

Programme Specification

Awarding body/institution	Glyndŵr University
Teaching institution	Glyndŵr University
Details of accreditation by a professional, statutory or regulatory body	The Nursing and Midwifery Council (NMC) of the United Kingdom are appointed by the UK government to review and approve all registered nurse programmes and have recently revised their standards for pre-registration nurse education. The NMC standards are a legal requirement on all Approved Educational Institutions (AEIs) and must be adhered to in full for approval. The NMC also provides guidance on how the standards might be implemented alongside the requirements of the NHS and Welsh Government for health service provision. Successful completion of the BN (Hons) Nursing would lead to students being eligible to join the Adult or Mental Health sections of the nursing register held by the NMC.
What type of accreditation does this programme lead to?	The programme leads to either: RNA Adult nurse, Level 1 or RNMH Mental health nurse, Level 1. Both of these are accredited with the Nursing and Midwifery Council
Is accreditation in some way dependent on choices made by students?	Prospective students will have to identify which Field of Nursing (Adult or Mental health) they are applying for as part of the selection and admission process.
Final award/s available	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.
Award title	BN (Hons)
JACS 2 code	B700
UCAS code	B700
Relevant QAA subject benchmark statement/s	Quality Assurance Agency (QAA) Nursing Subject Benchmark Statements (2001)
Other external and internal reference points used to inform the programme outcomes	EU Directive 2005/36/EC: Article 31.
Mode/s of study	Students will be offered the opportunity to attend full time in order to achieve and comply with the NMC Standards.
Language of study	English
Date at which the programme specification was written or revised	September 2012

Criteria for admission to the programme

All pre-registration nurse education courses across Wales are commissioned by the Welsh Government (WG) to meet workforce requirement projections. Student numbers for commissioned places are provided to all AEs each year by the WG appointed National Leadership and Innovation Agency for Healthcare (NLIAH). NLIAH are supportive of this programme, and also provide NHS Bursaries to nursing students who are successful in gaining a place. NLIAH therefore closely scrutinise pre-registration student numbers and attrition rates and monitors the financial governance of student places.

Glyndŵr University is committed to providing inclusive, high quality higher education and training to all who can benefit from it, with the aim of meeting the needs of students, employers and the wider community. 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. Whilst aiming to ensure that the programme team provide open, fair and consistent levels of access to all potential students throughout this process, all legal, professional, and university requirements are addressed (NMC, 2010; Glyndŵr University, 2009 and QAA, 2006).

Clients/service users, service providers as well as nurse academics are all involved in the selection and admission process, and current students are involved in recruitment activities too. 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*' (supporting evidence) as referred to previously, but as a minimum, they will need to have certificated evidence of completion of general education of 10 years, and the following for entry to the programme:

- 5 GCSE's at grade C or above including English or Welsh language, Maths and evidence of IT skills and:
- 300 UCAS tariff points of which 60 points can be considered from AS levels or the Welsh Baccalaureate

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 who are under the control of the QAA)
- NVQ 3 (with evidence of English, Maths and ICT as above)

An IELTS examination will be requested if deemed necessary, with an overall score of 7 being required for entry onto the programme in line with university and professional body requirements.

All candidates must also have a satisfactory academic reference and Statement of Good Health and Character, an occupational health assessment/clearance and an enhanced Criminal Records Bureau (CRB) disclosure. A self declaration of criminal record status and good health and character is sought to identify and act upon any concerns as necessary prior to commencement of the programme.

All candidates will be subjected to a face to face interview and feedback 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 AP(E)L will be considered on an individual basis in line with University and Department policies (supporting evidence). Only 50% of the programme may be achieved by AP(E)L.

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.

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 pre-registration nurse education for over twenty years in North Wales, during which time excellent links have been forged with professional, regulatory and statutory bodies. It is a key mainstay of Welsh Government commissioned provision for the NHS in Wales, with the predominant stakeholder for this provision being the Local Health Board. Betsi Cadwaldr University Health Board (BCUHB) is the largest health board in Wales with a population of 676,000, meeting a range of community and acute primary and secondary health and mental health care needs. They employ around 18,000 staff and manage a budget of over 1.1 billion.

