

## **Bachelor of Nursing (Honours)**

**With Registered Nurse (Adult)**

**The programme includes the following exit awards:**

**Certificate of Higher Education in Care Studies**

**Diploma of Higher Education in Care Studies**

**Full time**

**Implementation dates:**

**Level 4**      September 17

**Level 6**      September 19

**Level 5**      September 18

*[Click here to enter a date](#)*

**The following University Award Regulations apply to this programme**

- ☐ Generic award Regulations
- ☐ Regulations for Taught Masters Degrees (Incorporating Pre-Masters programme)
- ☐ Regulations for Integrated Masters Degrees
- ☐ Regulations for Masters of Research
- ☐ Regulations for Professional Graduate Certificate in Education
- ☐ Regulations for Certificate in Education
- ☐ Regulations for Graduate Diploma Graduate Certificate
- ☒ Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
- ☐ Regulations for International Foundation Diploma and Foundation Diploma in English for University Study
- ☐ Regulations for BTEC Higher National Qualifications
- ☐ Regulations for: Glyndŵr University Certificate of Attendance Glyndŵr University Certificate of Continuing Education Glyndŵr University Professional Certificate

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## PART ONE PROGRAMME PROPOSAL CHECKLIST

*This checklist is to be submitted with a full programme specification and module specifications*

1	Has the proposal been granted initial approval to proceed to validation by the School Board?	YES	When?	31/10/2016
2	Have the programme's intended learning outcomes (at both programme and module level) been checked against the National Level Descriptors in Part A of the <u>QAA's Quality Code</u> and <u>CQFW</u> ?	YES		
3	When and how is this demonstrated? Throughout the design/redevelopment stages the programme named in this document has been referenced against the QAA's Quality Code (June 2016), the Framework for Higher Education (QAA, 2014) and the Credit and Qualifications Framework for Wales (CQFW, 2015). Embedding both the recognised level descriptors and the appropriate terminology at each level validates this.			
4	If appropriate, is the programme aligned with the relevant QAA subject benchmark statements? <u>Please provide detail in Part Two, Q8.</u>	YES		
5	When and how is this demonstrated? The QAA (2001) Nursing subject benchmark statements have been considered at each stage of the curriculum development. The benchmark statements are included within the curriculum and have been cross referenced against each module.			
6	For programmes proposed for delivery wholly or partly on-line, has the team given consideration to the specific approval criteria and guidance provided for "Additional Criteria: Distance learning or e-learning" to be found in the Validation chapter of the AQH. Guidance can be provided by appropriately experienced academic colleagues; please contact the Academic Quality and Standards Unit for identification of appropriate colleagues	N/A		
7	If appropriate, has the programme been developed in line with PSRB requirements?	YES		
8	When and how is this demonstrated? The programme is written in accordance with NMC Standards for Pre-registration Nursing (2010) and learning outcomes within the modules are cross referenced to these standards throughout.			
9	Indicate how employers and other stakeholders have informed the development of the proposal Curriculum development meetings have been informed by students, employers and service users.			
10	Does the programme comply fully with the <u>University's Academic Regulations</u> ?	NO		
11	If no, please confirm that a derogation proposal form is attached to this document (available from AQSU homepage)	YES		

12	<p>If required, specify derogations (and the rationale) for which approval has been sought or is being sought SQC</p>
	<ul style="list-style-type: none"> <li>• The Safe Medicate examination (Personal and Professional Development Module) examinations in BN (Hons) programme will be set as pass/fail with a pass rate of 80%, 90% and 100% respectively for level 4, 5 and 6 (progression point one, two and three). Re-sits must also achieve 80%, 90% and 100% for the respective years. A refer in the Safe Medicate examination or the portfolio will not cap the rest of the module.</li> <li>• BN (Hons) nursing students will be allowed two attempts at each module in each level of study, but only one third attempt at one module at that level will be allowed, at the discretion of the Assessment board. This excludes the Safe Medicate (Personal and Professional Development Module) examination in each year of the programme, where three attempts will be allowed.</li> <li>• There are no compensatory passes in the BN (Hons) programme due to professional body requirements, and all assessment elements of each module must be passed.</li> <li>• BN (Hons) nursing students have to pass all elements of assessment by the end of each academic year (progression point), before progressing into the next year unless exceptional circumstances exist, when they will be permitted 12 weeks in which to retrieve trailed modules.</li> <li>• BN (Hons) nursing students will have the opportunity to re-attempt any referred modules within the academic year before progression is denied.</li> <li>• Feedback on assessed work will be provided within four weeks of submission</li> <li>• Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'.</li> </ul>
13	<p>For proposals for Bachelor degree programmes, please confirm how the programme will address borderline classifications, as discussed in the <a href="#">Academic Regulations 2015/16, Award Regulations, Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees, regulation 14.3</a>.</p> <p>In considering borderline cases, the Assessment Board shall raise the classification to the next level if the following criteria are met:</p> <ul style="list-style-type: none"> <li>• At least 50% of the credits at level six fall within the higher classification;</li> <li>• All level 6 modules must have been passed at the first attempt;</li> <li>• The Quality Improvement and Managing Change module mark must be in the higher classification</li> </ul>
14	<p>For proposals for Taught Masters provision, please identify any modules (other than Research Methods) which are NOT eligible for trailing into Part Two as discussed in the <a href="#">Academic Regulations 2015/16, Award Regulations, Regulations for Taught Masters Degrees (Incorporating Pre-Masters programme), regulation 37</a></p>
	N/A

15	Does the programme comply fully with the <u>University Modular Curriculum Framework (Appendix 11 of Validation Chapter)</u> ?				NO
16	If not, specify exceptions required from the curriculum framework and the rationale for this				
17	Feedback from students indicated that the assignment load was too heavy. This has been partially alleviated by redesigning some of the assessment tasks and amalgamating two 20 credit modules in years one and two to produce a more coordinated module structure.				
	Where the module title, credit value or method of assessment of an existing module is to be changed as a result of this validation, please list the module code, title and proposed change. If this module is shared across programmes, please indicate that programme leader, student and external support has been received and evidenced.				
Module Code	Module Title	Proposed change	Module shared across programmes?	Evidence of support?	
NUR 404 (20 cr)	Foundations of Nursing Practice	NUR 404 & NUR 405 to be combined to 40 credit Module Fundamentals of Care	No	Student Consultation	
NUR 405 (20 cr)	Introduction to Caring and Communication	NUR 404 & NUR 405 to be combined to 40 credit Module Fundamentals of Care	No	Student Consultation	
NUR 408 (20 cr)	Nursing and Inter-professional theory and Practice (adult field)	NUR 408 & NUR 409 to be combined to 40 credit module Personal and Professional Development in Nursing Practice	No	Student Consultation	
NUR 409 (20 cr)	Personal and Professional Development in Adult Nursing (1)	NUR 408 & NUR 409 to be combined to 40 credit module Personal and Professional Development in Nursing Practice	No	Student Consultation	
NUR 505 (20 cr)	Law and Ethics in a Nursing Context	NUR 505 & NUR 510 to be combined to 40 credit module Personal and Professional Development in a Legal & Ethical Context	No	Student Consultation	
NUR 508 (20 cr)	Acutely Ill Adult (Adult Field)	NUR 508 & NUR 509 to be combined to 40 credit module Meeting the needs of patients and families in acute and chronic illness	No	Student Consultation	
NUR 509 (20 cr)	Long Term Conditions (Adult Field)	NUR 508 & NUR 509 to be combined to 40 credit module Meeting the needs of patients and families in acute and chronic illness	No	Student Consultation	

NUR 510 (20 cr)	Personal and Professional Development in Adult Nursing (2)	NUR 505 & NUR 510 to be combined to 40 credit module Personal and Professional Development in a Legal & Ethical Context	No	Student Consultation
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## PART TWO PROGRAMME SPECIFICATION

1	<b>Awarding body</b>	Glyndŵr University
2	<b>Teaching institution</b>	Glyndŵr University
3	<b>Award title</b>	Bachelor of Nursing (Honours) Registered Nurse (Adult).
4	<b>Final awards available</b>	Bachelor of Nursing (Hons). Level 5 Exit Award: Diploma of Higher Education in Care Studies. Level 4 Exit Award: Certificate of Higher Education in Care Studies.
5	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>	The <u>Nursing and Midwifery Council (NMC)</u> of the United Kingdom are appointed by the UK government to review and approve all registered nurse programmes. The NMC standards are a legal requirement on all Approved Educational Institutions (AEIs) and must be adhered to in full for approval. Successful completion of the BN (Hons) Nursing would lead to students being eligible to join the Adult sections of the nursing register held by the NMC.
	<b>Please list any PSRBs associated with the proposal</b>	Nursing and Midwifery Council.
	<b>Accreditation available</b>	This programme leads to Registration as an Adult Nurse on Part One of the Nursing and Midwifery Council Register.
	<b>Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)</b>	No.
6	<b>JACS3 code</b>	B700
7	<b>UCAS code</b>	GM1Q
8	<b>Relevant QAA subject benchmark statement/s</b>	Quality Assurance Agency (QAA) Nursing Subject Benchmark Statements (2001)
9	<b>Other external and internal reference points used to inform the programme outcomes</b>	EU Directive 2005/36/EC: Article 31.
10	<b>Mode of study</b>	Full time
11	<b>Language of study</b>	English

Office use only

12 December 2016

*Enter the date of any subsequent revisions*

*Enter the date of any subsequent revisions*

## 12 Criteria for admission to the programme

*Guidance - Entry requirements are in accordance with the University's admissions policy <http://www.glyndwr.ac.uk/en/media/Media,49536,en.pdf>*

### Standard entry criteria

*UK entry qualifications*

Applicants for undergraduate bachelor degrees require 112+ UCAS tariff points

*International entry qualifications*

*Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.*

### Programme specific requirements

The programme team are committed to ensuring that the procedures and practices for the recruitment, selection and admission of students to all programmes are of the highest standard. They provide open, fair and transparent selection and recruitment opportunities to all potential students while ensuring all legal, professional, and university requirements are addressed (NMC, 2010). All potential applicants will be made fully aware that the programme is not supported by NHS bursaries and each student is fully responsible for the payment of fees. Further, travel costs must be met by the student to both university and placement areas.

Clients/service users, service providers as well as nurse academics are all involved in the selection and admission process after completion of an 'Equality and Diversity-reasonable adjustment during interview' training programme, and it is planned that students further on in the programme will be involved in recruitment activities. More specifically, clients/service users and service providers play a full and active role in the interview process, being involved with the interview and contributing to the decisions made. More background and information on the recruitment, selection and admissions procedures can be found in the 'Admissions Policy', but as a minimum, potential applicants will need to have certificated evidence of completion of general education of 10 years, and the following for entry to the programme:

- Entry criteria:

5 GCSE's at grade C or above (or equivalent) including English, Maths and evidence of IT skills

*and*

112 UCAS tariff points

**Alternatively**, one of the following would be considered:

Access to Health or Access to Nursing (from an accepted Further Education College approved by either Agored Cymru or OCN North West England (QAA approved) achieved at the following level: 112 UCAS tariff points.

