

Programme Specification

When printed this becomes an uncontrolled document.

PLEASE DO NOT ADD ANY PICTURES OR TABLES.

Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

| Section 1 – regulatory details | | |
|--------------------------------|---|---|
| 1.1 | Awarding body | Wrexham University |
| 1.2 | Teaching institution | Wrexham University |
| 1.3 | Final award and programme title (Welsh and English) | Diploma Uwchraddedig mewn Nyrsio Oedolion Postgraduate Diploma in Adult Nursing |
| 1.4 | Exit awards and titles | Postgraduate Certificate in Care Studies |
| 1.5 | Credit requirements | Postgraduate Diploma in Adult Nursing: 180 credits (60 credits at level 6 and 120 credits at level 7) Postgraduate Certificate in Care Studies: 30 credits at level 6 and 60 credits at level 7. This exit award will be without registration onto the Nursing and Midwifery Council register. It will not include credits that have been gained via RPL. |
| 1.6 | Intake points | March |
| 1.7 | Mode of study | Full time |
| 1.8 | Length of delivery | Two years |
| 1.9 | Location of delivery | Wrexham University, Plas Coch Campus |
| 1.10 | Language of delivery | English |
| 1.11 | Faculty | Faculty of Social and Life Sciences (FSLs) |
| 1.12 | Subject area | Pre-Reg Nursing |
| 1.13 | HECoS Code | 100279 |
| 1.14 | Suitable for applicants requiring a Student Visa? | No |
| 1.15 | Is DBS check required on entry? | Yes All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University. Type of check required <ul style="list-style-type: none"> • Enhanced Check for Child Workforce • Enhanced Check for adult workforce • Enhanced Check and Child Barred List • Enhanced Check and Adult Workforce Barred List |
| 1.16 | Professional, Statutory or Regulatory Body (PSRB) accreditation | Successful completion of the Post Graduate Diploma in Adult Nursing would lead to being eligible to join the Adult Nursing register held by the NMC. |

| Section 1 – regulatory details | | |
|--------------------------------|---------------------------|--|
| | | <p>The Nursing and Midwifery Council (NMC) 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. The programme is written in accordance with Nursing and Midwifery Council (NMC) Realising professionalism: Standards for education and training (NMC 2018) and learning outcomes within the modules are cross referenced to these standards throughout. The curriculum is developed using the following:</p> <p>Part 1: Standards framework for nursing and midwifery education Part 2: Standards for student supervision and assessment Part 3: Standards for pre-registration nursing programmes Future nurse: Standards of proficiency for registered nurses EU Directive 2005/36/EC: Article 31. Annex V2, Point 5.2.1</p> <p>Curriculum development meetings have been informed by students, service users, NHS Health Board Partners/Independent and voluntary sectors.</p> <p>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</p> |
| 1.17 | Welsh Medium Provision | <p>The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.</p> <p>Students can request a Welsh speaking Personal Tutor/Academic Assessor. The practice assessment document is bilingual. Welsh speaking Practice Supervisors and Practice Assessors work within the Welsh practice-learning environments. There is opportunity for students to engage in Welsh with patients, and for students to learn Welsh alongside their studies.</p> <p>All staff in their teaching makes reference to Welsh and English context particularly in areas of health and social policy, preparing students for employment in cross border settings. Students will be facilitated to appreciate the difference between UK health systems and how this directly influences the care that is delivered to the patient, and how person centred care fits within the wider health agenda. This is a key point of the programme, and students will be encouraged to ensure they reflect the real life agenda of their area of practice within their assessed work, and this will include specific recognition of their country of practice.</p> |
| 1.18 | External reference points | <p>QAA 2020 Master’s Degree Characteristic Statements QAA Subject Benchmark Statement Health Studies 2019 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.</p> |