Responding to the '...changing needs, developments, priorities and expectations in health and healthcare.' (NMC, 2010. p4) is a major factor in nurse education, and the Department has continually evolved to meet local and national needs in this respect, and will continue to do so. The present three year Bachelor of Nursing (Hons) programme is required to adhere to Professional Statutory Regulatory Body standards (in this case the PSRB is the Nursing and Midwifery Council [NMC]), and it is a current national change in those standards which necessitates re-approval of this programme. This has allowed the programme team to evaluate and refresh the curriculum to meet the changing needs of students and stakeholders.

Nursing is part of a larger Department called Health Sciences which includes the North Wales Clinical School (for medical education), plus Public Health and Complementary Therapy programmes. This allows the potential for further shared learning between the professional disciplines.

Professional Body Context

The programme is accountable to the NMC, and must meet the requirements of the new 'Standards for Pre-registration Nursing Education' (2010), which were developed following an extensive review and consultation. The NMC are required to establish these standards under the Nursing and Midwifery Order (2001), as part of their responsibility for protecting the public, and ensuring that these standards are adhered to will maintain the educational, academic and professional integrity of the programme, and indeed, the university itself. Within these standards, the NMC have set out *Standards for Competence* and *Standards for Education*, which are 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.
- Generic competencies – these apply to all fields of nursing.
- Field competencies – these only apply to a specific 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).

Hence, each field of nursing has four domains, which include the generic and field standard of competence and the generic and field competencies to be achieved. Appendix One details the module specifications and Appendix Two 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.

Students will have identified their field of nursing prior to commencing on the programme (only Adult or Mental Health are currently commissioned at Glyndŵr University) and will be required to undertake and achieve all the generic competencies, and field competencies in relation to their field of nursing.

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). With this in mind, the programme has been developed as follows:

- 'Generic' modules in the programme have been designed so that generic competencies (generic learning outcomes) can be achieved through shared learning between Adult and Mental Health students.
- 'Field' specific modules in the programme have both generic and field specific learning outcomes, so that shared learning across fields can still be achieved, but field specific learning outcomes will differentiate the field of nursing that the student will study.
- 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 (see All Wales Documentation).

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 their chosen field of nursing. Practice learning outcomes and module learning outcomes have been designed to reflect this transition, and are in accordance with the first cycle (end of) of The framework for qualifications of the European Higher Education Area (FQ-EHEA) (Bologna Working Group on Qualifications Frameworks, 2005), the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) (QAA, 2008), and The Credit and Qualifications Framework for Wales (CQFW) (WAG, 2009a).

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* at the beginning of the *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 programme has been developed in conjunction with the All Wales Nursing and Midwifery Pre Registration Group, which has been recognised by the NMC (2011), and has met monthly from September 2010 to November 2011 to plan for the implementation of the new curriculum in Wales. The All Wales documentation was approved by the NMC at the first of the five universities in Wales' validation events

which took place at the end of January 2012. Background information to the All Wales Nursing and Midwifery Pre Registration Group, including the documents and how they were developed, can be located in the *All Wales Documentation* folder.

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 a very good chance of employability, given that our places awarded by NLIAH are based on projected workforce developments within the NHS in Wales. In the 2011 National Student Satisfaction Survey pre-registration nursing achieved 95% employability and 96% satisfaction in nursing which was the highest satisfaction statistic in Wales. 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 using a multidisciplinary approach are just some of the benefits the programme has to offer. Students will additionally develop enterprise skills, be more able to recognise and respond to areas such as sustainability and global citizenship within the context of the environment, economic and social imperatives and practice within healthcare. This, in addition to the subject knowledge, skills and attitudes gained, will be of benefit to the Glyndŵr University nursing graduate who will be prepared to contribute to the healthcare workforce in North Wales for the foreseeable future.

All students are allocated a named personal tutor who will support them through the three years of the programme. Whilst in practice an experienced member of the nursing team will work with the students in the role of mentor. Each practice area also has a named link lecturer who will support both the student and the mentors within the practice arena. Practice educators are also 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.