- NVQ 3 (with evidence of English, Maths and ICT as above).

**Applicants outside the European Economic Areas (EEA):**

The NMC will accept an IELTS score (academic or general) of at least 7.0 in listening and reading sections and at least 7.0 in the writing and speaking sections, and where the overall score is at least 7.0.

All candidates must also have a satisfactory academic reference and Statement of Good Health and Character, an occupational health assessment/clearance and an enhanced Disclosure Barring Service (DBS), which covers working with both children and adults. A self-declaration of criminal record status and good health and character must be produced and any issues arising resolved prior to commencement of the programme.

All candidates will have a face-to-face interview and undertake numeracy and literacy screening, feedback will be provided accordingly, following which, successful students will be offered a conditional place on the programme subject to meeting the above criteria.

Students who wish to claim Recognition of Prior Learning (RPL) will be considered on an individual basis in line with University and Subject policies (supporting evidence). Only 50% of the programme may be achieved by RPL. Where students have undertaken RPL this can only be allowed when the requirement of Directive 2005/36/EC are met in full.

#### **Non-standard entry criteria** (e.g. industry experience)

It is desirable that candidates have experience of voluntary or paid work in the health and social care sector.

### **13 Recognition of Prior (Experiential) Learning**

#### **Programme specific requirements**

Students wishing to RPL will be subjected to the university RPL regulations and the subject level RPL policy. The NMC permit only 50% of the programme to be achieved via RPL. All those who have used the RPL process will have to demonstrate that they have achieved the clinical and theoretical learning outcomes in accordance with the field of nursing for the part they are wishing to RPL.

### **14 Aims of the programme**

The programme aims to meet the Standards for Competence as prescribed by the NMC (2010) and the QAA Subject Benchmark Standard Statements (2001). To this end, the programme aims to develop registered nurses who are able to:

- Utilise the knowledge, skills and attitudes gained from the programme, to practise in their chosen field of nursing.
- Deliver high quality, essential and immediate care to all people.

- Deliver complex care to clients/service users in their field of practice.
- Act to safeguard the public, and be responsible and accountable for safe, person-centred, evidence-based nursing practice.
- Act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards.
- Practise in a compassionate, respectful way, maintaining dignity and wellbeing and communicating effectively.
- Act on their understanding of how people's lifestyles, environments and the location of care delivery influence their health and wellbeing.
- Seek out every opportunity to promote health and prevent illness.
- Work in partnership with other health and social care professionals and agencies, service users, carers and families ensuring that decisions about care are shared.
- Use leadership skills to supervise and manage others and contribute to planning, designing, delivering and improving future services.
- Utilise life-long learning skills, think analytically and reflectively, and use problem solving approaches to care situations.

## 15 Distinctive features of the programme

### Local Contextual Background

Glyndŵr University (formerly North East Wales Institute of Higher Education before gaining university title in 2008) has provided commissioned pre-registration nurse education (Adult and Mental Health) for over twenty-five years in North Wales, providing excellent newly qualified nurses for the local workforce. In April 2016 the final students commissioned by the Welsh Workforce Development Education Service (WEDS) completed their studies. This came about following a tender process in 2013 in which the Welsh Government required that only one university was responsible for delivering pre-registration nurse education.

Glyndŵr University Nursing team have remained extremely passionate about pre-registration nurse education. They have responded to the UK wide shortage of qualified nurses and will become the first university in Wales to provide a non-commissioned pre-registration nursing programme (Adult Field only). The change from a commissioned to a non-commissioned programme and forging partnerships with new stakeholders necessitates University revalidation and a major modification by the NMC.

The present pre-registration curriculum validated in March 2012, was initially approved until 2017, with an extension granted by the NMC until September 2019. This extension was permitted in view of the proposed revisions to the pre-registration standards for nurse education. Hence the team have modified the existing curriculum based upon feedback from recently graduated students, prospective placement providers and service users.

Glyndŵr University Nursing team is part of a larger subject area within the School of Social and Life Sciences, which includes Occupational Therapy, Counselling and Therapeutic Child Studies. This allows the potential for further shared learning between the professional disciplines.

### Professional Body Context

The programme meets the standards for pre-registration nursing as required by the NMC (2010). The NMC are required to establish these standards under the Nursing and Midwifery Order (2001), as part of their responsibility for protecting the public. Within these standards, the NMC have set out *Standards for Competence* and *Standards for Education*, which is summarized below.

### Standards for Competence

The Standards for Competence identify the knowledge, skills and attitudes that the student must acquire at the end of the programme, and this comprises of four sets of competencies, one for each field of nursing (Adult, Mental Health, Children's and Learning Disability). Each set is made up of:

- Generic standards for competence – these apply to all fields of nursing.
- Field standards for competence – these only apply to a single field of nursing.

The four sets of generic and field Standards for Competence, and the generic and field competencies (in relation to the four different fields of nursing) are organised into four domains, namely:

- Professional Values (PV).
- Communication and Interpersonal Skills (C&IS).
- Nursing Practice and Decision Making (NPDM).
- Leadership, Management and Team Working (LMTW).

Appendix One details the module specifications and Appendix Three lists the generic and field competencies and how they are covered within the modules. Please note that the abbreviations inserted after the domains above, are used after each module learning outcome to demonstrate the link between theory and clinical practice outcomes that students need to achieve during their clinical practice experiences. Clinical Practice outcomes in the *Ongoing Record of Achievement for Practice Competence*, have been designed by field, but also include generic and field specific practice outcomes. Once the students have achieved all the clinical practice and module learning outcomes in each of the three years of the programme, they will have met the Standard for Competence, as prescribed by the Nursing and Midwifery Council (2010).

Glyndŵr University will only be offering Pre-registration Adult Nursing and so students will be required to undertake and achieve all the generic competencies, and field competencies in relation to this field of nursing. The programme (module and clinical practice outcomes) has been designed so that students progress from a more generic

focus in year one (referred to as progression point one) to a more specific (field) focus in year three (progression point three).

Each progression point aims to develop the student from certificate level (4) in progression point one, through to diploma level (5) in progression point two and degree level (6) in progression point three, at the point of entering onto the nurses' part of the Nursing and Midwifery register in the adult field of nursing. Practice learning outcomes and module learning outcomes has been designed to reflect this transition.

At the end of progression point one and two, the Nursing and Midwifery Council have identified criteria that must be achieved to allow progression to the next level. This criteria has been incorporated into the clinical practice outcomes, and embedded within the modular content (Appendix One).

### Standards for Education

The Nursing and Midwifery Council have set out 10 Standards for Education, which relate to programme approval and delivery. They provide the framework for how programmes are to be delivered, and include a number of requirements that have to be met, in order for approval of the programme by the professional body. These requirements have been integrated into the development and proposed delivery of the programme, and this is detailed in the *NMC UK Wide Quality Assurance Framework Mapping Tool* (*Supporting Evidence* file, accompanying this document).

### Essential Skills Clusters

The Nursing and Midwifery body also identify *Essential Skills Clusters*, which cover a number of skills that all nurses need, and support the achievement of competencies, as referred to previously. They are grouped under five headings, namely:

- Care, Compassion and Communication.
- Organisational aspects of care.
- Infection prevention and control.
- Nutrition and fluid management.
- Medicines management.

These skills have been integrated into the clinical practice outcomes that the student will need to achieve in their practice learning environment, and reference to/mapping of these can be found in the *Supporting Evidence* file.

### All Wales Nursing and Midwifery Pre Registration Group.

The *Ongoing Record of Achievement for Practice Competence* has been developed in conjunction with the All Wales Nursing and Midwifery Pre Registration Group, which has been recognised as a reputable competency document by the NMC in 2011. Glyndŵr University remains part of the All Wales Group and will be continuing to use this competency document until the new NMC Standards are implemented.

### Benefits of studying the programme

The nursing team has developed a well-respected reputation for supporting students in their studies, including those from non-traditional routes to university entry. This contributes to the widening participation and social inclusion agendas in Wales, but also serves to develop a student focussed programme of study which includes learning and teaching activities that are progressive, respectful of individual contribution and demonstrate a continual striving for excellence, which all students can benefit from.

All students have an excellent chance of employability, given the current UK wide shortage of qualified nurses. In the 2016 National Student Satisfaction Survey pre-registration nursing achieved 100% employability and scored the highest for student satisfaction statistic in the UK. Lecturers work hard to ensure that all students feel supported whilst undertaking the programme whether they have reached University via traditional or widening participation routes.

Lifelong learning, web-based learning and simulation are just some of the benefits the programme has to offer. This is in addition to the subject knowledge, skills and attitudes that will be gained. These will be of benefit to the Glyndŵr nursing graduate who will be prepared to contribute to the future healthcare workforce.

All students are allocated a named personal tutor who will support them through the three years of the programme. Each practice area will have a named link lecturer who will support both the student and the mentors within the practice arena. A Practice Educator will also be in place within the University team, and their role is to support the mentors in practice and to ensure that they are suitably prepared for their roles.

## **16 Programme structure narrative**

The programme will be delivered in accordance with Glyndŵr University regulations and the NMC Standards for Education (2010). Students will complete a three year full time programme. There will be a single yearly intake for Adult Nursing in September.

The programme consists of 42 weeks of study and 10 weeks annual leave, which is fixed at the point of starting the programme. The 42 weeks of academic study are equally divided between university time and placement learning experiences (in a nursing context), to allow time for the application of theoretical knowledge to the clinical setting and vice versa. Each year is divided into 21 weeks of theory and placement, there are practice learning experiences at the end of each progression point, to allow for continuous practice learning. This split between theory and practice conforms to the NMC standards for education (NMC, 2010). The 42 week structure allows for 4600 hours to be achieved in both theory (2300 hours) and practice (2300 hours) for full time students, and cannot be completed in less than three years. This is achieved as each week the students are expected to spend either 37.5 hours in practice placement or 37.5 hour in taught or directed study.  $37.5 \text{ hours} \times 21 \text{ weeks} \times 3 \text{ years} = 2362.5 \text{ hours}$  in practice and the same in theory. This allows a slippage of 62.5 hours in each element over the three years. Theoretical and clinical time is monitored to ensure that the minimum professional body requirements are met. Students are required to experience the care of patients/service users around the clock. This means students must

undertake shifts patterns that reflect this including 'early', 'late' and night shifts. For the latter this will be a minimum of one week throughout the three years of the programme.