| Section 1 – regulatory details | | |
|--------------------------------|------------------------------------|---|
| 1.19 | Derogation to Academic Regulations | <p>Derogations are in place for this programme to meet PSRB requirements.</p> <ul style="list-style-type: none"> • The safeMedicate examinations will be set as pass/fail with a pass rate of 80%, 90% and 100% respectively for part 1, 2 and 3 of the programme. Re-sits must also achieve 80%, 90% and 100% for the respective parts. A refer in the safeMedicate examination or the portfolio element will not cap the rest of the module. • Students will be allowed two attempts at each module. This excludes the safeMedicate examination in each part of the programme, where three attempts will be allowed. • There are no compensatory passes in the programme due to professional body requirements, and all assessment elements of each module must be passed. • Students will have the opportunity to re-attempt any referred modules within each part of the programme before progression is denied. • Feedback on assessed work will be provided within four weeks of submission. • 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'. • Timing of feedback and release of assessment results for modules at the end of part one, end of part two and end of part three to be separated from the practice portfolio component, and marks for the above modules will be presented at the appropriate assessment board, with marks for the portfolio element being recorded as a 'technical defer' at this board. This will enable students to have the resit opportunity prior to the board at the end of each part of the programme. The pass/fail for portfolio element of the above modules will only be presented at the end board of each part of the programme. • The pharmacological exam in part three of the programme must be passed at minimum 80%. • The University regulations for 30 credit modules at level 6 & 7 in terms of weighting for overall learning hours, contact learning hours and independent learning hours will be superseded by professional body requirements of 2300 hours theoretical and 2300 hours of clinical practice over the six modules/two years of the programme. • Postgraduate Diploma is normally 120 credits, due to students requiring 2300 hours of theoretical study to comply with Article 31(3) of Directive 2005/36/EC and meet the Future Nurse Standards of Proficiency for registered nurses, there are 6 modules in total resulting in 60 credits at level 6 and 120 credits at level 7, requiring students to achieve 180 credits in order to be awarded a PGDip. |

| Section 1 – regulatory details | | |
|--------------------------------|---------------------------------|---|
| | | <ul style="list-style-type: none"> Recognised prior learning (RPL) is permitted for non-registered nurses if it is capable of being mapped to the Standards of proficiency for registered nurses (NMC 2018), programme outcomes and complies with Article 31(3) of Directive 2005/36/EC, in accordance with the part they are wishing to RPL and will be no more than 50% of programme (for NMC registered nurses this may be more than 50%). Due to the programme being 2 years in duration all students entering the programme must have RPL 500 hours of theoretical and 500 hours of practice learning experience to ensure that the mandatory 2300 hours of theory and 2300 hours of practice learning is achieved by the end of the programme. Restrictions for trailing modules (Taught Masters) Only in exceptional circumstances, will any referred/trailing modules (theoretical or clinical) be allowed to be recovered and ratified by a further assessment board, by the end of the first module/placement in the next part of the programme. |
| 1.20 | Foundation Year route | N/A |
| 1.21 | Placement / Work based learning | <ul style="list-style-type: none"> Clinical / Practice Placement – a placement in a clinical or practice setting, embedded within the programme, which must be completed for students to achieve the intended award. The placements will be co-ordinated by the Wrexham practice education facilitators and placement administrator. 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 (Adult field). All students will be made aware verbally and in the programme handbook of the ‘Escalation Policy’. In part one of the programme the students will have a hospital ward/department placement experience. In part two and three students will experience placements in acute/critical/complex care and community settings. The final practice placement will be of 12 weeks duration in which the student will undertake the Leading, Managing and Co-ordinating Care in-point assessment. 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. Whilst the student is undertaking their nursing programme they are required to experience all fields of nursing (children’s, learning disabilities, mental health and adult). The student will not always have a placement fully dedicated to the other fields, but they will be expected to have an insight and spend some time in each field. The practice educators, practice supervisor or practice assessor as well as the student’s personal tutor will be able to support and advise where the student may achieve this and will need to be recorded in the student’s practice assessment document. All placements are quality assured and audited every two years (see Educational Audit). Practice learning environments are supported by a nominated Wrexham University Practice Education Facilitator and a named Wrexham University academic tutor. Wrexham University has set up specific service level agreements with individual placement providers. The variety of placements as described above will be further enhanced by |

| Section 1 – regulatory details | | |
|--------------------------------|-----------------------------------|--|
| | | <p>students being exposed to voluntary/independent/private sectors. Health Education Improvement 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.</p> <ul style="list-style-type: none"> Practice Supervisors and Practice Assessors will encourage and help to facilitate opportunities for students to experience working together with members of other professions in the health sector, as part of their practice learning experiences. The Practice Assessor will work in partnership with the nominated Academic Assessor to enable safe judgments to be made regarding the proficiency of the student and recommend the student for progression for each part of the programme and for entry to the professional register. At any stage of the programme where a Practice Assessor is concerned regarding the student’s proficiency, they will involve the Academic Assessor and practice education facilitator in a timely manner to enable a suitable action plan to be devised. Throughout the programme an ‘Ongoing Record of the Achievement of Proficiencies for Registration’ must be maintained which can be passed between successive Practice Supervisors and Practice Assessors to allow proficiency for practice to be assessed but it is important that Practice Supervisors and Practice Assessors do not keep their own separate student progress records, and they will be informed of this during the preparation sessions for each of the roles. |
| 1.22 | Length and level of the placement | <p>2,300 practice learning hours (1,800 hours embedded within the two year programme + additional 500 RPL practice hours)</p> <p>Part One – 262.5 hours Part Two – 750 hours Part three – 787.5 hours</p> |
| 1.23 | Collaborative arrangement | N/A |

