory Hours	Practice Hours	DipHe Credits	Route	Bsc Hons Route Credits
Semester five and six – Adult					
NURA2007 (ENCC)/ NURA3002: Negotiated or directed Study / Independent Study	150 of which 12 hours Tutorial Time. 138 hours Independent Study	225	0/30 Level 5		30 Level 6
NURA2006/3006: Research methods	75 of which 24 hours Contact Teaching Time / Directed Study 51 hours Directed Study	112.5	15 Level 5		15 Level 6
NURA2008/3008: Management of the critically ill person	150 of which 48 hours Contact Teaching Time /Directed Study 102 hours Independent Study	225	30 Level 5		30 Level 6
NURA2009/3009: Legal, ethical and professional issues	75 of which 24 hours Contact Teaching Time / Directed Study 51 hours Directed Study	112.5	15 Level 5		15 Level 6
NURA2010/3010: The competent practitioner	150 of which 48 hours Contact Teaching Time /Directed Study 102 hours Independent Study	225	30 Level 5		30 Level 6
Semester five and six – Child Health					
NURC2007/ NURC3002: Negotiated or directed Study / Independent Study	150 of which 12 hours Tutorial Time. 138 hours Independent Study	225	0/30 Level 5		30 Level 6
NURC2005/3005: Emotions, behaviour and disability in childhood	150 of which 48 hours Contact Teaching Time /Directed Study 102 hours Independent Study	225	30 Level 5		30 Level 6
NURC2006/3006: The child with complex multidimensional problems	75 of which 24 hours Contact Teaching Time / Directed Study 51 hours Directed Study	112.5	15 Level 5		15 Level 6
NURC2008/3008: Legal, ethical and professional aspects of child health	75 of which 24 hours Contact Teaching Time / Directed Study 51 hours Directed Study	112.5	15 Level 5		15 Level 6
NURC2009/3009: The evolving child health practitioner	150 of which 48 hours Contact Teaching Time /Directed Study 102 hours Independent Study	225	30 Level 5		30 Level 6
Semester five and six – Mental Health					
NURM2007/ NURM3002: Negotiated or directed Study / Independent Study	150 of which 12 hours Tutorial Time. 138 hours Independent Study	225	0/30 Level 5		30 Level 6
NURM2008/ NURM3008: Nursing Interventions and the Process of Care	150 of which 48 hours Contact Teaching Time /Directed Study 102 hours Independent Study	225	30 Level 5		30 Level 6
NURM2009/ NURM3009: The Intentional Practitioner (3)	75 of which 24 hours Contact Teaching Time / Directed Study 51 hours Directed Study	112.5	15 Level 5		15 Level 6
NURM2010/NURM3010: Organisation and Management of Care	150 of which 48 hours Contact Teaching Time /Directed Study 102 hours Independent Study	225	30 Level 5		30 Level 6
NURM2011/ NURM3011: The Capable Practitioner	75 of which 24 hours Contact Teaching Time / Directed Study 51 hours Directed Study	112.5	15 Level 5		15 Level 6
Year Total	600	900	90/120 Level 5		120 Level 6

Pleas/e Note that –

- Students will take either level five or level six study
- NURA/NURC/NURM3002 run over 2 semesters
 - That each semester has 300 hours of clinical practice achieved in one placement,

Other	
EU Directives	75
Personal / Professional Development	412.5
Annual Leave	787.50
Total	1275 Divided between theory and practice

Totals for Course				
Semester	Theory Hours	Practice Hours	DipHe Route Credits	Bsc Hons Route Credits
One	412.5	412.5	60 Level 4	60 level 4
Two	375	375	60 Level 4	60 level 4
Three	450	300	60 Level 5	60 level 5
Four	450	300	60 Level 5	60 level 5
Five & Six	600	900	90/120 Level 5	120 Level 6
Other	637.5	637.5	0	0
Totals	2925.00	2925.00	120 Level 4 210/240 level 5	120 level 4 120 level 5

16 QAA academic infrastructure

16.1 Framework for higher education framework

The Nursing Studies programme reflects the first three levels of the Higher Education Academic Infrastructure, with the Dip HE reflecting certificate and intermediate level and the BSc (Hons) additionally reflecting the honours level.

Students will enter the Dip HE Nursing Studies programme and will study year one, the common foundation programme at certificate level. As students enter year two and their chosen branch programmes they will continue their studies at intermediate level. Year three, for those who wish to continue on the Dip HE programme will continue to be studied at intermediate level. For those students who have successfully achieved 120 level four and 120 level five credits, there is the opportunity to transfer to the BSc (Hons) Nursing Studies programme and complete the third year at honours level.

The course team decided to assess and award credit for as many hours as practical of student study and attempted to correspond the NMC course hours requirements of 4,600 hours with the *UW UMS Scheme* of 150 hours student effort = 15 credits, within the Nursing Studies programme 187.5 hours = 15 credits. Therefore at the end of year two all students will have achieved 120 level four and 120 level five credits, allowing any student who wishes to progress to the final year at honours level.