Simulation may be used to deliver clinical skills in theoretical time (unlimited) or instead of placement time, but this can only equate to 300 hours maximum in line with professional body requirements (NMC 2010).

#### Programme progression and award

Students who complete all elements of the programme will be eligible for a:

- Bachelor of Nursing (Honours) with Registered Nurse (Adult)

Students will need to complete all elements of the programme in order to gain the intended award. The programme is divided into three progression points (typically an academic year for full time students), and at the end of each progression point the students' achievements will be considered. In line with professional body requirements, all elements of the previous year will have to be passed, including the opportunity to retrieve any referred assessments within the year. Only in exceptional circumstances, will any referred/trailing modules (theoretical or clinical) be allowed to be recovered and ratified by a further assessment board within twelve weeks of the next academic year/progression point. Reasonable adjustments may be applied for students with a disability.

Where no exceptional circumstances exist, and the student has failed to retrieve any of the clinical or theoretical based modules, this will result in returning to the previous part of the programme to meet the shortfall, and thus allow progression to the next academic year/progression point. Otherwise the student will be discontinued from the programme.

Clinical practice outcomes have to be summatively passed in the Personal and Professional Development modules in each year, but are also formatively assessed in all other modules through each year. Achieving clinical outcomes requires a clinical mentor to sign the student as competent (with due regard). Personal tutors will also check that these are complete and submit the outcomes to the assessment board to allow ratification and progression (please see '*ongoing Record of Achievement of Practice Competence*' for documents used to confirm achievement of clinical practice outcomes). Confirmation of the students' Good Health and Good Character will be signed by a designated NMC signatory at the point of completing the programme, in addition to the student's own self-declaration.

Students will be informed that if they do not register within six months of achieving their award, a Registered Nurse from the same field of nursing will be required to support their application. This nurse must have known them for at least one year, and has been in contact with them in the six months since completing the programme. Students will also be informed that they have five years in which to register with the professional body, although this would be a rare occurrence.

Assessment boards (module and progression/award) will take place at various points within the academic year/progression point. This will allow students who have referred or trailing modules (theoretical or clinical) to retrieve those elements, have the results ratified and progression continued or to be withdrawn/return to the previous part of the

programme at the discretion of the Assessment board. Assessment boards will be conducted in line with university policy, where external examiners will normally be present, in addition to academics, Academic Registry and administrative staff.

At the end of the programme, there are additional 'supervised clinical practice' outcomes, that have to be signed off by a 'sign off mentor', in addition to the year three clinical practice outcomes, who will sign to confirm that the student is competent and ready to register as a qualified nurse in their respective field of nursing. Please see '*Ongoing Record of Achievement of practice competence*'.

### Entry points

Prospective students will be recruited, selected and admitted in line with the Glyndŵr Admissions Policy (supporting evidence – Admissions policy). Students wishing to use RPL will be subjected to the university RPL regulations and the subject level RPL policy. The NMC permit only 50% of the programme to be achieved via RPL. All RPL will have to demonstrate that they have achieved the clinical and theoretical learning outcomes in accordance with the field of nursing for the part they are wishing to RPL.

### Exit points

At the end of each progression point, an exit award is available. Although students will be supported and not routinely expected to exit the programme at these points for an award, recognition of achievement is considered important and valued.

If the student has withdrawn or is withdrawn before the end of the programme they may be awarded a lower academic qualification without registration. If the student has achieved all elements of the academic year/progression point one, and has achieved 120 level four credits, they will be eligible for an exit award of:

- Certificate of Higher Education in Care Studies.

If the student has achieved all elements of the academic year/progression point two, and has achieved 120 level four credits in addition to 120 level five credits, they will be eligible for an exit award of:

- Diploma of Higher Education in Care Studies.

All of these exit awards will be ***without registration*** onto the Nursing and Midwifery Council register.

## 17 Programme structure diagram

### Table of Modules Undertaken

#### Adult Field

Year 1 Level 4	Fundamentals of Care	40c	NUR412
	Society and Vulnerability	20c	NUR406
	Life Sciences	20c	NUR407
	Personal and Professional Development in Nursing Practice	40c	NUR413
Year 2 Level 5	Person Centred Nursing Practice	20c	NUR506
	Achieving Quality in Healthcare using Applied Research	20c	NUR507
	Meeting the needs of patients and families in acute and chronic illness	40c	NUR501
	Personal and Professional Development in Legal & Ethical Context	40c	NUR502
Year 3 Level 6	Quality Improvement and Managing Change	40c	NUR605
	Empowering Service Users and Carers (Adult Field)	20c	NUR606
	Applied bioscience and Adult Nursing practice (Adult Field)	20c	NUR607
	Personal and Professional Development Adult Nursing (3)	40c	NUR608

Level Four						
Trimester 1	Mod title	Fundamentals of Care	Mod title		Mod title	
	Mod code	NUR412	Mod code		Mod code	
	New/Exist	New	New/Exist		New/Exist	
	Credit value	40	Credit value		Credit value	
	Core/Opt	Core	Core/Opt		Core/Opt	
	Mod leader	Chris O'Grady	Mod leader		Mod leader	
Trimester 2	Mod title	Society and Vulnerability	Mod title	Life Sciences	Mod title	
	Mod code	NUR406	Mod code	NUR407	Mod code	
	New/Exist	Existing	New/Exist	Existing	New/Exist	
	Credit value	20	Credit value	20	Credit value	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	
	Mod leader	Diana Hughes-Morris	Mod leader	Cathy Hewins	Mod leader	

Trimester 3	Mod title	Personal and Professional Development in Nursing Practice	Mod title		Mod title	
	Mod code	NUR413	Mod code		Mod code	
	New/Exist	New	New/Exist		New/Exist	
	Credit value	40	Credit value		Credit value	
	Core/Opt	Core	Core/Opt		Core/Opt	

	Mod leader	Chris O'Grady	Mod leader		Mod leader	
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Level Five						
Trimester 1	Mod title	Person Centred Nursing Practice	Mod title	Achieving Quality in Healthcare using Applied Research	Mod title	
	Mod code	NUR506	Mod code	NUR507	Mod code	
	New/Exist	Existing	New/Exist	Existing	New/Exist	
	Credit value	20	Credit value	20	Credit value	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	
	Mod leader	Gary Stevenson	Mod leader	Gill Truscott	Mod leader	
Trimester 2	Mod title	Meeting the needs of patients and families in acute and chronic illness	Mod title		Mod title	
	Mod code	NUR501	Mod code		Mod code	
	New/Exist	New	New/Exist		New/Exist	
	Credit value	40	Credit value		Credit value	
	Core/Opt	Core	Core/Opt		Core/Opt	
	Mod leader	Yo Evans	Mod leader		Mod leader	

Trimester 3	Mod title	Personal and Professional Development in a Legal & Ethical Context	Mod title		Mod title	
	Mod code	NUR502	Mod code		Mod code	

	New/Exist	New	New/Exist		New/Exist	
	Credit value	40	Credit value		Credit value	
	Core/Opt	Core	Core/Opt		Core/Opt	
	Mod leader	Carol Griffiths	Mod leader		Mod leader	

Level Six						
Trimester 1	Mod title	Quality Improvement and Managing Change	Mod title		Mod title	
	Mod code	NUR605	Mod code		Mod code	
	New/Exist	Existing	New/Exist		New/Exist	
	Credit value	40	Credit value		Credit value	
	Core/Opt	Core	Core/Opt		Core/Opt	
	Mod leader	Chris O'Grady	Mod leader		Mod leader	
Trimester 2	Mod title	Empowering Service Users and Carers (Adult Field)	Mod title	Applied bioscience and Adult Nursing Practice (Adult Field)	Mod title	
	Mod code	NUR606	Mod code	NUR607	Mod code	
	New/Exist	Existing	New/Exist	Existing	New/Exist	
	Credit value	20	Credit value	20	Credit value	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	
	Mod leader	Gary Stevenson	Mod leader	Yo Evans	Mod leader	

Trimester 3	Mod title	Personal and Professional Development Adult Nursing (3)	Mod title		Mod title	
	Mod code	NUR608	Mod code		Mod code	
	New/Exist	Existing	New/Exist		New/Exist	
	Credit value	40	Credit value		Credit value	
	Core/Opt	Core	Core/Opt		Core/Opt	
	Mod leader	Chris O'Grady	Mod leader		Mod leader	

2017 WEEK	WEEK COMMENCING	ACTIVITY	Year One Placements Example
1	25.09.17	Induction	
2	02.10.17	STUDY 1	Fundamentals of Care Module
3	09.10.17	STUDY 1	
4	16.10.17	STUDY 1	
5	23.10.17	STUDY 1	
6	30.10.17	STUDY 1	
7	06.11.17	STUDY 1	
8	13.11.17	STUDY 1	
9	20.11.17	PLACEMENT 1	Nursing Home
10	27.11.17	PLACEMENT 1	
11	04.12.17	PLACEMENT 1	
12	11.12.17	PLACEMENT 1	
13	18.12.17	PLACEMENT 1	
14	25.12.17	HOLIDAY	
15	01.01.18	HOLIDAY	
16	08.01.18	PLACEMENT 2	Community Placement
17	15.01.18	PLACEMENT 2	
18	22.01.18	PLACEMENT 2	
19	29.01.18	PLACEMENT 2	
20	05.02.18	PLACEMENT 2	
21	12.02.18	STUDY 2	
22	19.02.18	STUDY 2	
23	26.02.18	STUDY 2	Society and Vulnerability Module
24	05.03.18	STUDY 2	
25	12.03.18	STUDY 2	
26	19.03.18	STUDY 2	
27	26.03.18	HOLIDAY	
28	02.04.18	HOLIDAY	
29	09.04.18	STUDY 3	PDP in Nursing Practice
30	16.04.18	STUDY 3	
31	23.04.18	STUDY 3	
32	30.04.18	PLACEMENT 3	
33	07.05.18	PLACEMENT 3	
34	14.05.18	PLACEMENT 3	
35	21.05.18	PLACEMENT 3	
36	28.05.18	PLACEMENT 3	Surgical Placement
37	04.06.18	PLACEMENT 4	
38	11.06.18	PLACEMENT 4	
39	18.06.18	PLACEMENT 4	
40	25.06.18	PLACEMENT 4	
41	02.07.18	PLACEMENT 4	
42	09.07.18	PLACEMENT 4	
43	16.07.18	STUDY 3	PDP in Nursing Practice
44	23.07.18	STUDY 3	
45	30.07.18	STUDY 3	
46	06.08.18	HOLIDAY	
47	13.08.18	HOLIDAY	
48	20.08.18	HOLIDAY	
49	27.08.18	HOLIDAY	
50	03.09.18	HOLIDAY	
51	10.09.18	HOLIDAY	READING WEEK
52	17.09.18	READING WEEK	