Section 2 – programme details

2.1 Aims of the programme

The programme meets the Realising professionalism: Standards for education and training. Incorporating Part 1: Standards framework for nursing and midwifery education, Part 2: Standards for student supervision and assessment, Part 3: Standards for pre-registration nursing programmes and Future nurse: Standards of proficiency for registered nurses as prescribed by the NMC (2018), the Quality Assurance Agency Subject Benchmark Standard Statements (2019) and QAA 2020 Master’s Degree Characteristic Statements.

To this end, the programme aims to develop registered nurses who are able to:

- Evaluate and utilise the knowledge, skills and attitudes gained from the programme, to practise effectively 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.

2.1 Aims of the programme

- Act to safeguard the public, and be responsible and accountable for safe, person-centred, evidence-based nursing practice in their chosen field of nursing.
- Act with professionalism and integrity, understand and apply the principles of courage, transparency and the professional duty of candour whilst working 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 within the field of practice.
- Seek out, evaluate and use all appropriate opportunities 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 within the field of practice.
- Utilise life-long learning skills, think analytically and critically reflect, and use problem solving approaches to care situations in their chosen field of nursing.

2.2 Programme structure and diagram, including delivery schedule

The two year Postgraduate Diploma (PGDip) programme is for students who wish to become Registered Nurses (RN) in the Adult field. The programme will be delivered in accordance with Wrexham University regulations and the NMC Realising professionalism: Standards for education and training (NMC 2018).

Under NMC regulation a pre-registration nursing programme (programme which leads to registration as a nurse) comprises a minimum of 4600 hours and three years in length. The balance between theoretical learning is 50/50. However, the Nursing and Midwifery Council (2018, page 8) also permit Recognition of Prior Learning, which may contribute to achievement of the overall hours and length of the programme provided that this learning is capable of being mapped and contribute to learning for achievement of the Standards of Proficiency for Registered Nurses (NMC 2018).

Therefore, the PGDip Adult Nursing has been designed as a two year programme which enables the student to include and evidence prior graduate learning - knowledge, skills, values and caring behaviours and care experience equivalent to part one of a nursing programme through 500 hours of theoretical and 500 hours of practice learning of which 300 hours is field specific (including completion of part one of the All Wales Practice Assessment Proficiencies and part one in-point assessment verified by an appropriately prepared practice assessor).

This evidence should demonstrate how the students' graduate and experiential learning and skills contribute to nursing proficiencies that would be gained as part of a year's study in a pre-registration nursing programme. Students will be required to complete all of the compulsory modules, plus the portfolio of evidence (including 500 practice hours of which 300 is field specific and 500 theoretical hours, Part one of the All Wales PAD proficiencies and in-point assessment) to successfully complete the

2.2 Programme structure and diagram, including delivery schedule

programme together with the remaining part two and three proficiencies and in-point assessments within the PAD.

Students will complete a two-year full-time programme that will prepare them to practise in a wide variety of healthcare settings including the NHS, private and independent sectors and are supported by appropriately approved Practice Supervisors, Practice Assessors and Academic Assessors.

The programme is divided into three parts. Within the programme there is equal weighting between the delivery and assessment of theory and practice (this equates to 500 hours of theoretical RPL and 262.5 hours of theoretical modular content (762.5 total) and 500 RPL practice learning and 262.5 practice learning placement experience (762.5 total) for part one. In part two there is 750 hours theoretical modular content and 750 hours of practice learning experience. In part three there is 787.5 hours of theoretical modular content and 787.5 hours of practice learning experience (in total this equates to 2300 hours of practice learning experience and 2300 hours of theoretical content on completion of the programme). The programme learning outcomes detailed below are developed and assessed through the constituent modules.

Students undertaking the Postgraduate Diploma will complete the first module Developing Professional Evidence Based Nursing at level 6 (30 credits) in part one, in part two they will undertake two level 7 modules, Health Vulnerability and Promoting Healthy Behaviours and Acute and Chronic Care across the Life Span (30 credits each) and in part three they will undertake another module at level 6, Innovations in Practice (30 credits) and undertake two level 7 modules, Holistic Co-ordination of Complex Care across the Life Span and Leading and Managing Nursing Care (30 credit each).