*See Figure 1 for exit awards and Figure 4 for stepping off awards.

FIGURE 4 STEPPING OFF AWARDS

End of common foundation programme 120 credits at level four Certificate of Higher Education
End of year two 120 credits at level four and 120 credits at level five Diploma of Higher Education, but not eligible for professional award
End of year three if student studies at level five 120 credits at level four and 240 level five But fails to achieve success in final practice placement Diploma of Higher Education in Health and Care, but not eligible for professional award
End of year three if student studies at level six 120 credits at level four, 120 credits at level five and 120 credits at level six But fails to achieve success in final placement BSc (Hons) Health and Care, but not eligible for professional award
End of year three if student studies at level six 120 credits at level four, 120 credits at level five and 90 credits at level six (unsuccessful in NURA/NURC/NURM3002 Independent Study) And fails to achieve success in final placement BSc Health and Care, but not eligible for professional award
End of year three if student studies at level six 120 credits at level four, 120 credits at level five and 90 credits at level six (unsuccessful in NURA/NURC/NURM3002 Independent Study) BSc Nursing Studies and RN (Adult, Children or Mental Health)

16.2 NMC (2004) Standards of Proficiency for Pre-registration Nursing Education

The NMC require that as a minimum pre-registration nursing programmes must culminate in the award of a Dip HE and that it is a matter for higher education institutions and service partners to determine higher academic qualifications where appropriate. UW is commissioned by the West Midlands Strategic Health Authority for Dip HE / BSc nursing programmes.

The course meets the NMC requirements for:

Length

Hours

Theory/practice balance

Structure

EU directives

Student support and status

Teaching, learning and assessment strategies

Content and knowledge underpinning practice

Range of practice learning experiences

The NMC have produced both outcomes for the common foundation programme for entry to the branch programmes and also standards of proficiency, which students must achieve in the practice of adult nursing, child health or mental health nursing to register on part 1 of the NMC's professional register. By completion of the course students will have developed the theoretical knowledge, clinical and technical skills and personal and professional attitude to achieve the *NMC (2004) Standards of proficiency* across 4 domains, professional and ethical practice, care delivery, care management and personal and professional development.

*See appendix one of the DVD for mapping matrix for the *NMC (2004) Standards of proficiency* against the Dip HE Nursing Studies programme – Adult, Child Health and Mental Health.

16.3 QAA (2001) Benchmark Statement for Health Care Programmes: Nursing

These subject benchmark statements describe the nature and characteristics of programmes of study in nursing and are divided into the shared context of health care and the uniquely profession specific context.

Shared context

A: Expectations of the health professional in providing patient/client service

B: Application of practice in securing, maintaining or improving health and well-being

C: Knowledge, understanding and skills that underpin the education and training of health care professionals

Subject specific context

A: The nurse as a registered health care practitioner; expectations held by the profession, employers and public

B: Principles and concepts; applications to nursing practice

C: Knowledge; understanding and associated skills that underpin the education of nurses

Additionally, they have produced academic and practitioner standards commensurate with the academic awards of Dip HE and honours degree; these are reflected in the NMC proficiency standards. The QAA honours degree standards form the basis of the intended learning outcomes for the BSc (Hons) Nursing Studies programme and these are mapped in appendix one

*The *QAA (2001) Benchmark statements* are mapped against the Nursing Studies programme in appendix two of the DVD

16.4.1 Code of practice for the assurance of academic quality and standards in higher education: Placement learning

In accordance with NMC requirements 50% of student learning is practice-based within the clinical setting in both statutory and non-statutory placements. It is therefore necessary for the Nursing Studies programme to adhere to the code of practice for placement learning:

- Students will experience a range of statutory and non-statutory placements specific to the students chosen branch of study, but with access to inter-professional learning and working. Duration of placements will be variable, adult and mental health students will experience placements ranging from 8-12 weeks duration, child branch students will experience placements ranging from 6-12 weeks duration. All students will complete at least 2300 hours in practice
- Practice experience will be assessed utilising continuous assessment of practice (CAP) documentation, with a common document for the foundation programme and branch specific for the branch programmes. The CAP document utilises the *NMC (2004) Standards of proficiency*. The CAP document is complemented by the portfolio of evidence, which provides students with the opportunity to gather evidence against all of the NMC proficiency standards and forms part of each semester's modular assessment. The portfolio is self-assessed, marked and moderated by the course team and available for the external examiner.
- There is a dedicated work based learning support unit who allocate and monitor placements
- Students and mentors are supported in practice by a team of Trust-based practice facilitators, who are also associate lecturers at UW. They have a particular role in supporting failing students, supporting the acquisition of clinical skills and securing, allocating and approving placements
- Manual handling and CPR are mandatory and documented in student held handbooks and records maintained by the teaching team.