2018 WEEK	WEEK COMMENCING	ACTIVITY	Year Two Placements Example
1	24.09.18	STUDY 4	Person Centred Nursing Practice Module
2	01.10.18	STUDY 4	
3	08.10.18	STUDY 4	
4	15.10.18	STUDY 4	Achieving Quality in Healthcare using Applied
5	22.10.18	STUDY 4	Research
6	29.10.18	STUDY 4	
7	05.11.18	PLACEMENT 1	Mental Health Placement
8	12.11.18	PLACEMENT 1	
9	19.11.18	PLACEMENT 1	
10	26.11.18	PLACEMENT 1	
11	03.12.18	PLACEMENT 1	
12	10.12.18	PLACEMENT 1	
13	17.12.18	STUDY 4	
14	24.12.18	HOLIDAY	
15	31.12.18	HOLIDAY	
16	07.01.19	STUDY 5	Meeting the needs of patients and families in
17	14.01.19	STUDY 5	Acute and chronic illness
18	21.01.19	STUDY 5	
19	28.01.19	STUDY 5	
20	04.02.19	STUDY 5	
21	11.02.19	STUDY 5	
22	18.02.19	PLACEMENT 2	HDU/CCU/A&E
23	25.02.19	PLACEMENT 2	
24	04.03.19	PLACEMENT 2	
25	11.03.19	PLACEMENT 2	
26	18.03.19	STUDY 6	PDP in Legal & Ethical Context
27	25.03.19	STUDY 6	
28	01.04.19	STUDY 6	
29	08.04.19	STUDY 6	
30	15.04.19	HOLIDAY	
31	22.04.19	HOLIDAY	
32	29.04.19	PLACEMENT 3	Surgical Placement
33	06.05.19	PLACEMENT 3	
34	13.05.19	PLACEMENT 3	
35	20.05.19	PLACEMENT 3	
36	27.05.19	PLACEMENT 3	
37	03.06.19	PLACEMENT 4	Medical Placement
38	10.06.19	PLACEMENT 4	
39	17.06.19	PLACEMENT 4	
40	24.06.19	PLACEMENT 4	
41	01.07.19	PLACEMENT 4	
42	08.07.19	PLACEMENT 4	
43	15.07.19	STUDY 6	PDP in Legal & Ethical Context
44	22.07.19	STUDY 6	
45	29.07.19	HOLIDAY	
46	05.08.19	HOLIDAY	
47	12.08.19	HOLIDAY	
48	19.08.19	HOLIDAY	
49	26.08.19	HOLIDAY	
50	02.09.19	HOLIDAY	
51	09.09.18	STUDY 6	
52	16.09.19	READING WEEK	

<b>2019 WEEK</b>	<b>WEEK COMMENCING</b>	<b>ACTIVITY</b>	<b>Year Three Placements Example</b>
1	23.09.19	STUDY 7	Quality Improvement and Managing Change
2	30.09.19	STUDY 7	
3	07.10.19	STUDY 7	
4	14.10.19	STUDY 7	
5	21.10.19	STUDY 7	
6	28.10.19	STUDY 7	
7	04.11.19	PLACEMENT 1	Theatre
8	11.11.19	PLACEMENT 1	
9	18.11.19	PLACEMENT 1	
10	25.11.19	PLACEMENT 1	
11	02.12.19	PLACEMENT 1	
12	09.12.19	PLACEMENT 1	
13	16.12.19	STUDY 7	
<b>14</b>	<b>23.12.19</b>	<b>HOLIDAY</b>	
<b>15</b>	<b>30.12.19</b>	<b>HOLIDAY</b>	
16	06.01.20	STUDY 8	Empowering Service Users and Carers
17	13.01.20	STUDY 8	
18	20.01.20	STUDY 8	
19	27.01.20	STUDY 8	Applied Bioscience and Adult Nursing Practice
20	03.02.20	STUDY 8	
21	10.02.20	STUDY 8	
22	17.02.20	PLACEMENT 2	Alternative Placement
23	24.02.20	PLACEMENT 2	
24	02.03.20	PLACEMENT 2	
25	09.03.20	STUDY 8	
26	16.03.20	STUDY 9	PDP (3)
27	23.03.20	STUDY 9	
28	30.03.20	STUDY 9	
<b>29</b>	<b>06.04.20</b>	<b>HOLIDAY</b>	
<b>30</b>	<b>13.04.20</b>	<b>HOLIDAY</b>	
31	20.04.20	STUDY 9	
32	27.04.20	PLACEMENT 3	Management Placement
33	04.05.20	PLACEMENT 3	
34	11.05.20	PLACEMENT 3	
35	18.05.20	PLACEMENT 3	
36	25.05.20	PLACEMENT 3	
37	01.06.20	PLACEMENT 3	
38	08.06.20	PLACEMENT 3	
39	15.06.20	PLACEMENT 3	
40	22.06.20	PLACEMENT 3	
41	29.06.20	PLACEMENT 3	
42	06.07.20	PLACEMENT 3	
43	13.07.20	PLACEMENT 3	
44	20.07.20	STUDY 9	PDP (3)
<b>45</b>	<b>27.07.20</b>	<b>STUDY 9</b>	
<b>46</b>	<b>03.08.20</b>	<b>STUDY 9</b>	
<b>47</b>	<b>10.08.20</b>	<b>HOLIDAY</b>	
<b>48</b>	<b>17.08.20</b>	<b>HOLIDAY</b>	
<b>49</b>	<b>24.08.20</b>	<b>HOLIDAY</b>	
<b>50</b>	<b>31.08.20</b>	<b>HOLIDAY</b>	
51	<b>07.09.20</b>	<b>HOLIDAY</b>	
52	<b>14.09.20</b>	<b>HOLIDAY</b>	

## 18 Intended learning outcomes of the programme

### Knowledge and understanding

	Level 4	Level 5	Level 6 Honours Degree
A1	Demonstrate an understanding of the Code, guidelines and policies to provide safe, effective nursing practice.	Examine the application of professional, ethical and legal principles to nursing practice within a field of nursing practice.	Evaluate critically the importance of professional, ethical and legal frameworks in safeguarding client/service users and in informing appropriate professional practice.
A2	Understand the need to provide a holistic assessment of clients / service users.	Provide an evidence based rationale for nursing interventions, including medicines management, in clients/service users with acute and long term conditions.	Analyse how the use of best practice contributes to the systematic assessment, planning, implementation and evaluation of care according to client/service users' needs in acute and community settings
A3	Demonstrate understanding of the need to plan, implement and evaluate care.	Evaluate a systematic assessment and plan of care for a client/service user.	Reflect critically upon their decision making and accountability within a clinical governance framework and how these impact upon service provision in order to improve patient care.
A4	Demonstrate a basic understanding of the life and social sciences and how they relate to health.	Utilise an understanding of the life and social sciences, and their application to health and ill health in order to assess the necessary care or treatment required.	

### Intellectual skills

	Level 4	Level 5	Level 6 Honours Degree
B1	Discuss the importance of engaging in personal and professional development, recognizing individual competence and responsibility for care provided.	Reflect upon the importance of engaging in personal and professional development, including the need to work more independently in a safe and increasingly confident manner.	Evaluate critically and select appropriate strategies to enhance personal and professional development of self and others, whilst recognising individual

	Level 4	Level 5	Level 6 Honours Degree
			ability/competence within and beyond professional boundaries.
B2	Demonstrate literacy, numeracy and information technology skills.	Apply literacy, numeracy and information technology skills to a range of healthcare situations in order to ensure patient safety.	Evaluate critically the importance of management, leadership and supervision in order to deliver high quality care in a safe, non-threatening and professionally caring environment.
B3			Consistently apply literacy, numeracy and information technology skills to a range of healthcare situations.
B4			Reflect analytically and use problem solving skills in a variety of situations in order to improve patient care.

### Subject skills

	Level 4	Level 5	Level 6 Honours Degree
C1	Recognise the need to use a variety of communication strategies in a range of caring situations.	Identify the importance of partnerships within client/service user relationships within a field of nursing practice.	Recognize and act upon clients / service users' rights and preferences in a non-judgmental manner, facilitating self care and informed decision making.
C2	Reflect on importance of effective team working within their field of practice.	Demonstrate the ability to use a variety of caring communication strategies in nursing practice, recognising the individuality of the clients / service users/ carers.	Evaluate critically the complex care needs of clients / service users in a range of healthcare settings, recognising the importance of inter-professional collaboration.
C3	Reflect upon the need to work with other professional groups in care delivery.	Examine the importance of collaborative working across a range of professional / clinical settings.	Analyse and evaluate the development of therapeutic relationships with clients/service

	Level 4	Level 5	Level 6 Honours Degree
			users, selecting appropriate communication strategies in a range of healthcare settings.

### Professional and Employability Skills

	Level 4	Level 5	Level 6 Honours Degree
D1	Recognise the need to value and respect individual differences and maintain the dignity of clients / service users.	Examine the importance for enhancing quality in healthcare provision through use of evidence based practice.	Critically reflect upon the importance of providing consistent and immediate care to all people, and complex care to clients/service users in their field of nursing.
D2	Recognises the importance of promoting self care.	Examine the need to value and respect individual differences, maintain the dignity of clients/service users in a range of healthcare situations.	Evaluate critically the importance of identifying and managing the enhancement of quality healthcare provision through the use of evidence based practice.
D3	Demonstrate achievement of generic and field competencies in nursing practice.	Identify a range of situations and settings where self care can be promoted.	Critically discuss the need to empower and promote health of clients / service users in relation to their individual healthcare needs, promoting self care.
D4		Demonstrate achievement of generic and field competencies in nursing practice.	Demonstrate achievement of generic and field competencies leading to registration with the NMC

## 19 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Level 4	Fundamentals of Care	Core	■	■	■	■	□	□	□	□	■	■	■	■	■	■	□
	Society and Vulnerability	Core	■	■	□	■	■	■	□	□	■	□	□	■	■	■	□
	Life Sciences	Core	□	□	□	■	□	□	□	□	□	□	□	□	□	■	□
	Personal and Professional Development in Nursing Practice	Core	■	■	■	□	■	□	□	□	■	■	■	■	□	■	□
Level 5	<i>Module Title</i>		<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
	Person Centred Nursing Practice	Core	□	□	□	■	□	□	□	□	■	■	□	□	■	■	■
	Achieving Quality in Healthcare using Applied Research	Core	■	■	□	□	□	□	□	□	□	□	■	■	□	□	■
	Meeting the needs of patients and families in acute and chronic illness	Core	□	■	■	■	□	□	□	□	■	■	■	□	■	■	■
	Personal and Professional Development in a Legal & Ethical Context	Core	■	■	□	□	■	■	□	□	□	□	■	■	■	□	■