Programme structures and requirements, levels, modules, credits and awards

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 are currently twice yearly intakes for Adult Nursing in September and March and a single intake for Mental Health Nursing in September, this may change depending upon future discussions with the commissioning body and the local health board.

The programme consists of 42 weeks of academic 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, and can be visualised on pages 33-35. 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 professional body 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.

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 2007, 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) or Registered Nurse (Mental Health).

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.

Failure to retrieve the referred or trailing (if exceptional circumstances exist) modules (theoretical or clinical) will result in either the student being withdrawn from the programme or suspended and required to repeat part of the programme, in order to retrieve the outstanding elements if progression to the next academic

year/progression point is to be approved. Clinical practice outcomes have to be summatively passed in the Personal and Professional Development modules in each year (field related), 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 All Wales *'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 Principal Lecturer in Nursing 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 be withdraw/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 mentorship and All Wales *'Ongoing Record of Achievement of practice competence'*.

Entry points

Prospective students will be recruited, selected and admitted in line with the *'All Wales Selection and Admissions Principles'* (All Wales Documentation) and the Department level Admissions Policy (supporting evidence – Admissions policy). Students wishing to AP(E)L will be subjected to the university AP(E)L regulations and the Department level AP(E)L policy. The NMC permit only 50% of the programme to be achieved via AP(E)L. Please also see 'Criteria for Admission to the Programme' in this document. All AP(E)L 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 AP(E)L and be within the five years timeframe for completing the programme.

Exit points

At the end of each progression point (September or March depending on cohort start dates), 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 register.

Intended learning outcomes of the programme

On completion of Level Four, students will be able to:

A) Knowledge and Understanding

- A1) Demonstrate an understanding of the Code, guidelines and policies to provide safe, effective nursing practice.
- A2) Understand the need to provide a holistic assessment of clients / service users.
- A3) Demonstrate understanding of the need to plan, implement and evaluate care.
- A4) Demonstrate a basic understanding of the life and social sciences and how they relate to health.

B) Intellectual Skills

- B1) Discuss the importance of engaging in personal and professional development, recognizing individual competence and responsibility for care provided.
- B2) Demonstrate literacy, numeracy and information technology skills.

C) Subject Skills

- C1) Recognise the need to use a variety of communication strategies in a range of caring situations.
- C2) Reflect on importance of effective team working within their field of practice.
- C3) Reflect upon the need to work with other professional groups in care delivery.

D) Practical, Professional and employability Skills

- D1) Recognise the need to value and respect individual differences and maintain the dignity of clients / service users.
- D2) Recognises the importance of promoting self care.
- D3) Demonstrate achievement of generic and field competencies in nursing practice.

On completion of Level Five, students will be able to:

A) Knowledge and Understanding

- A1) Examine the application of professional, ethical and legal principles to nursing practice within a field of nursing practice.
- A2) Provide an evidence based rationale for nursing interventions, including medicines management, in clients/service users with acute and long term conditions.
- A3) Evaluate a systematic assessment and plan of care for a client/service user.
- A4) 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.

B) Intellectual Skills

B1) 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.

B2) Apply literacy, numeracy and information technology skills to a range of healthcare situations in order to ensure patient safety.

C) Subject Skills

C1) Identify the importance of partnerships within client/service user relationships within a field of nursing practice.

C2) Demonstrate the ability to use a variety of caring communication strategies in nursing practice, recognising the individuality of the clients / service users/ carers.

C3) Examine the importance of collaborative working across a range of professional / clinical settings.

D) Practical, Professional and employability Skills

D1) Examine the importance for enhancing quality in healthcare provision through use of evidence based practice.

D2) Examine the need to value and respect individual differences, maintain the dignity of clients/service users in a range of healthcare situations.

D3) Identify a range of situations and settings where self care can be promoted.

D4) Demonstrate achievement of generic and field competencies in nursing practice.

On completion of Level Six, students will be able to:

A) Knowledge and Understanding

A1) Evaluate critically the importance of professional, ethical and legal frameworks in safeguarding client/service users and in informing appropriate professional practice.

A2) 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) 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.

B) Intellectual Skills

B1) 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.

B2) 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.