- All students are Criminal Record Bureau (CRB) checked and have occupational health clearance. If changes in circumstances occur then students must inform UW, they may require occupational health or *UW's fitness to practice* referral and may require suspension from practice until such time as clearance has been granted
- Any international placements completed as part of the elective placement in the final semester of year three, will be organised by the international co-ordinator who will ensure all health and insurance related matters are dealt with
- Students representatives, practitioners and practice facilitators are invited to course committee, student representative meetings and the quality steering group
- Academic, allocations, clinical staff, clinical facilitators and Strategic Health Authority (SHA) members all attend clinical allocations working group meetings and strategic placement group meetings
- External examiners meet with mentors and practice facilitators
- Students will normally be allocated an active mentor on *UW Active Mentor Register* for each placement and students will normally work two shifts (15 hours) a week with their active mentor (exceptional circumstances may prevent this). In some non-statutory placements, practice will be assessed utilising a tripartite arrangement with a member of the academic team or practice facilitator, nominated mentor and the student. Mentors assess student's ability to integrate theory to practice and ensure they are safe, effective and competent. This is assessed via direct observation, questioning, discussion and obtaining the testimony of other practitioners. The CAP has pass/fail criteria – failing any one element will equate to an overall fail. CAP documentation is submitted to UW each semester and moderated by the course team and made available for the external examiner. There is a formal process involving a preliminary (including induction), intermediate and final interview
- It is the student's responsibility to seek out learning opportunities and to complete the required aspects of their CAP documentation and ensure they present it to their mentor for assessment. Students have an introduction to CAP documentation by either a member of the academic staff or a clinical facilitator
- Students are reminded of their responsibilities towards placements, colleagues and service users. Confidentiality must be maintained at all times and patient details must not be included in either the CAP document or any written assignments
- Attendance in practice is mandatory, with students needing to attend at least 80% of the placement before final assessment can take place. Attendance is recorded by the placement and returned to the allocations office who record all student sickness and absence. Students must notify allocations and their placement if they will not be reporting for duty
- Students will be notified in writing if they are unlikely to achieve the 2,300 practice hours
- All absence for whatever reason from practice must be 'made up' either before the end of the semester or at the latest the end of the academic year, allocations must be notified on the appropriate form that time has been 'made up'
- Students are supernumerary while on clinical placement
- All students who fail in practice are reviewed by the practice placement panel. This consists of practice and academic staff.
- Where a student fails to meet attendance criteria the mentor, practice facilitator, Trust lead practice facilitator and course leader will agree an acceptable way forward. This may necessitate

delaying the assessment, extending the placement or the student intercalating to allow achievement of competency.

- Students who are failing in practice will be supported by their mentor, the practice facilitator and their personal tutor and an action plan put in place to support both student and mentor
- Students who fail practice will be given a 4 week reassessment period within the students personal professional development time and if this is deemed insufficient then the Trust lead practice facilitator and UW professional lead for nursing and midwifery will decide on an appropriate way forward
- Failure to achieve the minimum standard at reassessment in practice will result in the educational programme being discontinued, students will be notified of this decision in writing
- No student will be reassessed in practice more than three times throughout the whole programme, with no more than two attempts being allowed in the branch programme. Failure in excess of this will lead to automatic discontinuation from the course, without reassessment opportunity
- Appeals against the decision of the board of examiner/chairs action regarding failure in practice will be made in accordance with *UW (2007) Assessment Policy*
- All active mentors will have completed recognised mentorship preparation programmes
- Active mentors attend annual mentor workshops to allow them to remain on *UW Active Mentor Register*, these are provided jointly by academic staff and practice facilitators
- All placements are audited on an annual basis (formal / self) including learning resources and the learning environment, action plans are put in place to deal with any difficulties and the placement supported by the academic team and practice facilitators
- Students all complete end of semester placement evaluations. This is discussed with practice facilitators and the clinical management team and action plans devised to deal with any difficulties
- The academic team have an identified staff development budget; this supports continuous professional development within their related fields.

17 Support for students

Student support is a key component of the programme from a pastoral, academic and clinical practice perspective:

- All students will be provided with a *UW Student Handbook* and a *Dip HE/BSc (Hons) Nursing Studies Student Handbook* at the start of the course. Additionally, each semester students receive semester guidelines, including module outlines, timetables and assignment guidelines
- A comprehensive induction programme for new students is organised during the first week of the programme, to introduce the student to University and professional services, as well as introducing the course team including practice facilitators
- All students are orientated to their designated Trust base and meet mandatory health and safety requirements
- The provision of a personal tutor for each student is fundamental to how the course team views the student's academic, pastoral and clinical support. Normally the student's personal tutor will be a registered nurse on the same part of the NMC's Register.