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Level 6	<i>Module Title</i>		<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
	Quality Improvement and Managing Change	Core	■	■	■	□	■	■	□	□	□	□	□	■	■	□	■
	Empowering Service Users and Carers (Adult Field)	Core	□	□	■	□	□	□	□	□	■	■	■	□	□	■	■
	Applied bioscience and Adult Nursing Practice (Adult Field)	Core	□	■	□	□	□	□	■	□	□	■	□	■	□	□	■
	Personal and Professional Development (3) (Adult Field)	Core	■	■	■	□	■	■	■	■	□	■	□	□	■	□	■

QAA (2001) Benchmark Statements Standards Mapped Against Programme Learning Outcomes

Modules	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2
Fundamentals of Care	*	*		*	*		*	*	*	*
Society and Vulnerability	*	*			*	*	*		*	*
Life Sciences		*					*		*	*
Personal and Professional Development in Nursing Practice	*	*	*	*			*	*	*	*
Progression Point One										
Person Centred Nursing Practice	*	*	*		*		*	*	*	*
Achieving Quality in Healthcare using Applied Research	*		*	*		*	*	*		*
Meeting the needs of patients and families in acute and chronic illness			*		*	*	*	*	*	*
Personal and Professional Development in a Legal & Ethical Context	*	*	*	*			*	*	*	*
Progression Point Two										
Quality Improvement and Managing Change	*	*		*		*	*	*	*	*
Empowering Service Users and Carers (Adult Field)	*	*	*		*	*	*		*	*
Applied Bioscience and Nursing Practice (Adult Field)				*	*	*	*	*	*	*
Personal and Professional Development (3) (Adult Field)	*	*	*	*			*	*	*	*



## 20 Learning and teaching strategy

The approach taken towards teaching and learning is based on a student-centred paradigm of learning designed to enable and maximise the abilities of the students to work in the field of nursing in a variety of settings. Thus, they are enabled to become independent, autonomous and reflective whilst also developing collaborative, strategic and professional capacities. They will develop critical analytical skills and the ability to be creative, proactive and innovative. To this end, a variety of teaching and learning methods will be provided.

Education should be a part of a process to bring self-fulfilment to the individual, and teaching staff strive to uphold this by treating their students with respect, valuing their life experience and contributions in the classroom. This is further reinforced by, the programme team making efforts to create a learning environment where students feel safe to ask questions and take part without fear of being embarrassed, and where relationships with staff are collegial and friendly. Tutors believe that their role is that of facilitator of learning, rather than just a transmitter of knowledge that the student receives passively. Students are encouraged to actively engage with their learning even in 'formal' lectures by periods of group discussion, by applying themselves in both directed / self-directed study, the use of a personal portfolio and regular dialogue with their personal tutor and clinical practice mentor. Some modules also incorporate problem or enquiry based learning and the use of technical simulation and/or role-play. In such approaches problem solving and teamwork is emphasised: an essential requirement of a Registered Nurse.

Students early on in the programme are encouraged to find out more about their own learning styles and work on their individual strengths and weaknesses. Promoting students to think about themselves as learners, develop their skills on an individual, peer and strategic level. This will subsequently contribute towards the graduate's employability status and cultivate entrepreneurial thinking. It has been gratifying to note that developments in student autonomy and proactivity have been recognised in such learners in past cohorts and the team are confident this will continue. In fact, such development is a requirement if the programme outcomes are to be achieved, aligned as they are, to the requirement for professional registration.

The clinical areas provide a rich source of experiences and crucially exposes the student to working with other health care partners such as physiotherapists, doctors, health care support workers, dieticians and occupational therapists to name but a few. The use of simulation by the programme has received praise from a variety of stakeholders recently, and this is enhanced by the multidisciplinary approach adopted.

Most importantly is the direct engagement students have with the real world of nursing; interacting with patients, clients and their families. This includes the student participating in shift patterns, which expose them to the 24-hour setting in which care takes place. The student uses their personal resources of life experience and new knowledge to develop their inter-personal and communication skills together with developing technical skills and appropriate professional attitudes. An important aspect of this practical dimension of the teaching and learning strategy is that students are supernumerary, that is, not included in staffing numbers, so they are free within

constraints of course to pursue learning opportunities as they arise. Students will also have the opportunities to learn with, and from other health and social care professionals. Such work place learning is facilitated by the clinical practice mentor (see mentorship) who through dialogue and negotiation with the student allows him or her to plan their educational experience within the framework of the curriculum requirements of the Nursing and Midwifery Council (NMC), the regulatory body for nursing.

Students are encouraged to write about their experiences in practice by recording them in their student portfolio. This portfolio, which also serves as a Personal Development Plan, is a repository of acquired knowledge and personal reflection and its careful completion provides a valuable learning tool throughout the programme. Additionally students must submit aspects of it for formative and summative assessment in a variety of formats, throughout their three year programme. Within the portfolio is a record of clinical practice in which clinical learning outcomes are assessed both formatively and summatively. Information within the portfolio often helps to provide the evidence to allow the student to demonstrate competence in a learning outcome to their mentor who can then formally record its achievement. The portfolio completion process is designed to develop critical faculties, self-awareness, problem solving, team working, autonomy, academic writing and reflective capacity (see also section on Assessment and Student Portfolio).

The curriculum builds from an introduction of foundation disciplines such as life and social sciences where the emphasis is on the 'normal', moving to the applied and more complex from progression point one onwards, where nursing interventions become paramount. The first year places a particular emphasis on the importance of fundamentals of care in nursing and the requirement for caring and communication in practice. The students are also introduced to the importance of nursing and inter-professional theory and practice. Opportunities will exist to allow students to learn with, and from other health and social care professionals in the academic setting, as well as the placement setting.

The development of research skills are extremely important in modern healthcare, and are therefore introduced early in the Personal and Professional Development modules in year one. In year two Achieving Quality in Healthcare using Applied Research builds on this and introduces research methods and methodology, whilst the Personal and Professional Development modules continue to engage the students in discussions regarding research and its use in healthcare, in addition to developing their critical analysis skills further. The Personal and Professional Development module in year three continues this theme, whilst the Quality Improvement and Managing Change module enables the students to identify a topic that would be worthy of research and undertake a critique of a number of pieces of primary research. This will enable the student to consider all of the aspects of the research process and to identify strengths and weaknesses within the work considered. This should enable students to be able to become involved in primary research when they have completed the programme. The final year of the programme has a deliberate applied clinical management focus to assist the student in making the transition from student to qualified practitioner.

Opportunities for all nursing & allied health students to learn together are offered when they arise for interdisciplinary learning. For example, conferences, study days and peer

mentoring. All students are encouraged to enter into online discussions and discussion forums via the VLE Moodle and to meet with other students where possible.

The curriculum takes into account the essential physical and mental health needs of all people, with acute or long term conditions and in a variety of settings. This allows the newly qualified nurse to be able to provide essential and immediate care for all people, and more complex care to those within the students' field of practice.

The theoretical modules are fully integrated with the clinical practice element of the programme and give confidence that on completion the student will be well prepared to begin their new role as a Registered Nurse within their chosen field of practice. Importantly too, the educational ethos of the programme will have prepared them as lifelong learners, well able to meet the demands of continuing professional development in the ever changing world of nursing and health care.

## **21 Work based/placement learning statement**

The students are required to complete 50% of their programme in clinical practice. Students will be placed in a variety of placement environments in the NHS and Private sector – acute hospitals, community, health centres, clinics as well as service users own homes. The placements will be co-ordinated by the Glyndŵr placement officer. The range of placement specialities ensure that by the end of the programme 'the general care requirements of Directive 2005/36/ EC' are met in full. All students will be made aware verbally and in the programme handbook of the 'Escalation Policy' of each placement provider.

In year one of the programme the students will have medical, surgical and community placements. In year two and three students will experience placements such as High Dependency, Intensive Care unit, Accident & Emergency, Theatres and Coronary Care. The final practice placement will be of 12 weeks in which the student is under the supervision of a 'sign off mentor'. The placement is designed to consolidate the educational and professional development of the student practitioner in preparing for their first role as a Registered Nurse.

All placements are quality assured and audited two yearly in line with NMC (see Educational Audit). Clinical placement areas are supported by a Link Lecturer (see supporting evidence – link tutor role specification) and Practice Educator. Glyndŵr University will set up specific service level agreements with individual placement providers, some of which will stipulate a tariff. The variety of placements as described above will, be further enhanced by students being exposed to *different* NHS Trusts and the independent and voluntary sectors. (See cohort planner for examples of duration and types of placement encountered).

The recently announced Health Education Wales body highlights the importance of preventing admissions to the acute sector, and greater emphasis on nursing in the community setting. The 'community hub' placement teams where students will be placed will provide enhanced team working and experience of working across professions.

Where possible students will attend placements close to their place of residence or in a location, which can be accessed without too much inconvenience. The placement

circuit covers a number of localities, but ordinarily students will not be expected to travel distances over thirty-five miles. All students will be expected to utilise public or personal transport to travel to their placement area. Students are required to fund their own transport costs. There may also be opportunities for students to arrange placement experiences outside of the 'placement circuit' of the local area. This will be considered on an individual basis, but would be no longer than four weeks in duration, due to the requirements of achieving competencies in clinical practice.

### Mentorship Arrangements

The vital role of the clinical practice mentor in the education and training of student nurses has already been mentioned within the learning and teaching strategy. They are the professional role models and people who are responsible for the support and assessment of students throughout the pre-registration programme in regard to the clinical competence of students, which includes psychomotor skills, knowledge, attitudes and behaviours. As this proposed programme seeks NMC approval, all students on it, preparing as they are for entry to the nurses' part of the register, must be supported and assessed by mentors. Additionally a sign-off mentor, who has met additional criteria must make the final assessment of practice and confirm that the required competencies for entry to the register have been achieved. Additionally the programme provider must ensure that local registers are set up and maintained for both mentors and sign off mentors and include record of updates and date for triennial review (NMC 2010).

The NMC (2008) define a mentor as follows;

*An NMC mentor is a registrant who, following successful completion of an NMC approved mentor preparation programme – or comparable preparation that has been accredited by an AEI as meeting the NMC mentor requirements – has achieved the knowledge, skills and competence required to meet the defined outcomes. (p.19)*

### Preparing and supporting mentors in their role

A NMC approved mentor module is delivered by Glyndŵr University as well as Mentor Preparation courses. The eligibility of candidates and the programme outcomes are fully documented in Standard 2 of the *NMC Standards to support learning and assessment in practice* (NMC 2008). These also include the additional criteria required for a sign-off mentor. The preparation programmes ensures that mentors understand NMC requirements that students must be properly supervised, have an identified mentor and that mentors are available for at least 40% of the time during periods of placement learning. Importantly mentors should ensure that the supernumerary status of the student is maintained. It has been part of Glyndŵr's good practice to encourage the student to make contact with their identified mentor prior to commencing a new placement to encourage good communication at the outset of the relationship. The programme team also ensure that students are briefed before engaging on new placement learning and with the assistance of their personal tutors encouraged to make best use of learning experiences in both academic and practice settings. For the latter, both students and mentors must have a thorough understanding of the 'Ongoing record

of *Achievement of Practice Competence*, and the use of portfolio documentation in the learning process (see Student Portfolio – Nursing 2012).