C) Subject Skills

C1) Recognize and act upon clients / service users' rights and preferences in a non-judgmental manner, facilitating self care and informed decision making.

C2) Evaluate critically the complex care needs of clients / service users in a range of healthcare settings, recognising the importance of inter-professional collaboration.

C3) Analyse and evaluate the development of therapeutic relationships with clients/service users, selecting appropriate communication strategies in a range of healthcare settings.

D) Practical, Professional and employability Skills

D1) 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) Evaluate critically the importance of identifying and managing the enhancement of quality healthcare provision through the use of evidence based practice.

D3) 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 leading to registration with the NMC.

Table of Modules Undertaken

Adult Field

Year 1 Level 4	Introduction to Caring and Communication	20c	NUR405
	Foundations of Nursing Practice	20c	NUR404
	Society and Vulnerability	20c	NUR406
	Life Sciences	20c	NUR407
	Nursing and Inter-professional theory and practice (adult field)	20c	NUR408
	Personal and Professional Development in Adult Nursing (1)	20c	NUR409
Year 2 Level 5	Law and Ethics in a Nursing Context	20c	NUR505
	Person Centred Nursing Practice	20c	NUR506
	Achieving Quality in Healthcare using Applied Research	20c	NUR507
	Acutely Ill Adult (Adult Field)	20c	NUR508
	Long Term Conditions (Adult Field)	20c	NUR509
	Personal and Professional Development in Adult Nursing (2)	20c	NUR510
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 (3) (Adult Field)	40c	NUR608

Mental Health Field

Year 1 Level 4	Introduction to Caring and Communication	20 c	NUR405
	Foundations of Nursing Practice	20c	NUR404
	Society and Vulnerability	20c	NUR406
	Life Sciences	20c	NUR407
	Nursing and Inter-professional theory and practice (mental health field)	20c	NUR410
	Personal and Professional Development in Mental Health Nursing (1)	20c	NUR411
Year 2 Level 5	Law and Ethics in a Nursing Context	20c	NUR505
	Person Centred Nursing Practice	20c	NUR506
	Achieving Quality in Healthcare using Applied Research	20c	NUR507
	Acutely Ill Adult (Mental Health Field)	20c	NUR511
	Long Term Conditions (Mental Health Field)	20c	NUR512
	Personal and Professional Development in Mental Health Nursing (2)	20c	NUR513
Year 3 Level 6	Quality Improvement and Managing Change	40c	NUR605
	Empowering Service Users and Carers (Mental Health Field)	20c	NUR609
	Applied Bioscience and Mental Health Nursing Practice (Mental Health Field)	20c	NUR610
	Personal and Professional Development (3) (Mental Health Field)	40c	NUR611

Curriculum matrix demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Level Four	<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>												
<i>Module Title</i>	<i>Core</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>
Introduction to Caring & Communication	C	*			*			*	*	*	*	*	*
Foundations of Nursing Practice	C	*	*	*							*		*
Society and Vulnerability	C	*	*		*	*	*	*			*	*	*
Life Sciences	C				*								*
Nursing and Interprofessional Theory and Practice (Adult Field)	C	*	*	*				*	*	*			*
Personal and Professional Development (1) (Adult Field)	C	*				*			*		*		*
Nursing and Interprofessional Theory and Practice (Mental Health Field)	C	*	*	*				*	*	*			*
Personal and Professional Development (1) (Mental Health Field)	C	*				*	*		*		*		*

To some extent B2 is achieved in all modules but specific elements are included in the modules highlighted

Curriculum matrix demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Level Five	<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>													
<i>Module Title</i>	<i>Core</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</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	C				*			*	*			*	*	*
Law and Ethics in a Nursing Context	C	*				*						*		*
Achieving Quality in Healthcare using Applied Research	C	*	*							*	*			*
Acutely Ill Adult (Adult Field)	C		*	*	*			*	*	*		*		*
Long Term Conditions (Adult Field)	C		*	*	*			*	*	*		*	*	*
Personal and Professional Development (2) (Adult Field)	C	*	*			*	*			*	*			*
Acutely Ill Adult (Mental Health Field)	C		*	*	*			*	*	*		*		*
Long Term Conditions (Mental Health Field)	C		*	*	*			*	*	*		*	*	*
Personal and Professional Development (2) (Mental Health Field)	C	*	*			*	*			*	*			*