- Module tutors will provide specific educational guidance
- Students are supported by a named mentor who is appropriately skilled and qualified practitioner to guide, support and assess them when undertaking each practice placement experience.
- A team of Trust-based practice facilitators, who are also associate lecturers within UW support students and mentors in clinical practice and support students in the acquisition of clinical skills
- All students will receive continuous assessment of practice documentation and EU directive study guides to facilitate their practice based learning
- All clinical placements are facilitated by the team of practice facilitators and the work-based learning support unit
- Registry services are available to all students and are introduced during the induction programme, they have responsibility for keeping a central record of student progress, organising registration, administering the procedures for the claims of mitigating circumstances and appeals and arranges awards ceremonies
- The department of information and learning service is based in Pearson Resource Centre and provides library, media and IT services: -
 - Library* – the Pearson library has a substantial range of professionally focused learning resources including a subject specific librarian and access to library services and electronic resources both on and off campus. All students can register for Athens identification and password. In addition, students have access to local NHS Trusts library facilities through a number of Education Centres
 - Media* – are the main point of contact for reprographic services, laminating, binding and video editing and can provide a range of equipment including DVD players, video and digital cameras
 - Information Technology* – each student is allocated an email account and registered on blackboard to allow students both on and off campus to access a range of learning resources, information and to maintain contact with tutors and peers. There are a large number of networked computers available to students in both the Hines and Pearson buildings; some with 24 hours access.

A range of student support services exist, which provide non-academic support for students which include student welfare and financial advice, student information and guidance incorporating the chaplaincy, careers service, counselling and health advice
- Equal opportunities unit works together with Institute staff to ensure inclusion throughout UW, promoting the rights of all students to be treated with dignity and fairness. One of the centres most important functions is advising, supporting and assessing students who have specific learning difficulties, which impact on their theory and practice based learning
- The crèche at UW (known as Unitots) provides fulltime day care for pre-school children aged 3 months- 5 years
- NHS Bursaries provides information on students bursaries, means tested grants, childcare allowances, travel experiences for community experiences and maternity leave
- Daily transport is currently provided for nursing students to UW from Hereford, Kidderminster and Redditch
- During semester six of the programme there exists the opportunity for an international or UK elective. International / UK placements are facilitated by the Institute of Health and Social Care's International Co-ordinator.

18 Admissions policy, criteria and procedures

18.1 Commissions

The West Midlands Strategic Health Authority commission pre-registration students from University of Worcester with commissions currently confirmed in March prior to the forthcoming September intake

Initial applications are through NMAS with some local candidates, particularly secondees applying for Scholarships directly to UW (currently scholarships are suspended). There are two cohorts a year of adult and mental health students, September and February and one of child health students in September

The commissioned numbers of students for September 2008 and February 2009 are as identified in Table 2 below:

TABLE 2 – COMMISSIONED NUMBERS BY BRANCH FOR 2008/9 (updated figures)

INTAKE	ADULT	MENTAL HEALTH	CHILD HEALTH
SEPTEMBER 2008	104	18	15
FEBRUARY 2009	75	23	NA
TOTALS	179	41	15

The revalidated programme will commence September 2006 for all branches. Students will transfer at the end of the current foundation programme to the new branch programme. Students from year two, semester three onwards of the current programme will complete their current course

18.2 Recruitment Activity

The Institute of Health and Society have an active recruitment group. It comprises of representatives from UW lecturers, practitioners, a human resource representative from a local NHS Trust, Registry and marketing.

The Admissions tutor takes the lead in facilitating the recruitment of students. She is the key link between local further education institutions, schools, job centres, other organisations and the Institute. The course team are involved in the recruitment process through the contribution of lecturers in attending careers activities, Open Days, bespoke Institute of Health and Society Open events. In addition, prospective students can attend a Taster Day, a successful innovation within Midwifery recruitment activity. These days provide students with a 'taste' of the students chosen branch of nursing or midwifery and give them the opportunity to gain greater understanding of the course and their intended career

18.3 Selection Process

The admission requirements for the course are:

Dip HE Entry Requirements (only available for Adult & Mental Health branches)

A minimum of 60 UCAS Tariff points from 1 A level (or equivalent Level 3 qualifications) plus at least 3 GCSEs at Grades A-C to include English Language. GCSE Maths is desirable, but candidates not offering this will have the opportunity to sit a numeracy test on selection day.

BSc Entry Requirements (available for Adult, Mental Health & Child branches)

A minimum of 160 UCAS Tariff points from 2 A levels (or equivalent Level 3 qualifications) plus at least 5 GCSEs at Grades A-C to include English Language. GCSE Maths is desirable, but candidates not offering this will have the opportunity to sit a numeracy test on selection day.

Any of the following are acceptable as an alternative to the above:

BTEC National Diploma or Certificate/EDXCEL

GNVQ Advanced Level 3 (now Advanced Vocational)

NVQ level 3

Access to Nursing/Caring Course

Access to Higher Education

Overseas qualifications considered acceptable by NMC

Other qualifications/ range of qualifications may be considered.

All applications received are scrutinised and students who meet the criteria for admission are invited to attend for an interview. In addition, to meeting the educational entry requirements candidates are required to evidence an understanding of their chosen branch of nursing and to undertake literacy and numeracy testing as required by the NMC. Academic and clinical staff interview potential students. An interview schedule provides potential students with the opportunity to discuss and debate a relevant health care topic, together with an individual interview/discussion.

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

Those students who meet all the criteria for entry and are successful at interview are offered a place, conditional upon satisfactory Occupational Health and Criminal Records Bureau screening.