For students who at the end of part two have shown a high achievement profile, they could be considered at the progression board to transfer to the Master of Science route and complete the remainder of the programme at level 7 should they wish. Otherwise, postgraduate diploma students who have successfully completed part two, can continue and progress to part three on their intended programme of study.

The programme consists of 96 weeks study (theory 48 weeks and practice learning 48 weeks), with the addition of annual leave weeks. The 96 weeks (academic study and practice learning) are divided between University time and placement learning experiences (in a nursing context), to allow time for the application of theoretical knowledge to the practice learning setting and vice versa. The practice learning experiences are integrated throughout the year to allow for continuous practice learning. Students are required to attend all programme components in theory and practice. This split between theory and practice conforms to the NMC Realising professionalism: Standards for pre-registration Nursing programmes (NMC, 2018).

The RPL (500 hours practice/500 hours theoretical) and 96 week structure allows for 4600 hours to be achieved in both theory (2300 hours) and practice (2300 hours). 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. $37.5 \text{ hours} \times 96 \text{ weeks}$ and RPL (500 hours practice learning/500 hours theoretical) = 2300 hours in practice and 2300 hours in theory.

Theoretical and practice learning time is monitored by the student's personal tutor to ensure that the minimum professional body requirements are met. The student must complete a timesheet for the theoretical time in university, the actions taken to make-up any absences must be detailed on the timesheet which will be checked by the personal tutor to see if this is deemed satisfactory. The theoretical make-up time could be achieved through such activities as reviewing Panopto videos, reading around the subject topic, accessing resources on the VLE (virtual learning environment), undertaking additional field

2.2 Programme structure and diagram, including delivery schedule

specific safe Medicate practice tests or having a reflective tutorial. Theoretical attendance is also monitored through the student engagement logging system, this is monitored by the module leader.

The student must complete a timesheet for each placement clearly stating the dates of each shift, start and finish time of each shift and also record the actual hours worked per day, indicating which are night shifts. The nominated practice supervisor or academic assessor must sign the timesheet at the end of each week and on completion of the placement. Any absence or sickness must be recorded on the timesheet. The student must work no less than 37½ hours per week as this may result in needing to undertake make-up time at the end of the programme in order to achieve 2,300 practice learning hours. The student must discuss with their personal tutor a plan to make-up any placement time at the end of the programme (as indicated on cohort planner) to ensure that the appropriate placement experience is arranged. Any make-up hours must be recorded on a separate timesheet which indicates the hours relate to 'make-up time' and the type of placement experience. Students are required to experience the care of patients/service users around the clock (24-hour care). This means students must undertake shifts patterns that reflect this including 'early', 'late', weekends and night shifts. For the latter this will be a minimum of one week throughout the two years of the programme.

Students will need to complete all elements of the programme in order to gain the intended award. The programme is divided into three parts, and at the end of each part the student's achievements will be considered. In order to protect the public, all parts will have to be passed, including the opportunity to retrieve any referred assessments. Only in exceptional circumstances, will any referred/trailing modules (theoretical or clinical) be allowed to be recovered and ratified by a further assessment board, by the end of the first module/placement in the next part of the programme. Reasonable adjustments may be applied for students with individual needs. Where no exceptional circumstances exist, and the student has failed to retrieve any of the practice 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 part of the programme. Otherwise the student will be discontinued from the programme.

Practice learning proficiencies have to be summatively passed by the final module in each part of the programme but are also formatively assessed throughout the year. If the student is referred for the practice element they will be given the opportunity to undertake a 2nd attempt. The student's nominated Academic Assessor will liaise with the Wrexham PEF to arrange the required 2nd attempt in placement. Achieving practice learning proficiencies requires a nominated Practice Assessor to sign the student as proficient (registered nurse with appropriate equivalent experience for the student's field of practice). The student's Academic Assessor (the nominated Academic Assessor will change for each part of the programme and must be registered nurse with appropriate equivalent experience for the student's field of practice, in addition to holding a Master's Degree/teaching qualification/or working towards) will also check that these are complete and submit the clinical proficiencies to the assessment board to allow ratification and progression to the next part of the programme (please see 'Ongoing Record of Achievement of Proficiencies for Registration' for document used to confirm achievement of practice learning proficiencies). In the final placement at the end of the programme, there is a field specific in-point assessment – Leading, managing and coordinating care, in addition to the year three practice learning proficiencies, the nominated Practice Assessor and Academic Assessor will sign to confirm that the student is proficient and ready to register as a qualified nurse in their respective field of Nursing. Please see 'Ongoing Record of Achievement of the proficiencies for Registration'. Confirmation of the student's 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 during and before completion of the programme (statement in Programme Handbook) that they have five years in which to register their award with the professional body (NMC). In

2.2 Programme structure and diagram, including delivery schedule

the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in NMC standards.