Curriculum matrix demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Level Six	<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>														
<i>Module Title</i>	<i>Core</i>	<i>A1</i>	<i>A2</i>	<i>A3</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>
Quality Improvement & Managing Change	C	*	*	*	*	*						*	*		*
Empowering Service Users & Carers (Adult Field)	C			*					*	*	*			*	*
Applied Bioscience & Nursing Practice (Adult Field)	C		*				*			*		*			*
Personal & Professional Development (3) (Adult Field)	C	*	*	*	*	*	*	*		*			*		*
Empowering Service Users & Carers (Mental Health Field)	C			*					*	*	*			*	*
Applied Bioscience & Nursing Practice (Mental Health)	C		*				*			*		*			*
Personal & Professional Development (3) (Mental Health Field)	C	*	*	*	*	*	*	*		*			*		*

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

Modules	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2
Introduction to Caring & Communication	*	*					*		*	*
Foundations of Nursing Practice	*	*		*	*		*	*	*	*
Society and Vulnerability	*	*			*	*	*		*	*
Life Sciences		*					*		*	*
Nursing and Interprofessional practice (Adult Field)		*		*	*	*	*	*	*	*
Personal and Professional Development (1) (Adult Field)	*	*	*	*			*	*	*	*
Nursing and Interprofessional practice (Mental Health Field)		*		*	*	*	*	*	*	*
Personal and Professional Development (1) (Mental Health Field)	*	*	*	*			*	*	*	*
Progression Point One										
Person Centred Nursing Practice	*	*	*		*		*	*	*	*
Law and Ethics in a Nursing Context	*	*	*				*	*	*	*
Achieving Quality in Healthcare using Applied Research	*		*	*		*	*	*		*
Acutely Ill Adult (Adult Field)					*	*	*	*	*	*
Long Term Conditions (Adult Field)			*		*	*	*	*	*	*
Personal and Professional Development (2) (Adult Field)	*	*	*	*			*	*	*	*
Acutely Ill Adult (Mental Health Field)					*	*	*	*	*	*
Long Term Conditions (Mental Health Field)			*		*	*	*	*	*	*
Personal and Professional Development (2) (Mental Health Field)	*	*	*	*			*	*	*	*
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)	*	*	*	*			*	*	*	*
Empowering Service Users and Carers (Mental Health Field)	*	*	*		*	*	*		*	*
Applied Bioscience and Nursing Practice (Mental Health)				*	*	*	*	*	*	*
Personal and Professional Development (3) (Mental Health Field)	*	*	*	*			*	*	*	*

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

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 which the student receives passively. To this end 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 team work is emphasised; an essential requirement in the modern 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. This is enhanced by the introduction of the university's enterprise model into years one and two, to encourage 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 such 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.

Research skills are extremely important in modern healthcare, and are therefore introduced early in the Personal and Professional Development modules in year one. Students will be encouraged to look at research / evidence as part of their online asynchronous discussions, as well as the taught content delivery. 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.

The team recognises that the same opportunities will not exist for both the March and September intakes regarding their comparable learning experience, due to the commissioning numbers only allowing one intake a year for the mental health field (September). In order to make some steps to address this, the same module tutor will be delivering the content to both intakes and timetabling will be comparable. Opportunities for all health & social care 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.

Practice Learning Experiences

Placements within North Wales are utilised by both Glyndŵr University and Bangor University. To this end, meetings were held with staff from both Universities and Betsi Cadwaladr University Health Board to agree a structure of placements that would meet the needs of all participants. The allocation of students to placements is carried out by Bangor University staff under contract. Students are placed in a range of different environments – acute hospitals, community hospitals, health centres and clinics. All placements are quality assured and audited two yearly in line with NMC and the All Wales Initiative (see All Wales Documentation – Educational Audit), and all clinical areas are supported by a Link Lecturer (see supporting evidence – link tutor role specification) from either Glyndŵr University or Bangor University.