#### Mentor Preparation for New Non-Commissioned Curriculum

Preparing mentors for the proposed curriculum is of prime importance; the Practice Educator will be responsible for disseminating information to mentors in a variety of meetings, including the regular mentor update sessions and clinical governance/audit sessions. A brief news item will be presented in a mentor newsletter noting key changes.

The frequency of practice educator/ mentor meetings will increase over the summer period up to the commencement of the programme, with those clinical areas first to receive students under the new arrangements being prioritised. The Practice Educator will work to reduce the understandable anxiety that comes with change. On-going support will be necessary in assisting mentors to deal with adjusting to the Glyndŵr clinical practice documentation.

A short document outlining the structure of the BN Hons programme containing brief details of every module will be prepared and disseminated to mentors. This will assist them in working with their students at every point in the student's progression, to help in synthesising theory with practice. Additionally the importance of the Personal and Professional Development module (undertaken in each of the three years of the programme) will be reinforced, containing the summative element of practice.

Mentors encourage students to engage in learning with other health and social care professionals as part of their clinical experiences and help to provide students with appropriate opportunities to do so (NMC 2010). Sign-off mentors must also ensure that the minimum twelve week period of practice learning towards the end of the programme enables safe judgments to be made regarding the achievement of the required standard of competence for safe and effective practice for entry to the professional register. At any stage of the student's programme where mentors are concerned regarding the competence of the former they will involve the link tutor and personal tutor in a timely manner to enable a suitable action plan to be devised. Throughout the programme an ongoing achievement record must be maintained which can be passed between successive mentors to allow fitness for practice to be assessed but it is important that mentors do not keep their own separate student progress records, and they will be informed of this during mentor preparation sessions.

Mentors who meet the criteria of sign-off mentor are identified on the register. Eligibility to remain on the register is identified as part of annual appraisal and formally assessed at triennial review. The NMC (2010) standards normally require that at the first progression point a mentor who is a registered nurse in any of the four fields of practice (Adult, Child, Mental Health and Learning Disability) carries out the assessment. The same applies at the second progression point, however assessment decisions regarding achievement of practice competence *for entry to the register* must be made by a *sign-off mentor* from the same nursing field as that which the student intends to enter (that is with due regard) (NMC 2010). It should be noted that provision is made within the regulations for *other registered professionals* (for example social workers and occupational therapists) to assess competence at the *first progression point only*, providing they have been suitably prepared for the role, understand the requirements for progression in the nursing context (may include undertaking relevant parts of an

NMC approved mentor programme), are listed on the local mentor register and are subject to similar requirements as those mentors who are registered nurses, including annual updating and triennial review (NMC, 2010).

It is clearly recognised by the Programme team that for pre-registration nurse education to succeed, it is vital to maintain good links between the AEI and the placement areas, and particularly so in the sphere of mentorship. To this end the crucial work of the mentor will be supported by Glyndŵr university staff, acting in their role as Practice Educator (PE), in addition to directly delivering mentor preparation sessions as part of the formal programme work with mentors in the clinical areas. The PE will provide face-to-face support concerning mentor issues, this might include matters such as clarifying assessment documentation or dealing with a student who is having difficulties. The PE is very well placed to receive feedback from mentors and students that can inform the programme and enhance the practice learning experience. In addition to the standard mentor preparation module the PE will also be involved in delivering the more advanced level 6 & level 7 20 credit Mentorship Modules which provides a valuable continuing professional development module for interested mentors.

The PE will deliver the annual mentor updates across the placement circuit to ensure that mentors have current knowledge of NMC approved programmes and are able to discuss the implications of changes to NMC requirements. As well as this regulatory duty the updates provide a peer support element whereby mentors have an opportunity to meet together to discuss all aspects of the mentor role in an informal way, assisting each other with challenges and sharing good ideas. Mentors are encouraged to maintain, along with other evidence, personal reflections of their work with students that can be used as evidence to their employers that they have been proactive in developing their educational role as part of a triennial review. The PE will meet regularly with colleagues in the placement areas to facilitate the cohesive operation of the mentoring process. In addition, the Principal Lecturer for Nursing at Glyndŵr will conduct six monthly stakeholder evaluation meetings, where among other items of educational importance, mentorship issues are discussed and appropriate actions planned and implemented.

## **22 Welsh medium provision**

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. Additionally such students may choose to have a Welsh speaking personal tutor.

All staff in their teaching makes reference to Welsh & English context particularly in areas of health and social policy, preparing students for employment in cross border settings.

## **23 Assessment strategy**

Assessment within the programme has been designed to measure and develop student performance in a variety of contexts. This not only includes assessment in the context

of what they have learnt (summative), but also to use assessment as a process of learning, providing the student with the opportunity to improve their performance. Assessment of the programme takes place in both university and clinical settings, and to this end, the programme has an equal weighting of 50% in each. The following discusses the key elements of assessment within the programme:

#### Policy guidance / university regulation

Assessment will also ensure that standards are reached in line with professional body requirements (NMC, 2010), QAA's Quality Code (June 2016), the Framework for Higher Education (QAA, 2014) and the Credit and Qualifications Framework for Wales (CQFW, 2015). The University's regulations will be adhered to, including any derogation of regulation that may exist (see 'Assessment regulations that apply to the programme').

All assessments are approved by the programme lead, module leader and the external examiner in line with university regulations, to ensure that each assessment is explicit in its intent, and that it is valid and reliable. Grade related criteria are used to assess the students' work, with feedback provided to facilitate individual and group development. All assessment will be internally and externally moderated in line with university regulations, to ensure that assessment is fair and consistent.

Module leaders will collate work and are responsible for presenting this at assessment boards, to enable ratification of results in line with the universities assessment regulations. External examiners with *due regard* will attend assessment boards and contribute to the process, to ensure external validity of assessment. Students will be informed of provisional results prior to an assessment board, and in writing following ratification of the results, with re-submission dates if needed.

#### Modular Assessment

Students will receive information on the overall assessment strategy in the programme handbook, which will include the importance of, and the need to access the university regulations, difficulties that may be encountered and how to avoid/manage these (for example, plagiarism and extenuating circumstances).

Assessment will be made clear, and module leaders will provide assignment briefs in written (paper and electronic format) and/or audio format (which has proved extremely popular in recent years), with clear links to module learning outcomes. Assessment criteria/briefs will be discussed face to face and/or in electronic format through Moodle™ (virtual learning environment), to enable the student to clarify the nature of the assessment and raise any concerns/areas for clarification.

#### Range of assessments

A wide range of assessment strategies have been adopted in the programme to meet diverse learning styles and enable the students to meet modular and programme requirements, through either individual or group assessment, and students will be informed as to whether assessment is of a formative or summative nature.

Assessment modes include written assignments, case studies, reflective accounts, simulation, examinations (at least one unseen in year one), presentations, projects, online collaboration/contribution in addition to clinical practice assessment by a designated clinical practice mentor (see mentorship). It is considered important to provide flexible approaches to assessment if the needs of students are to be met, (QAA, 2016), and the programme team have acknowledged this.

Professional body requirements have been integrated into module assessment (for example, numeracy) to foster developmental progression on the programme, with cognisance paid to how these assessments may impact upon the student's final grade achievement (see 'Assessment regulations that apply to the programme').

#### Support in assessment

Tutorials will be provided as single or group interactions, and Moodle™ will be utilised where appropriate to conduct synchronous/asynchronous discussion on assessment requirements.

Reasonable adjustments will be made in relation to student's individual needs for assessment and will be considered on an individual level using the formal University procedures for assessment of needs, whilst maintaining professional body requirements. Students who are struggling academically will be referred to the Student Support Centre, which has been of great benefit in supporting students in their studies. Depending on individual needs, various resources will be put in place and reasonable adjustments made.

#### Safeguarding the public

The variety of assessments have been designed to ensure that theoretical and clinical practice outcomes assess the learning outcomes to the appropriate level and in so doing, contributes towards the students progression towards becoming fit for purpose and practice.

Students will be clearly informed that individuals, clinical areas and organisations must not be identified in any submitted work. The importance of confidentiality is utmost, and any breach of confidentiality will result in an automatic refer (see derogations). This will be discussed with students at the beginning of each year, and they will be asked to sign a declaration that they understand the importance of not breaching confidentiality, are aware of the programme handbook and the need to access this resource, and that they will not intentionally plagiarise work. To reduce the risk of plagiarism, students will be introduced to Turnitin, and this will be used as a developmental tool in line with university position. Students will be able to access this resource through the Moodle™ to assess their ability to paraphrase work, avoid plagiarism and develop their academic writing skills. Following the assessments, students will be given feedback within four weeks to enable them to learn from mistakes, and improve their future performance.

#### Improving Assessment

In addition to the role of internal and external moderation to identify areas of concern or where improvement can be introduced, module evaluations will be scrutinised for aspects relating to assessment and fed back to the programme team through programme meetings. Student Voice Forum meetings will also inform the nature and process of assessment within the programme.

#### Assessment in practice

An '*Ongoing record of achievement of practice competence*' is part of the student portfolio and will be available to clinical mentors as they move from one clinical area to another, so that previous performance and achievement is continuous and transparent. This forms the basis of the assessment of competence, which the student must achieve in order to be judged to have passed the practice element of the programme, and is summatively assessed as pass/fail in the Personal and Professional Development modules (in each year), but formatively assessed in all the other modules. Assessment in clinical practice requires evidence in a variety of formats, including questioning and observation, documentation, and feedback from others, including a range of healthcare professionals and clients/service users. This enables different competencies to be assessed appropriately by clinical mentors, who will have received appropriate preparation (see Mentorship). Attitude scores are also completed at midway and at the end of the placement, and scored by both the student and the mentor. The last attitude score for each progression point is summative, and will need to be passed in order to progress to the next part of the programme (or within the first twelve weeks of the next progression point in exceptional circumstances).

As the clinical practice outcomes span the whole year, this will provide the opportunity for outcomes to be achieved in a variety of settings, for example, acute or community and across the full term of the programme. The Portfolio documentation includes information on the role of the clinical mentor, the link lecturer, the personal tutor, and the student themselves. More information about mentorship can be located under mentorship.