Assessment boards (module and progression/award) will take place at various points within the academic year/at the end of each part of programme. This will allow students who have referred or trailing modules (theoretical or practice) 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 (or as a minimum contactable by telephone), in addition to academics and administrative staff.

Full-time Programme Structure

| Level | Module Code | Module Title | Credit Value | Core/ Option | Delivery (i.e. semester 1,2) | Year of Study (PT only) |
|-------|-------------|---|--------------|--------------|------------------------------|-------------------------|
| 6 | NUR679 | Developing Professional Evidence Based Nursing | 30 | Core | 2 | 1 |
| 7 | NUR702 | Health Vulnerability and Promoting Healthy Behaviours | 30 | Core | 2 | 1 |
| 7 | NUR706 | Acute and Chronic Care across the Life Span | 30 | Core | 1 | 1 |
| 6 | NUR680 | Innovations in Practice | 30 | Core | 2 | 2 |
| 7 | NUR703 | Holistic Co-ordination of Complex Care across the Life Span | 30 | Core | 2 | 2 |
| 7 | NUR705 | Leading and Managing Nursing Care | 30 | Core | 1 | 2 |

| 2.3 Programme Learning Outcomes | | | | | | | | |
|---------------------------------|--|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------|
| No. | Learning Outcome | K | I | S | P | PG Cert (L7) | PG Dip (L7) | Optional Ref (PSRB standards) |
| 1 | Evaluate critically the importance of professional, ethical and legal frameworks in the health needs of client/service users and in informing appropriate professional practice within the field of practice. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2 | Critically analyse legal, ethical, cultural and political issues impacting on current health needs and nursing practice within the field of practice. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 3 | Analyse how the use of best practice contributes to holistic person centred care taking into account the client/service user`s individual needs within the field of practice. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 4 | Critically analyse how the use of best practice contributes to the systematic assessment, planning, implementation and evaluation of care according to client/service user`s needs in acute and community settings within the field of practice. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 5 | 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 within the field of practice. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 6 | Reflect analytically upon their decision- making and accountability within a clinical governance framework and how these impact upon service provision in order to improve patient care within the field of practice. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 7 | Evidence critical awareness of contemporary professional practice, with insight into the cultural, political and professional dimensions of leadership within health and social care organisations within the field of practice. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 8 | Critically apply contemporary professional practice, with insight into the cultural, political and professional dimensions of | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |

| 2.3 Programme Learning Outcomes | | | | | | | | |
|---------------------------------|---|--------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------|
| No. | Learning Outcome | K | I | S | P | PG Cert (L7) | PG Dip (L7) | Optional Ref (PSRB standards) |
| | leadership within health and social care organisations within the field of practice | | | | | | | |
| 9 | Evaluate critically and select appropriate strategies to enhance personal and professional development of self and others, whilst recognising individual ability/ competence within and beyond professional boundaries. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 10 | Critically appraise and select appropriate strategies to enhance personal and professional development of self and others, whilst recognising individual ability/ competence within and beyond professional boundaries. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 11 | 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 within the field of practice. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 12 | Critically appraise the importance of management, leadership and supervision in order to deliver high quality care in a safe, non-threatening and professionally caring environment within the field of practice. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 13 | Consistently apply literacy, numeracy and digital technology skills to a range of healthcare situations within the field of practice. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 14 | Consistently apply literacy, numeracy and digital technology skills to a range of healthcare situations within the field of practice. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 15 | Reflect analytically and use problem-solving skills in a variety of situations in order to improve patient care within the field of practice. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 16 | Critically reflect and use problem-solving skills in a variety of situations in order to improve patient care within the field of practice. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |

| 2.3 Programme Learning Outcomes | | | | | | | | |
|---------------------------------|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------|
| No. | Learning Outcome | K | I | S | P | PG Cert (L7) | PG Dip (L7) | Optional Ref (PSRB standards) |
| 17 | Recognize and act upon clients/ service users' rights and preferences in a non-judgmental manner, facilitating self-care and informed decision making within the field of practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 18 | Examine and act upon clients/ service users' rights and preferences in a non-judgmental manner, facilitating self-care and informed decision making within the field of practice | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 19 | Evaluate critically the care needs of clients/service users in a range of healthcare settings, recognising the importance of inter-professional collaboration within the field of practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 20 | Critically explore the co-ordination of complex care needs of clients/service users in a range of healthcare settings, recognising the importance of inter-professional collaboration within the field of practice | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 21 | Critically reflect upon the importance of providing safe and consistent care to all people, clients/service users in their field of nursing within the field of practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 22 | Critically analyse the importance of providing consistent and immediate care to all people, and complex care to clients/service users in their field of nursing within the field of practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 23 | Evaluate critically the importance of identifying and managing the enhancement of quality healthcare provision through the use of evidence based practice within the field of practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 24 | Critically analyse the importance of identifying and managing the enhancement of quality healthcare provision through the use of evidence based practice within the field of practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 25 | Critically discuss the need to empower and promote health of clients/service users in relation to their individual healthcare needs, promoting self-care within the field of practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

| 2.3 Programme Learning Outcomes | | | | | | | | |
|---------------------------------|---|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------|
| No. | Learning Outcome | K | I | S | P | PG Cert (L7) | PG Dip (L7) | Optional Ref (PSRB standards) |
| 26 | Critically evaluate the need to empower and promote health of clients/service users in relation to their individual healthcare needs, promoting self-care within the field of practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 27 | Demonstrate progression of practice learning proficiencies leading to registration with the NMC within the field of practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 28 | Demonstrate achievement of practice learning proficiencies leading to registration with the NMC within the field of practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 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 a variety of settings in their intended field of nursing. The modules are generic with core themes delivered to all of the fields as well as field specific content that is delivered by field specific tutors. Thus, students are enabled to become independent, autonomous, resilient and reflective whilst also developing collaborative and professional capacities. They will develop critical analytical skills, the ability to be creative, proactive, innovative and develop skills in communication and relationship management in relation to the intended field. Service users are involved in modular delivery and assessment and a service user strategy identifies the input within the programme.

The programme will employ a blended learning approach whereby the student experiences a balance between the classroom elements and digitally enabled activity, varying depending on the design and implementation of the learning. The flexibility inherent in this form of delivery enables learning activity for students to develop their self-directed learning skills and digital literacies. To this end, a variety of teaching and learning methods will be provided.

The learning and teaching strategy for the programme has been developed with reference to relevant QAA subject benchmark statements, WGU's Strategy for Supporting Student Learning and Achievement (SSSLA), and the Active Learning Framework (ALF). The SSSLA sets out the intentions, ambitions, and implementation plan in relation to the University's approach to teaching, learning and the development of the academic portfolio. The strategy aims to ensure that our students achieve great outcomes as a result of engaging with opportunities that are built upon the two pillars of high challenge and high support, within a learning environment that celebrates research-informed, work-related and practice-based teaching and learning.

In 2020, the University introduced a new way of learning and teaching called the Active Learning Framework, ALF. ALF is something that the University had been working on long before the pandemic. It is a framework for learning and teaching to enhance our current student centred approach. The framework is built to map Wrexham University's main principles for student university experience, which are;

- Student engagement - learning activities support active and creative student engagement and a sense of belonging.
- Flexible and accessible learning - learning activities can be accessed by anyone who needs to, including those with specific learning needs.
- Innovative, flexible and accessible assessment - a range of ways for students to demonstrate learning and understanding.

This means that right across the University, everyone is offered the best opportunities to engage actively with their learning, and to benefit from accessible, innovative, inclusive and flexible approach. This new approach will bring together the strengths of on-campus teaching with advantages such as flexible assessment and feedback, remote learning via virtual learning environments combined with technologies such as Microsoft Teams and Zoom, and flexible resources that can be accessed at any time in any place. ALF was conceived and designed around the student, and developed in conjunction with the WGU Students' Union. Learning activities are clearly presented to the student, allowing opportunity to track progress through the modules, supported by opportunities for feedback on students work from tutors and peers. It is a blend of synchronous and asynchronous activities.

The nurse education provided is part of a process to bring self-fulfilment to the individual, and where teaching staff strive to uphold this by treating their students with respect, valuing their life experience and contributions. This is further reinforced by, the programme team making efforts to create a

2.4 Learning and teaching strategy

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, nominated Practice Supervisors, Practice Assessors and Academic Assessors. 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 as 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.

Practice learning environments 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 team enhances the theoretical learning and development of key skills and core values, in a safe learning environment that mirrors the challenges experienced in practice (and where necessary is used for the assessment of any practice learning proficiencies that are not achievable for the student in the clinical practice setting, rather than refer).