The students are required to complete 50% of their programme in clinical practice, which include acute and/or community placements. Two long placements will be undertaken, and within these, smaller placements are experienced in each year of the programme. Adult and mental health students will follow a similar pattern of placements.

In year one, students will start by undertaking clinical visits one day per week from week 5 to week 19 of the programme. These clinical visits will focus on the Fundamentals of Care (WAG, 2003) and other foundational elements of nursing practice, linked to modular content. They will then undertake two long placements. One of these will be spent in either a community hospital or a nursing home while the other will be in a field specific placement.

The two placements in year two and the first placement in year three can be considered a group of placements, and may be taken in any order as follows:

- Placement One

Twelve week placement with seven study days based with the Primary Health Care Team. Three weeks will be spent obtaining experience regarding the child (spent with either the health visitor, school nurse or in a children's ward) and one week will be used to obtain an understanding of midwifery.

- Placement Two

Twelve week placement with eight study days undertaking a medical ward experience. Within that time two weeks would be spent in either CCU, A & E or with relevant specialist nurses, and five days would be spent gaining experience in mental health nursing.

- Placement Three

Twelve weeks with seven study days undertaking a surgical ward experience. Within that time two weeks would be spent in either ITU, operating theatres or with relevant specialist nurses.

The final placement in year three would be a twelve week long management placement with eight study days throughout.

Mental Health placements would ensure that the student encounters community and acute in equal amounts using the same placement structure.

The study days through the three years would be a mixture of taught days within the university, directed and self directed study.

The geographical position and distribution of communities and associated health care facilities in North Wales, has resulted in students being required to travel significant distances to attend placements. Where possible students attend placements close to their place of residence or in a location which can be accessed without too much inconvenience. In the event it is impractical for a student to travel to placement then arrangements are made by Glyndŵr University to secure suitable accommodation close to the placement.

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 importance 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 preregistration 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 (by Betsi Cadwaladr University Health Board (BCUHB) in this case) for both mentors and sign off mentors and include record of updates and date for triennial review (NMC 2010).

The NMC (2008c) 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

The NMC approved mentor preparation programme is jointly delivered by Bangor and Glyndŵr Universities, who prepare suitable registrants working within BCUHB. 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 2008c). These also

include the additional criteria required for a sign-off mentor. The preparation programme 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 University'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).

Preparing mentors for this curriculum development is of prime importance, this task has already begun with the Practice Educators disseminating information to mentors in a variety of meetings, including the regular mentor update sessions, staff nurse development days and clinical governance/audit sessions. A brief news item has already been presented in the BCUHB news letter noting key changes.

The frequency of meetings will increase over the summer period up to the commencement of the new programme, with those clinical areas first to receive students under the new arrangements being prioritised. Copies of the new portfolio documentation are already being distributed containing documents which have changed such as learning contracts, attitude rating scales and short placement records. The Practice Educators are working hard to reduce the understandable anxiety that comes with change and to this end they are emphasising the *identical format of the record of clinical practice* (the key document in student practice assessment), to that which has gone before (and will still be in use by students of previous cohorts). Ongoing support will be necessary in assisting mentors to deal with changes to clinical leaning outcomes, and in particular, dealing with generic and field specific competencies.

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 year long Personal and Professional Development module (undertaken in each of the three years of the programme) will be reinforced, containing as it does 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.

Suitably prepared mentors are entered on to the local Mentor Register maintained by

BCUHB and those who meet the criteria of sign-off mentor are identified on it. Eligibility to remain on the register is identified as part of annual appraisal and formally assessed at triennial review (BCUHB, 2011). 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 preregistration 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 is supported by two Glyndŵr University staff who, acting in their role as Practice Educators (PEs), in addition to directly delivering mentor preparation sessions as part of the formal programme, work with mentors in the clinical areas providing 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 PEs are also 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 PEs also deliver the more advanced level 6, 20 credit module *Learning and Assessing In Clinical Practice* which provides a valuable continuing professional development module for interested mentors.