Opportunity for the recognition of prior learning (including experiential learning) exists in terms of being admitted to the course and receiving credit against modules. The arrangements of such accreditation of prior learning (APL) are principles of good practice

within *UW Undergraduate APL/APEL Scheme*, together with the guidance contained within the *QAA Framework for APL/APEL*. At present the NMC permit APL/APEL of up to 120 credits of the three-year programme.

Please contact the Registry Admissions Office for further information and guidance:

Davina Cain – Registry Admissions 01905 855021

Email d.cain@worc.ac.uk

19 Methods for evaluating and improving the quality and standards of teaching and learning

- Formal review against the pre-registration NHS contractual requirements currently Major Review and Ongoing Quality Monitoring and Enhancement Process, the latter currently subject to evaluation
- Annual review of the quality of the course including External Examiner Reports
- Joint Moderating Committee
- Annual Monitoring by the NMC
- Evaluation(s) by students, teaching staff and mentors of both the theoretical and practice components of the course
- Institute Student Forum
- Course Committee meetings once each semester, where there is ongoing monitoring and evaluation of the courses
- Clinical Staff and Student representation in recruitment and identified course committees
- Annual updates for mentors and maintenance of an *Active Mentor Register*
- Audits of clinical learning environments, all practice placement areas are audited to determine their suitability as an appropriate learning environment for students
- Quality Strategy Group - who oversee the quality aspects of the courses, including evaluations of theory and practice experiences and recruitment and retention issues
- Hereford and Worcester strategic placement group and clinical allocations working group
- Peer Review of teaching and learning activities
- UW Learning and Teaching Committee and the Institute of Health and Society Learning and Teaching Committee, together with the Academic Development and Practice Unit promote learning and teaching across the UW. The latter provides support and personal development opportunities for staff in relation to learning and teaching activities. The centre runs a programme of staff development seminars. In addition, the centre also provides specific staff development as requested at Institute/ departmental or team level. Staff can also apply for monies to facilitate the completion of Learning and Teaching Projects. In addition, Teaching Fellows can be appointed

through the university and there are currently three University Fellow's and one National Teaching Fellow within the Institute.

- A Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA
- Staff Development Activity – including clinically focused courses, doctoral level study, support with research, publications and Conference Presentations

20 Regulation of assessment

- The regulation of assessment follows as closely as possible *UW (2007) Academic Regulations– Regulation for the Assessment of Students and UW UMS Regulations (2007)*
- Students are required to take all modules in the programme of study and be successful in each summative assessment to achieve registration on Part 1 (Adult, Children or Mental Health) of the NMC Professional Register and either a Dip HE or BSc (Hons) Nursing Studies
- No compensation between summative assessments in theory and practice is permitted
- The award of Dip HE /BSc (Hons) Nursing Studies cannot be made separately from the award of Registered Nurse
- All module assessments integrate theory with practice in accordance with the 50% theory, 50% practice weighting in the course
- A recommendation for entry to the professional register is contingent upon a declaration of good character by UW on behalf of the student
- Students will have the opportunity to transfer from the Dip HE Nursing Studies programme to study the final academic year at level six and gain a BSc (Hons) Nursing Studies, if they successfully achieve 120 credits at level four and 120 credits at level five
- Theoretical assessment utilises *UW UMS Generic Assessment Criteria* graded from A+ (19.00 grade points or more) to H (0.000 grade points). Grade D- and above represents a pass. Assessment of numeracy skills will require an 80% pass mark
- For students studying for the BSc (Hons) Nursing Studies, their honours classification will be determined utilising the criteria set out in *UW (2007) UMS Regulations*
- Module outlines will be provided at the start of each semester indicating assessment strategies, weighting of each assessment item and any requirement to pass each assessment item indicated and in line with *UW (2007) Learning Outcomes Policy* will also identify which learning outcomes are assessed by each item, ensuring all learning outcomes are summatively assessed, specific assessment criteria, submission dates, provisional pass list dates and exam board dates
- All theoretical assignments will be marked and moderated and a provisional pass list available 4 weeks following submission, 15% of scripts including all fails and a range of other grades, will be sent to the external examiner and grades will be ratified at the end of semester exam board
- Wherever possible and practical the anonymity of students in the assessment process will be maintained, with theoretical work only identified by student number
- Examination board meets every semester, each branch, has an identified external examiner