#### Assessment point criteria and assessment

The assessments for each year have been designed to avoid overloading the student with assessments at any given time in that year (see sample of Assessment and Module duration on the following pages). This also allows the student to receive feedback on assessed work, and progressively develop and improve. All students will have to meet the NMC requirement that all work (clinical placement and theoretical), must be successfully passed, with reasonable adjustment for students with disabilities.

<b>Module code &amp; title</b>	<b>Assessment type and weighting</b>	<b>Assessment loading</b>	<b>Indicative submission date</b>
NUR412 Fundamentals of Care (40 credits)	Essay 100%	4,000 words	Week 16 T1
NUR406 Society and Vulnerability (20 credits)	Presentation 100%	10 mins	Week 23 T2

**PROGRAMME VALIDATION DOCUMENT**

NUR407 Life Sciences (20 credits)	Unseen examination 100%	2 hours	Week 26 T2
NUR413 Personal and Professional Development in Nursing Practice (40 credits)	Safe medicate Examination  Reflective Practice 100%  Portfolio	Maximum 2 hours Pass/Fail  3,000 words  Pass/Fail	Week 31 T2  Week 36 T2  Week 40 T3
NUR506 Person Centred Nursing Practice (20 Credits)	Presentation 100%	10 mins + questioning time	Week 6 T1
NUR507 Achieving Quality in Healthcare using Applied Research (20 credits)	Written critique and online discussions 100%	1,500 words	Week 13 T1
NUR501 Meeting the needs of patients and families in acute and chronic illness (40 credits)	Presentation & Care Plan 50%  Project 50%	Group Presentation 20 mins/ Care Plan 500 words  1500 words	Week 21 T2 (Presentation/ Care Plan)  Week 26 T2
NUR502 Personal and Professional Development in a Legal & Ethical Context (40 credits)	Safe medicate Examination Case Study 100%  Portfolio	Maximum 2 hours Pass/Fail  3,000 words  Pass/Fail	Week 29 T2 Week 36 T2  Week 40 T3
NUR605 Quality Improvement and Managing Change (40 credits)	Literature review and quality improvement proposal 100%	8,000-10,000 words	Week 37 T3
NUR606 Empowering Service Users and Carers (Adult Field) (20 credits)	Presentation 70% and written abstract 30%	10 mins 300 words	Week 18 T1
NUR607 Applied bioscience and Adult Nursing Practice (Adult Field) (20 credits)	Small group analysis 30%, care plan and critical commentary 70%	2,500 words	Week 25 T2
NUR608 Personal and Professional Development Adult Nursing (3) (40 credits)	Safe medicate examination	Maximum 2 hours Pass/Fail  Nursing Journal Publication Limit	Week 31 T2  Week 35 T2

PROGRAMME VALIDATION DOCUMENT

	Online contributions 20%, reflective account in article format 80%,  Portfolio	Pass/Fail	Week 43 T3
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**Diagrammatic Overview of Assessments and Module Duration throughout the Programme – Year One**

	Trimester One	Trimester Two	Trimester Three
	<b>Theory 8 weeks with 10 Weeks in practice</b>	<b>Theory 9 Weeks with 9 weeks in Practice</b>	<b>Theory 4 Weeks with 2 weeks in Practice</b>
<b>Modules</b>			
Fundamentals of Care (40c)	X		
Society and Vulnerability (20c)		X	
Life Sciences (20c)		X	
Personal and Professional Development in Nursing Practice Nursing (40c)		X X	X

**X = Assessment point**

Total equates to 21 weeks of both theory and practice with 10 weeks annual leave.

**Diagrammatic Overview of Assessments and Module Duration throughout the Programme – Year Two**

	Trimester One	Trimester Two	Trimester Three
	<b>Theory 11 weeks with 6 Weeks in practice</b>	<b>Theory 6 Weeks with 13 weeks in Practice</b>	<b>Theory 4 Weeks with 2 weeks in Practice</b>
<b>Modules</b>			
Person Centred Nursing Practice (20c)	X		
Achieving Quality in Healthcare using Applied Research (20c)	X		
Meeting the needs of patients and families in acute and chronic illness (40c)		X X	
Personal and Professional Development in Legal & Ethical Context (40c)		X X	X

**X** = Assessment point

Total equates to 21 weeks of both theory and practice with 10 weeks annual leave.

**PROGRAMME VALIDATION DOCUMENT**

**Diagrammatic Overview of Assessments and Module Duration throughout the Programme – Year Three**

	Trimester One	Trimester Two	Trimester Three
	<b>Theory 11 weeks with 6 Weeks in practice</b>	<b>Theory 7 Weeks with 13 weeks in Practice</b>	<b>Theory 3 Weeks with 2 weeks in Practice</b>
<b>Modules</b>			
Quality Improvement and Managing Change (40c)			X
Empowering Service Users and Carers (Adult Field) (20c)	X		
Applied bioscience and Adult Nursing practice (Adult Field) (20c)		X	
Personal and Professional Development (3) (Adult Field) (40c)		X	X

**X** = Assessment point

Total equates to 21 weeks of both theory and practice with 10 weeks annual leave.

## 24 Assessment regulations

The Bachelor Degrees, Diplomas, Certificates and Foundation Degrees regulations apply to this programme.

### Derogations

- The Safe Medicate examination (in Personal and Professional Development Modules) in BN (Hons) Nursing programme will be set as pass/fail with a pass rate of 80%, 90% and 100% respectively for level 4, 5 and 6 (progression point one, two and three). A refer in the examination or portfolio does not cap the other assessment results in this module.
- BN (Hons) Nursing students will be allowed two attempts at each module in each level of study, but only one third attempt at one module at that level will be allowed, at the discretion of the Assessment board. This excludes the Safe Medicate (Personal and Professional Development Module) examination in each year of the programme, where three attempts will be allowed.
- There are no compensatory passes in the BN (Hons) programme due to professional body requirements, and all assessment elements of each module must be passed.
- BN (Hons) Nursing students have to pass all elements of assessment by the end of each academic year (progression point), before progressing into the next year (unless exceptional circumstances exist, when they will be permitted 12 weeks in which to retrieve trailed modules). BN (Hons) Nursing students will have the opportunity to re-attempt any referred modules within the academic year before progression is denied.
- Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'.
- The BN (Hons) programme has a four week turnaround time for assessment feedback to students.

### Non-credit bearing assessment

There is a Mentorship module which is not associated with the gaining of credits but is a requirement for successful completion of 'mentor preparation' for clinical placement

mentors as well as level 6 20 credit Mentorship Module (see included Mentorship Module Specifications).

**Borderline classifications (for undergraduate programmes only)**

In considering borderline cases, the Assessment Board shall raise the classification to the next level if the following criteria are met:

- At least 50% of the credits at level six fall within the higher classification;
- All level 6 modules must have been passed at the first attempt;
- The Quality Improvement and Managing Change module mark must be in the higher classification.

## **25 Programme Management**

**Programme leader**

The programme leader will always be a qualified nurse who holds a teacher qualification that is recognised and accredited by the Nursing and Midwifery Council. The programme leader for adult nursing, will have currency in that field, and will be supported by the programme team in delivering the programme, and ensuring that the programme runs smoothly at operational level. The programme leader and the team, will be supported by a principal lecturer, who has responsibility for pre-registration undergraduate studies.

**Programme team**

The programme team has extensive experience in pre-registration nurse education, are motivated and always aim to enhance the student experience. The majority of the programme team have a teaching qualification which is recorded on the NMC register.

Gary Stevenson (Principal Lecturer)  
Dr Chris O'Grady (Programme Leader)  
Eleri Mills (Senior Lecturer)  
Janet Gargulio (Senior Lecturer)  
Victoria Graham (Senior Lecturer)  
Carol Griffiths (Senior Lecturer)  
Dr Joanne Pike (Senior Lecturer)  
Cathy Hewins-Jones (Senior Lecturer)  
Yo Evans (Senior Lecturer)  
Gill Truscott (Senior Lecturer/Practice Educator)

Tracy Ross (Senior Lecturer)  
Dr Edna Astbury-Ward (Senior Lecturer)  
Dr Nikki Lloyd-Jones (Senior Lecturer)  
John Leung (Senior Lecturer)  
(Awaiting appointment of two 0.5 fte Practice Educator posts January 2017)

Staff who do not have a specific module lead will be involved in teaching and assessing students.

### **Quality management**

The pre-registration nursing programme is closely monitored by the Nursing and Midwifery Council (NMC) in order to make sure that it meets statutory and legal requirements. The programme will be monitored by internal and external quality assurance processes, including annual monitoring reviews and professional body scrutiny. Any changes to the programme that are identified, will be subject to minor or major modification processes, as contained within the university regulations.

All placements are audited as required by the NMC and any health and safety issues identified will be addressed. All students have health and safety briefings regarding the university and before going out on placement, have to have completed a health and safety checklist at the beginning of each placement.

The safety and wellbeing of service users is of paramount importance, and any concerns that are raised in relation to a student not being supervised appropriately, or if the student is not considered to be fit for practice in any aspect of the clinical and academic engagement, the Fitness for Practice procedure will be followed (see supporting evidence file) and in accordance with the NMC (2016) *Good health and good character: Guidance for educational institutions* and NMC (2015) *Guidance on professional conduct for nursing and midwifery students*.

### **Pre-registration team meetings**

The programme team have monthly meetings where various operational and strategic issues can be discussed and will feed into the Glyndŵr quality cycle, namely through the annual monitoring review process. Minutes are taken and any actions required will be taken, or if necessary referred to/advice sought from the most appropriate committees and/or individuals, including Associate Head, Principal Lecturer, the Stakeholder Education Liaison Meetings and external examiners.

In addition to programme team meetings, feedback from students and stakeholders is activity encouraged and received through a variety of quality assurance mechanisms, and acted upon accordingly.

### **Student Voice Forums**

These meetings take place three times per academic year and are in line with Glyndŵr University policy. They cover a wide range of issues that student representatives bring

to the meeting, and these are responded to for clarification, or action taken and outcomes fed back through the meetings and the minutes taken.

#### Service Provider Partner Meetings

Senior members from the NHS Trusts and Glyndŵr University will meet on a regular basis to discuss and act upon academic and clinical issues. These will focus upon new developments in each organisation, but also to raise and address at senior level any concerns that have been identified, from education or clinical practice.

#### External examiners

An External examiner is appointed to the programme and will see samples of academic and portfolio submissions in addition to visits to clinical areas to see mentors and students during the practice learning experience. Feedback on work sampled in accordance with university regulations is fed back to the programme team for action/consideration and response, which subsequently informs the Annual Monitoring Review.

#### Evaluations

Evaluations are conducted on Modules, programmes and clinical practice experiences (see Evaluations). Evaluations are analysed by module leaders, programme leaders and link lecturers respectively, and fed into programme and subject team meetings, including the process of annual monitoring review.