The Practice Educators also deliver the annual mentor updates across BCUHB 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 triennial review. The PEs meet regularly with PE colleagues from Bangor University and clinical education staff from BCUHB, to facilitate the cohesive operation of the mentoring process across the Health Board. In addition, the Academic Head and Principal Lecturers for Nursing at Glyndŵr University meet quarterly with BCUHB and Bangor University colleagues in the Nursing and Midwifery Education Liaison Committee, where among other items of educational importance, mentorship issues are discussed and appropriate actions planned and implemented.

Welsh Medium provision

The university is also committed to expanding Welsh medium provision and while the nursing team is currently unable to deliver any of the programme in Welsh, they have made small steps in the right direction. These include the introduction of a beginner's Welsh language course and a session on Welsh culture. Welsh speaking students are facilitated in obtaining some of their clinical placements in units where patients and staff commonly

converse in Welsh. Additionally such students may choose to have a Welsh speaking personal tutor. All staff in their teaching make reference to the Welsh context particularly in areas of health and social policy, and clinical practice outcomes also require the consideration of nursing care in a bilingual Wales. Students may submit written assignments or take examinations in Welsh providing the programme team have been notified in advance.

Assessment strategy used to enable outcomes to be achieved and demonstrated

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), *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) (QAA, 2008) and *The Credit and Qualifications Framework for Wales* (CQFW) (WAG, 2009a). 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 will be approved by the programme lead, academic head and the external examiners 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 will be 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

Information on 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 diagnostic, 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, 2010), 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').

Year 1 Level 4	Introduction to Caring and Communication	20c	2000 word assignment
	Foundations of Nursing Practice	20c	2000 word assignment
	Society and Vulnerability	20c	Presentation
	Life Sciences	20c	Unseen examination
	Nursing and Inter-professional theory and practice (adult field)	20c	Assignment and PBL contributions (2000)
	Personal and Professional Development in Adult Nursing (1)	20c	Online contributions, reflective account (1500), Safe medicate examination and Clinical Practice Outcomes.
Year 2 Level 5	Law and Ethics in a Nursing Context	20c	Assignment (2500)
	Person Centred Nursing Practice	20c	Presentation and Questions
	Achieving Quality in Healthcare using Applied Research	20c	Written critique (1500) and online discussions
	Acutely Ill Adult (Adult Field)	20c	Group simulation and care plan (500)
	Long Term Conditions (Adult Field)	20c	Health education leaflet and written rationale (2000)
	Personal and Professional Development in Adult Nursing (2)	20c	Online contributions, reflective account (2000), Safe medicate examination and Clinical Practice Outcomes.
Year 3 Level 6	Quality Improvement and Managing Change	40c	Literature review and quality improvement proposal (8-10,000)
	Empowering Service Users and Carers (Adult Field)	20c	Presentation and 300 word abstract
	Applied bioscience and Adult nursing practice (Adult Field)	20c	Small group analysis, care plan and critical commentary(2500)
	Personal and Professional Development (3) Adult Field	40c	Online contributions, reflective account in article format, Safe

			medicate examination and Clinical Practice Outcomes.
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Mental Health Field

Year 1 Level 4	Introduction to Caring and Communication	20c	2000 word assignment
	Foundations of Nursing Practice	20c	2000 word assignment
	Society and Vulnerability	20c	Presentation
	Life Sciences	20c	Unseen examination
	Nursing and Inter-professional theory and practice (mental health field)	20c	Assignment and PBL contributions (2000)
	Personal and Professional Development in Mental Health Nursing (1)	20c	Online contributions, reflective account (1500), Safe medicate examination and Clinical Practice Outcomes.
Year 2 Level 5	Law and Ethics in a Nursing Context	20c	Assignment (2500)
	Person Centred Nursing Practice	20c	Presentation and Questions
	Achieving Quality in Healthcare using Applied Research	20c	Written critique (1500) and online discussions
	Acutely Ill Adult (Mental Health Field)	20c	Group simulation and care plan (500)
	Long Term Conditions (Mental Health Field)	20c	Health education leaflet and written rationale (2000)
	Personal and Professional Development in Mental Health Nursing (2)	20c	Online contributions, reflective account (2000), Safe medicate examination and Clinical Practice Outcomes.
Year 3 Level 6	Quality Improvement and Managing Change	40c	Literature review and quality improvement proposal (8-10,000)
	Empowering Service Users and Carers (Mental Health Field)	20c	Presentation and 300 word abstract
	Applied Bioscience and Mental Health Nursing Practice (Mental Health Field)	20c	Small group analysis, care plan and critical commentary(2500)
	Personal and Professional Development (3) Mental Health Field	40c	Online contributions, reflective account in article format, Safe medicate examination and Clinical Practice Outcomes.