- Each module indicates any sessions with a mandatory attendance criteria, for example manual handling and assessment sessions, failure to attend mandatory sessions may result in failure of the module
- If a student fails a summative assessment at first attempt, they will have the opportunity to resubmit and will be notified of the date for reassessment. Reassessment will normally take place 4 weeks following the decision of the board of examiner/chairs action, but may be extended due to annual leave. Reassessment will be of similar format to that of the original assessment with the maximum grade awarded being a D- in accordance with *UW (2007) UMS Assessment Regulations*
- Failure to achieve the minimum standard at reassessment will result in the module being retaken with attendance.
- Where a student opts to study for a BSc (Hons) Nursing Studies award, and they fail to achieve level six criteria in a theoretical assignment this will be recorded as a fail and there will be no consideration of an assessment item failing level six being acceptable as a level five pass.
- Attendance in practice is mandatory inline with NMC statutory guidance of competing 2,300 hours clinical practice, any short fall in practice hours must be rectified prior to the end of each academic year where possible or prior to completion of the course
- Students should be allocated a mentor who is a registered nurse, who complies with the *NMC (2004) Standards for the preparation of teachers of nurses, midwives and specialist community practitioners* and who is on *UW Active Mentor Register*, where this is not achievable the assessment process is completed as a tripartite arrangement with a member of the academic staff/clinical facilitator, the student and the nominated mentor
- Additionally students must attend 80% of any clinical practice placement and normally work 2 shifts (15 hours) a week with their active mentor (exceptional circumstances may prevent this) to ensure that the mentor has maximum opportunity to make an informed decision about student competence
- Practice has a pass/fail criteria
- A preliminary interview and induction will be completed within the first week of the placement, an intermediate interview at the midway point and a final interview at the end of a placement.
- Where a student fails to meet practice attendance criteria, the mentor, practice facilitator, lead practice facilitator and appropriate programme leader will agree an acceptable way forward. This may necessitate the delaying of the assessment to enable the student to remain or return to the placement area until 80% attendance is achieved. If this is not possible it may necessitate the student intercalating to allow achievement of their competencies
- Where there are concerns raised by the mentor about a student's ability in clinical practice, a practice facilitator and the academic lead for practice and skills are immediately involved. An action plan to support the student and placement put in place and the student's personal tutor may be present during interview with their mentor to provide support. The lead practice facilitator and programme leader will be notified also
- Where a student fails practice, a reassessment period of 4 weeks will be provided, during the students personal professional development time, if this is not deemed sufficient time, alternative arrangements may be made for an extended placement by the Trusts lead clinical facilitator and professional lead for nursing and midwifery at UW. Students cannot progress until all elements of practice are successfully completed

- Failure to achieve the minimum standard at reassessment in practice will result in the educational programme being discontinued, students will be notified of this decision in writing
- No student will be reassessed in practice more than three times throughout the whole programme, with no more than two attempts being allowed in the branch programme. Failure in excess of this will lead to automatic discontinuation from the course, without reassessment opportunity
- All CAP documentation interview forms will be submitted to UW at the end of each semester and moderated by the course team and made available for the external examiner. They will be returned to the student during personal tutor tutorials, with constructive feedback provided
- Procedures for late or non-submission, claims for mitigating circumstances, appeal and cheating form part of *UW (2007) UMS Assessment Regulations*
- Where an allegation of cheating in academic assignments is upheld the student will be referred to the Institute of Health and Social Care *fitness to practice*, given the professional requirements of the course and the need to ensure public protection

20.1 Progression related to summative assessments of theory and practice

Progression from foundation programme to branch programme will normally be contingent upon:

- satisfactory completion of the continuous assessments of practice in foundation modules
- satisfactory completion of all theoretical assessment associated with semester 1 and semester 2 modules
- completion of a minimum of 787.5 hours engagement in practice

Progression from year two to year three will normally be contingent upon:

- satisfactory completion of all continuous assessment of practice associated with year two modules
- satisfactory completion of all theoretical assessment associated with year two modules
- completion of a minimum of 1387.5 hours engagement in practice

Achievement of the Award of Diploma of Higher Education in Nursing Studies and to be recommended for entry to the NMC Register the student must have:

- attempted all summative assessments of theory and practice
- successfully completed all summative theory and practice assessments
- completed 4600 hours – 2300 in theory and 2300 in practice
- have achieved a minimum of 120 level four credits, 210 level five credits
- signed a declaration that they have not received a police caution or conviction during the course of their programme and that they are in good health.
- a signed declaration of good character

The award of a Diploma of Higher Education in Nursing Studies cannot be made separately from the award of Registered Nurse

Achievement of the Award of BSc (Hons) Nursing Studies and to be recommended for entry to the NMC Register the student must have:

- attempted all summative assessments of theory and practice
- successfully completed all summative theory and practice assessments
- completed 4600 hours – 2300 in theory and 2300 in practice
- have achieved a minimum of 120 level four credits, 120 level five credits and 120 level six credits
- signed a declaration that they have not received a police caution or conviction during the course of their programme and that they are in good health
- a signed declaration of good character

The award of a BSc (Hons) Nursing Studies cannot be made separately from the award of Registered Nurse

21 Indicators of quality and standards

In addition to the quality monitoring and enhancement of course provision processes required by the University of Worcester, the pre-registration nursing programme is subject to external processes undertaken by the Statutory Body – The Nursing and Midwifery Council in the form of Annual Monitoring of provision as specified by the Council and in respect of Department of Health Funded courses Major Review and Ongoing Quality Monitoring and Enhance undertaken on their behalf by the Quality Assurance Agency.