#### Educational Audit

An Educational Audit (see Educational Audit) must be completed prior to any student being exposed to a clinical area, to ensure that the educational experience that the student will receive is fit for purpose. This covers many aspects of the clinical area, their staffing and capacity to receive pre-registration student nurses. The audit is repeated every two years in line with NMC (2010) requirements, but immediate concerns / issues are dealt with through the link lecturer system in place (supporting evidence – see Link tutor role specification). Service provider partners are responsible for maintaining the mentor database, as referred to under mentorship. In addition to this, the link lecturer will feedback a summary of the evaluations received from their clinical area, to aid feedback / enhance the student experience through the audit review, and to complete the audit cycle.

#### Ongoing Record of Achievement of Practice Competence

Students will have to achieve clinical practice outcomes as part of the programme to demonstrate competence. Within this document there are requirements that have to be completed, including a Student Learning Contract and Attitude scales which document the student's progress and also allow for feedback and identification of any concerns as necessary. If a student scores less than 3 on the Attitude scale, discussion is needed with the personal tutor. Please refer to the *Ongoing Record of Achievement of Practice Competence* for further elaboration on this part of the programme.

### **Research and scholarship activity**

Staff CVs details the specific research and scholarly activity that individuals have engaged with, but an overview of how some of this activity underpins the curriculum will be provided here. It is also pertinent to mention that the programme team hold a wealth of experience in nurse education, and includes registered nurses (adult, mental health and child), health visitors and district nurses, which all contributes to the student experience. Additionally, many of the programme team hold more than one registerable qualification and a number are Specialist Practitioners.

Nurses are required to maintain a portfolio of evidence to register with the Nursing and Midwifery Council, but additionally, the programme team recognise the importance of engaging with scholarly activity to inform their practice in the context of both subject expertise and pedagogic activity. To this end, the programme team have engaged in a number of research and scholarship activities, which has undoubtedly informed the curriculum.

A number of staff are conducting post-doctoral research and many are engaged in doctoral studies, the majority of the programme team have achieved their masters' degrees or are working towards completion. Our research expertise is in the following areas:

- Numeracy and Drug Calculations
- Spirituality
- Personal Tutor Role
- Peer Mentoring
- Decision Making in Nursing
- Human Caring
- Assistive Technologies
- Sexual & Reproductive Health
- Competence in Advanced Practice
- Decision Making for Veterans in Transition
- Decision Making Reducing Demand in A & E
- Exploring Researchers Use of Integrated Research Application System in NHS

Staff have organised conferences with the Higher Education Academy, as well as attending a variety of conferences to inform and improve practice. Staff members have also contributed to book chapters and journal articles.

The programme team are members of various committees within the local health board, including medicines management group, prescribing, advisory board member for Public Health Wales, mentorship support groups and links have been made with service user groups. Programme team members have worked in clinical areas with clients/service users through honorary contracts, or as clinical link lecturers, supporting the students whilst on their practice learning experience. This facilitates the support of students in clinical practice, but also allows the programme team to remain current and contemporaneous, which enhances credibility and ensures that all teaching and learning is applied to nursing. Other significant areas of national involvement include welsh medium provision and All Wales Pre-registration Education group. Two of the programme team act as professional body NMC reviewers. Three members of the team are Queen's Nurses. Many are external examiners or have been on external validation

events as panellists, which further broadens the scope of experience that the team bring to the programme. Two members of the programme team have completed the Post Graduate Certificate in E-Learning. This informs the way that technology can enhance learning, and is evident in the module teaching and learning strategies. The programme team engages in peer observation, which fosters a culture of ongoing review and challenging of practice in relation to the teaching, learning and assessment elements of the programme.

Within the university there are many committees, which staff are regularly involved in, such as validation panels, academic misconduct hearings, extenuating circumstances panels and assessment appeals. Other Staff membership looking to enhance provision is the Technology Enhanced Learning (including Moodle™) Group. Engagement with these structures/ committees informs the operational and strategic direction and management of the programme.

## **26 Learning support**

### **Institutional level support for students**

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

### **Learning resources available**

When students commence their studies with nursing, they are introduced to the purpose built library and computer resources within Glyndŵr University, and informed of the services available to them. Whilst containing 3 floors of resources, it is also an effective environment for small group and individual working.

Library and computing facilities provide the books, journals, electronic resources and up-to-date computing facilities that will support students' study and research. Students have access to over 150,000 books and 300 journals and a high speed computer network supplying a wide range of information resources and applications software, and students are increasingly being encouraged to access these resources. The students and programme team have a direct link to the Learning Resource Advisor with responsibility for nursing and health. This provides a dynamic forum to ensure that issues regarding educational resources are discussed and acted upon to enhance the students' experience.

The library holds books, journals, videos, DVD's and other printed materials as well as networked computers. Students can access validated, reliable and useful websites via the Glyndŵr University resource finder web page. There are approximately 200 PCs in the centre, plus IT helpdesk and wireless application is available throughout the library. The University provides a wide range of software including word processing, spreadsheet, database and presentation packages. In addition, there are printed and web-based guides available to students. Students are also able to attend workshops and seminars enabling them to make effective use of the resources available. Students are given a username and password to use the networked computers in the Institute. This allows for easy access to the internet and electronic mail as well as electronic information resources.

The library use a web-based library catalogue which integrates the printed and digital library collections into a single resource. It can be accessed from any computer connected to the University network and over the web. Students are able to search for books and journals and link to a wide variety of electronic resources including databases and full text journals. Students can check their library borrowings, renew the periods of loan and reserve items which are not immediately available.

The library provides multiple copies of recommended text books which are on reading lists and in heavy demand. Books are usually for a 3 week loan period. However, titles that are likely to have a high demand can be made available for one week, 24 hour and 4 hour loan periods. The library can request books on students' behalf from the Bangor library and an inter-library loan service is also available when items are not held at either Glyndŵr University or Bangor. A charge is made for this service. Additionally, students have full access to NHS Trust libraries whilst on placement.

Students will need to attend the university campus for the majority of the delivery of the programme, meaning that existing classrooms and office space will be utilised. Some content however, will be delivered through e-learning housed within the virtual learning environment (Moodle™ ).

Moodle™ enables the programme team to provide on-line support for teaching and learning by:

- Providing on-line teaching resources (e.g. lecture notes).
- Structuring on-line class activities (e.g. using discussion groups).
- Conducting on-line assessments (e.g. creating multiple choice tests).

Nursing students enrolled on the programme will be from a wide geographical area, and therefore need an effective communication system. Whilst emails are utilised within the programme, the 'Moodle' site has provided an additional efficient communication method and a valuable learning resource for the programme students in all cohorts. Providing a variety of learning resources facilitates maximum student potential by catering for individual learning styles.

Moodle provides the following:

- Announcement facilities to ensure information such as revised calendars or adaptation to sessions are communicated throughout the programme or to specific cohorts.
- All module hand-out materials are available prior to/ following each session. This enables students who learn more effectively by prior reading to access relevant materials wherever possible.
- Student's group work is placed onto the site to enable shared learning.
- Discussion sites are used to explore particular topics, contributing towards collaborative learning.

#### Stilwell Virtual Learning Environment

Stilwell is the name of the 'interactive town' produced by Cumbria University. The multimedia package brings a fictitious local community to the classroom. Students can view the videos and case studies to facilitate problem solving and collaborative discussion. This new way of teaching enables the students to interact in a safe environment and to discuss patient care using scenarios from which to learn and develop.

#### **School support for students**

##### Personal Tutorial Support

The student experience in nursing is extremely demanding as it involves both engagement with clinical practice and studying at the university, and students are encouraged to engage fully with various personnel who can support them. The personal tutor is vitally important in providing this support, and the programme team work hard to support students through this process. Each student is allocated a personal tutor at the beginning of the programme, has timetabled sessions to engage in this process, and will be supported in both academic and pastoral contexts. This includes the ongoing discussions required as part of their personal and professional, and portfolio development (see Student Portfolio).

An induction week takes place prior to the commencement of the programme where students are informed about the programme requirements, the processes in place, such as student handbooks and personal tutor roles. Students are also informed about what placement experiences that they are likely to have and have the opportunity to contact those placements, provide a profile of themselves to the placement area, and ask questions. They will also be introduced to their personal tutors and module leaders, so that expectations can be discussed from both tutor and student perspective. This includes information on the requirements for academic and clinical work, for example, module timetables, teaching methods and assessment strategies/types and clinical documents that need to be completed, such as clinical outcomes, learner contracts, attitude scales and health and safety checklists. Students are prepared for theoretical and clinical experiences, and action is taken as far as reasonably possible to support and meet the individual needs of students, including introductions to teaching and learning resources that they will be expected to engage with, so that the learning

experience can be maximised. It is recognised that each student has different needs and will learn at a different pace. Self-directed time is built into the programme to facilitate individual learning needs, to allow students to work at the pace that suits them best.

### ***Programme specific support for students***

In addition to the pastoral role, the programme team utilise the Student support services proactively with students, in conjunction with the student's needs. As necessary, students can have their learning needs assessed, and the programme team have developed a very good relationship with the disability advice service and learning support team. Counselling is also available and advised depending on individual circumstance.

Specialist facilities equipment includes clinical skills training equipment in the clinical training room. There are on-going costs associated with these, and new stock/equipment is purchased as necessary. This also applies to the 'user accounts' needed to allow the students to engage with computer simulated learning, that is, safe Medicate and Wiley plus.

## **27 Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

Equality and Diversity are considered to be extremely important by the programme team and a number of measures have been put in place in many aspects of the programme to reflect this. The Admissions Policy at subject level and Admissions Principles, clearly indicate how equality and diversity are integrated into the recruitment, selection and admission of students to the programme. Service users have also been involved with the design of the programme, and are involved in the selection and admission process too, which is considered good practice (QAA, 2010). The very nature of nursing dictates that students will need to learn about and apply knowledge and skills associated with equality, social justice and inclusion.

Programme information is readily available through recruitment events and on the Glyndŵr university website, and prospective students are given the opportunity to discuss individual needs during the interview phase of selection, as well as with the personal tutor once commenced on the programme. Reasonable adjustments will be made as far as possible, and advice will be provided in line with individual requests and needs, whilst also acknowledging professional body requirements. Modules have also been designed to create a variety of learning materials to enable all students to engage

with the programme requirements, with the aim of enhancing inclusion and accessibility, in line with QAA (2016) guidance.

Individual needs will also be catered for in relation to completing the programme, with the support of the Student Support Services sought as necessary. Resources and supportive mechanisms will be put in place as far as reasonably possible to allow the individual to engage with and complete the programme requirements on an equal footing with their peers.

## References

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