Most importantly is the direct engagement students have with the real world of nursing: interacting with patients, clients, families and children. 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 the 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 as well as fellow students. Such workplace learning is facilitated by the nominated Practice Supervisor, Practice Assessor and Academic Assessor who through dialogue and negotiation with the student allows them to plan their educational experience within the framework of the curriculum requirements of the Nursing and Midwifery Council (NMC).

Practice Assessment Document

Students are encouraged to write about their experiences in practice by recording them in their practice assessment document. The practice assessment document is a repository of acquired knowledge and personal reflection and its careful completion provides a valuable learning tool throughout the programme. Within the practice assessment document is a record of practice learning in which proficiency outcomes are assessed both formatively and summatively. The practice assessment document completion process is designed to develop self-awareness, problem solving, team working, autonomy and reflective capacity.

2.4 Learning and teaching strategy

The curriculum builds from an introduction of foundation disciplines such as fundamentals of care and person-centred care, moving to the applied and more complex care from end of part one onwards, where nursing interventions become paramount. Part one places a particular emphasis on the importance of evidence-based practice, 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. All modules have opportunity for field specific formative as well as summative assessment.

The development of research skills is extremely important in modern healthcare and are therefore introduced in the part one module and introduces research methods and methodology. In part two students will apply the principles of evidence-based practice to care delivery. Part three continues this theme, enabling the students to identify a topic specific to their field 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. The final module in part three of the programme has a deliberate Leading and Managing Nursing Care focus to assist the student in making the transition from student to qualified practitioner.

Interprofessional learning

Interprofessional education (IPE) will play an important part of modular delivery 'learning together to promote collaborative practice'. The programme team have been part of the Wrexham University Nursing and Allied Health IPE working group (nursing, physiotherapy, nutrition and dietetics, speech and language, occupational therapy, paramedicine and operation department practitioner) to plan and deliver appropriate collaborative curriculum delivery throughout level 4, 5, 6 and 7. Wrexham University has a corporate account with The Centre for the Advancement of Interprofessional (CAIPE) to utilise the resources to enhance the IPE programme delivery.

Opportunities for all nursing and allied health students to learn together are offered when they arise for interprofessional learning. For example, conferences, scheduled sessions and peer mentoring. All students are encouraged to enter into online discussions and discussion forums via the virtual learning environment (VLE) and to meet with other students where possible, for example engaging with the Wrexham University 'Nursing society' group.

In order to embed IPE within our programme, WGU have developed an IPE Strategy which will complement the IPE Practice opportunities. Equity of opportunity has been an important consideration throughout this strategy, and consideration has been given to how students from all programmes, full and part time students, and students on programmes with multiple intakes and cross campus sites can have full and equal access of this shared learning experience. A unique part of the operationalization of our IPE strategy to ensure equity and parity of experience for all our students, is the formation of our IPE Learning Groups. All Students will be allocated to an IPE Learning Group on commencement of their programme of education and they will stay in this group for the duration of the course. The group will be allocated a member of staff to oversee and act as an IPE Learning Group Facilitator.

This is a truly unique opportunity for the students as they become part of a Multi-Disciplinary / Inter-professional Team right at the start of their professional journey, embedding an IPE Culture from the outset. Not only will the group engage in the planned activities together, but they will experience the stages of group formation together, develop an insight of the other students' experience of education, and develop a peer support structure. The principles and behaviours of Compassionate Leadership will be embedded within our groups, and this is crucial to ensuring the success of the Welsh NHS objective of embedding the

2.4 Learning and teaching strategy

compassionate leadership behaviours within the Welsh NHS by 2030. Our virtual learning environment will be used to support the IPE Learning Groups, and IPE Learning Group Facilitators will utilise this to communicate, coordinate, and support their groups through the timetabled IPE schedule. This approach will also allow early identification of engagement issues so that support can be put in place, and will support and reinforce the existing Personal Tutor system.

In addition, the IPE Learning Groups will complement the already established IPE Practice Forums that are facilitated through the close liaison with WGU PEFs and placement partner providers. Within these forums, specialist practitioners are invited to share their experiences with the students. IPE Practice Forums are multifaceted with students from different year groups, enabling senior students to enhance the development of junior students by sharing practice.

The curriculum takes into account the essential physical and mental health needs of all people, with acute or long-term conditions across the lifespan, 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 student's field of practice. In relevant modules there will be emphasis on theory relating to all four field of practice – Adult, Children's, Mental health and Learning disabilities. Modules will be planned so that there is core modular content relevant to Adult, Children's and Mental Health and then to ensure students have sufficient field specific input there will be separate Adult, Children's and Mental Health curriculum content delivered within the module by field specific lecturers.