21.1 Quality Assurance Agency – Prototype Major Review

Nursing and Midwifery programmes at University of Worcester in partnership with West Midlands Workforce Development Confederation were reviewed in the academic year 2001-02. Judgements were made about the academic and practitioner standards achieved and the quality of the learning opportunities provided.

The review panel determined that in respect of Academic and practitioner standards:

‘...the reviewers have confidence in the academic and practitioner standards achieved by the programmes in nursing and midwifery at University College Worcester in partnership with West Midlands South Workforce Development Confederation’

Furthermore the panel stated that:

- The quality of learning and teaching is commendable

- The quality of student progression is commendable
- The quality of learning resources is commendable

In respect of the maintenance and enhancement of standards and quality, the panel identified:

'..there is confidence that the quality assurance systems in place maintain enhance the quality and standards of the provision; the Department responds in a timely and appropriate manner to feedback received from key stakeholders; effective arrangements in place for the audit and monitoring of clinical learning environments, carried out in partnerships with the NHS Trust and the Workforce Development Confederation'

21.2 Nursing and Midwifery Council Annual Monitoring

Nursing and Midwifery Council Annual Monitoring Activity in 2005-06 considered the Diploma of Higher Education in Nursing/BSc Nursing Studies (Mental Health) identifying many positive features of the current course including:

- Impressively high levels of partnership with the West Midlands Strategic Health Authority and the NHS Trusts in Herefordshire and Worcestershire, producing a sound base for the current provision
- The quality steering group had an impressively high levels of commitment from partners
- High levels of teaching and learning, the development of PBL in the curriculum and the conference site facility
- Student support and personal tutor scheme as evidenced by student feedback
- The success of the clinical facilitators role, which has impacted on developing partnerships and the learning environment
- 'Practice in focus' publication
- User involvement in respect of the major contribution from users to curriculum development and delivery

Nursing and Midwifery Council Annual Monitoring Activity in 2005-06 considered the BSc Midwifery programme identifying many positive features of the current course including:

- Excellent partnership relationships between the university, NHS Trusts and the Strategic Health Authority (SHA). The funding by the SHA of clinical facilitators has had a positive impact on the clinical learning environment
- Midwifery taster days are positively evaluated and this good practice has now been adopted by nursing
- Students are well supported by and enthusiastic midwifery team and by many of the practice placements
- Reflective seminars led by midwife teachers in practice setting were described as a positive way of integrating theory and practice
- Policies and procedures are regularly updated, midwifery practice is generally contemporary and students were very clear about the best evidence that should underpin practice

Nursing and Midwifery Council Annual Monitoring Activity in 2002-03 considered both the Return to Practice programme and the Enrolled Nurse Conversion Programme and found all regulatory requirements to be met.

21.3 Destination Data

The following data demonstrates the destination of February 2004 Dip HE Nursing students, both adult and mental health who completed February 2007:

Adult

- 82.7% Are employed by Trusts in Herefordshire and Worcestershire
- 1.9% Are employed by NHS West Midlands
- 1.9% Are employed by NHS Wales
- 7.7% Are employed by the Private Sector
- 5.8% Are awaiting the results of job interviews

Mental Health

- 52.2% Are employed by Trusts in Herefordshire and Worcestershire
- 17.4% Are employed by NHS (out of region)
- 4.3% Are employed by NHS Wales
- 8.7% Are employed by the Private Sector
- 17.4% Are awaiting the results of job interviews

Child Health

The first cohort of students to undertake child health nursing at the University of Worcester completed August 2005:

- 38.5% Are employed by Trusts in Herefordshire and Worcestershire
- 7.7% Are employed by NHS West Midlands
- 46.1% Are employed by NHS (out of region)
- 7.7% Are awaiting the result of job interviews

21.3 External Examiners Reports

Reports by the pre-registration external examiners clearly evidence that students achieve the intended learning outcomes associated with the course:

'..students completing the course appear to meet both academic and practitioner requirements' ' ..the process of clinical assessment appears sound and there is documentary evidence of good support by most practice mentors'

Adult branch external examiner 2005/06

'..the academic standards and intended learning outcomes are appropriate for the awards offered' ' ..students meet the learning outcomes for both the diploma and degree programmes. There is sufficient differentiation between outcomes for the diploma and the degree routes'

Child branch external examiner 2005/06

'..enthusiastic and conscientious teaching staff clearly committed to producing a high standard of academic support for students' '..evidence of a close and mutually respectful relationship between academic and clinical staff, as equal partners in the provision of a high standard of education for students'

Mental Health external examiner 2005/06

21.4 Annual Monitoring process and reports

Each nursing branch produces an annual monitoring report and action plans

21.5 UW has the Investor in People Award, which was renewed in 2006

22 Career Opportunities and links with employers

The programme fully integrates theory to practice in accordance with the NMC requirements of 50% theory 50% practice components; with the practice component providing students with the opportunity to experience 24-hour/7-day care to enable students to develop understanding of user experiences of health care

The programme fully meets all Nursing and Midwifery Council Regulatory requirements for this Nursing Course for entry to the Professional Register.