The theoretical modules are fully integrated with the practice learning element of the programme and gives 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.

2.5 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 practice settings (formative and summative), and to this end, the programme has an equal weighting of 50% in each setting. Service users are involved in presentation of assessments. 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, 2018), QAA's UK Quality Code for Higher Education (QAA 2018), the Credit and Qualifications Framework for Wales (CQFW, 2018), QAA's Subject Benchmark Statement Health Studies (QAA 2019) and QAA (2020) Master's Degree Characteristic Statements (QAA, 2020). The University's regulations will be adhered to, including any derogation of regulation that has been approved for this 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 student's 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.

2.5 Assessment strategy

Module leaders will collate work and are responsible for presenting this at assessment boards, to enable ratification of results in line with the University's assessment regulations. External Examiners with *due regard* will attend assessment boards and contribute to the process, to ensure external validity of assessment at level 6 & 7. 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 (formative and summative) 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 field specific assignment briefs in written electronic format, with clear links to module learning outcomes. Assessment criteria/briefs will be discussed and provided in electronic format through the 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 relevant to their field, 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 (one unseen in year one), presentations, projects, online collaboration/contribution in addition to clinical practice assessments by nominated Practice Assessors/Academic Assessors. It is considered important to provide flexible approaches to assessment if the needs of students are to be met, and the programme team have acknowledged this. In addition, each module will have formative assessment strategies to enhance the student's development in readiness for summative assessment. The formative assessment will take the form of either; mock examination, field specific safeMedicate, feedforward assessment, simulation and presentations.

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 derogations 1.19)

Support in assessment

Tutorials will be provided as single or group interactions in a field specific context, and a virtual learning environment will be utilised where appropriate to conduct 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 encouraged to self-refer themselves to the University Academic Skills tutors, 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

2.5 Assessment strategy

The variety of assessments have been designed to ensure that theoretical and clinical practice proficiencies assess the learning outcomes to the appropriate level and in so doing, contributes towards the student's 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 virtual learning environment (VLE) 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 the achievement of proficiencies for registration' is part of the student portfolio and will be available to Practice Supervisors, Practice Assessors and Academic Assessors 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 proficiency, which the student must achieve in order to be judged to have passed the practice element of the programme (proficiencies and field specific in-point assessments for each part of the programme), and is summatively assessed as pass/fail in the end modules (in each part), 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 proficiencies to be assessed appropriately by Practice Assessors, who will have received appropriate preparation (see Practice Assessor Guide). Professional Attitude & Behaviour Assessment will be completed/confirmed midway and at the end of the placement experience, by the Practice Assessor.

The practice learning proficiencies provide the opportunity for students to achieve them in a variety of settings, for example, acute or community and across the full term of the programme. The Practice Assessment Document includes information on the roles and responsibilities of the student, Practice Supervisor, Practice Assessor and the Academic Assessor.

Assessment point criteria and assessment

The assessments for each part have been designed to avoid overloading the student with assessments at any given time in that year. This also allows the student to receive feedback on assessed work, and progressively develop and improve. Students have to pass all of the practice and theoretical assessments, to have successfully passed each part of the programme, with reasonable adjustment for students with individual learning needs.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

| | | |
|------|---|---|
| 3.1 | Framework | FRAME014 |
| 3.2 | Board dates (progression) | Choose an item. Linked to Framework selection only complete if non-standard. |
| 3.3 | Cost centre | GANG Nursing |
| 3.4 | Course type (HESA) | CLSDCRS - Closed course; restricted to certain groups of people |
| 3.5 | Fee model | Other Commissioned/Bursary funded programme |
| 3.6 | In-year resits | Yes |
| 3.7 | Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July) | No |
| 3.8 | Progression points | Part One – Sem 2 Part Two Part Three |
| 3.9 | Semesters per intake | 2 |
| 3.10 | Semesters per progression point | 2 |
| 3.11 | Start and end dates | Standard March |
| 3.12 | Student funding model | Commissioned/Bursary funded <i>Postgraduate fees - Wrexham University</i> |
| 3.13 | Does the Suitability for Practice Procedure apply to the programme? | Yes |
| 3.14 | Programme Leader | Rhiannon Griffiths-Williams |
| 3.15 | Date of Approval | 11/11/2022 |
| 3.16 | Date and type of Revision | 06 December 2022: AM0 admin correction to delivery schedule February 2024: AM0 updates to sections related to EU Directive in order to adhere to NMC requirements. 16.03.2026: AM0 amendment to section 1.19 to remove the derogation permitting students to trail assessment elements. |