Successful completion of the course and associated professional registration facilitate employment as a registered nurse (Adult/Children/Mental Health) in either the NHS or private health care sector, both locally and nationally.

UW is the main provider of pre-registration nursing programmes for the counties of Herefordshire and Worcestershire and The West Midlands Strategic Health Authority who commission pre-registration nursing programmes from UW are supportive of this revalidation as evidenced by their involvement in curriculum planning activity and the completed Statement of Compliance.

Curriculum development activity has taken place under the steer of the Curriculum Rewrite Steering Group. The foundation and branch programmes have had their own curriculum development groups involving academics, practitioners, students, users and carers, ensuring a partnership approach to the new pre-registration nursing programmes. Whilst UW has taken the lead in this rewrite, the practice facilitators within Herefordshire and Worcestershire have been pivotal in developing the programme and facilitating practice based representation thus ensuring currency and professional credibility in developing a curriculum that will deliver qualified nurses who are 'Fit for Practice, Purpose and Award' able to meet the demands placed on them by an ever changing NHS.

Trust based practice facilitators are associated lecturers at UW and play a key role, along side local practitioners in the delivery of the curriculum.

22.1 Statement of compliance

West Midlands South 
Strategic Health Authority

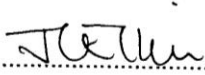
Osprey House
Albert Street
Prospect Hill
Redditch
B97 4DE

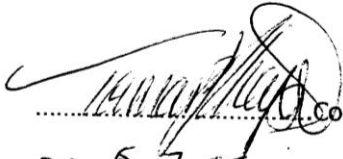
STATEMENT OF COMPLIANCE

The following statement of compliance is made by **University College Worcester** (HEI) in conjunction with, and endorsed by **West Midlands (South) Strategic Health Authority (Educational Commissioner(s))** in relation to the development of the following programme(s) : Adult Nursing, Child Nursing, Mental Health, Midwifery.

The programme(s) comply with the Nursing and Midwifery Council requirements for relevant experience to enable students to meet the NMC competencies for admission to the Register (or for recording of a specialist qualification).

Confirmation is given that, currently, sufficient resources, in both academic and practice settings, have been identified to enable the programme(s) to be effectively delivered for the intended number of students. These include: an appropriate range of academic and practice experience, sufficient audited placement opportunities; appropriately prepared mentors; and an effective network of Practice Educators/Lecturers to facilitate clinical, academic and pastoral support.


.....(HEI)
Date: 10.10.05


.....Commissioner(s)
Date: 6.7.05

Chairman: Charles Goody

Chief Executive: Mike Marchment

1 of 1



Students can also pursue further professional study and development through a number of processes. Specifically however, should an individual exiting with a Dip HE in Nursing Studies, wish to progress to honours degree study through the BSc (Hons) Applied Professional Studies, available within UW, then it has been determined that the student will need to complete the four mandatory modules as indicated below:

- Knowledge and Practice
- Research Methods
- Independent Study (Double Module)

Additional credits at level six can be chosen from the range of modules available within the Applied Professional Studies Degree or other relevant degree programmes within UW, for example BSc (Hons) Health Studies

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 they take full advantage of the learning opportunities that are provided. More detailed information in the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University of Worcester and may be checked by the Quality Assurance Agency for Higher Education.

Key Sources of information about the Course can be found in:

- Definitive Validated Document
- UW Student handbook
- Dip HE/BSc (Hons) Nursing Studies Student Handbook/CD-ROM

Pre-Registration Nursing Programme Team:

Head or Pre-Registration Nursing

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Programme Leader:

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Pathway Leaders:

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Mental Health: Mr Paul Wyatt 01905 855385 email p.wyatt@worc.ac.uk

Child Health: Mrs Theresa Pengelly 01905 855365 email t.pengelly@worc.ac.uk

Graduate Diploma: Mrs Jacqui Fernell 01905 855194 email j.fernell@worc.ac.uk

- Admissions information:
 - Registry Admissions:* Davina Cain 01905 855021, email d.cain@worc.ac.uk
 - Admissions Tutor:* Jo Rouse 01905 855365 email j.rouse@worc.ac.uk
- Continuous Assessment of Practice documentation
- UW Institute of Health and social Care Guide for Mentors
- EU directive online study guides
- Placement planners
- UW Institute of Health and Social Care Protocol for Managing elective Placements Outside UW Herefordshire and Worcestershire Placements
- UW (2007) E-Learning Guidelines
- UW (2007) Academic Regulations
- UW (2007) UMS Regulations
- UW (2007) UMS Assessment Regulations
- UW UMS Generic Assessment Criteria
- UW (2007) Learning Outcomes Policy
- UW (2007) Learning, Teaching and Assessment Strategy
- UW Student Qualities Profile
- UW Undergraduate APL/APEL Scheme
- UW Quality Standards for Provision of Opportunities to Engage in PDP
- Annual Monitoring Reports for Adult Nursing, Child Health and Mental Health