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. 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 Moodle™ to assess their ability to paraphrase work, avoid plagiarism and develop their academic writing skills. Following the assessment, 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. Staff student consultative committee 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 students 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 (field related 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 *All Wales 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), to enable students to progress to the next level as far as possible, without the risk of trailing too many credits. 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.

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

	Trimester One		Trimester Two		Trimester Three	
	Theory (T) 19 weeks with 15 days in practice from weeks 5 - 19		T*	10 weeks Practice with 7 study days	T*	11 weeks in practice with 8 study days
Modules						
Introduction to Caring & Communication	20 credits	X				
Foundations of Nursing Practice	20 credits		→	X		
Society and Vulnerability		20 credits		→	X	
Life Sciences	20 credits					→ X
Nursing and Interprofessional Practice (Adult Field)		20 credits		→	X	
Personal and Professional Development (1) (Adult Field)	20 credits					→ X
Nursing and Interprofessional Practice (Mental Health Field)		20 credits		→	X	
Personal and Professional Development (1) (Mental Health Field)	20 credits					→ X

X = Assessment point

Module timing and duration

T* A reading week or timetabled activity.

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

X = Assessment point

	Trimester One		Trimester Two		Trimester Three		
	Theory (T) 16 weeks		T*	12 weeks Practice with 7 study days	T*	12 weeks in practice with 8 study days	
Modules							
Person Centred Nursing Practice	20 credits		→		X		
Law & Ethics in a Nursing Context	20 credits		→		X		
Achieving Quality in Healthcare using Applied Research	20 credits		→				X
Acutely Ill Adult (Adult Field)	20 credits		X				
Long Term Conditions (Adult Field)	20 credits		→		X		
Personal & Professional Development (2) (Adult Field)	20 credits		→				X
Acutely Ill Adult (Mental Health Field)	20 credits		X				
Long Term Conditions (Mental Health Field)	20 credits		→		X		
Personal & Professional Development (2) (Mental Health Field)	20 credits		→				X

Module timing and duration

T* A reading week or timetabled activity.

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 Three

X = Assessment point

	Trimester One		Trimester Two		Trimester Three	
	Theory (T) 16 weeks		T*	12 weeks Practice with 7 study days	T*	12 weeks in practice with 8 study days
Modules						
Quality Improvement & Managing Change	40 credits		→ X			
Empowering Service Users & Carers (Adult Field)		20 credits	X			
Applied Bioscience & Nursing Practice (Adult Field)	20 credits	X				
Personal & Professional Development (3) (Adult Field)	40 credits		X			
Empowering Service Users & Carers (Mental Health Field)		20 credits	X			
Applied Bioscience & Nursing Practice (Mental Health)	20 credits	X				
Personal & Professional Development (3) (Mental Health Field)	40 credits		X			
	Module timing and duration					

T* A reading week or timetabled activity.

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

Assessment regulations that apply to the programme

The Bachelor Degrees, Diplomas, Certificates and Foundation Degrees regulations apply to this programme, however, derogation of regulation has been sought for the following:

The Safe Medicate examination (Personal and Professional Development Module – Adult and Mental Health) 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).

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 - Adult and Mental Health) 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.

Generic award regulations

The Safe Medicate examination (Personal and Professional Development Module – Adult and Mental Health) 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, and a refer in this examination will not cap the rest of the module.

Assessment and examinations – section 4

The BN (Hons) programme has a four week turnaround time for assessment feedback to students.

Miscellaneous

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.

Programme Management

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

The programme team includes:

Pam Hope (Academic Head)
Gary Stevenson (Principal Lecturer)
Pat Hibberd (Principal Lecturer)
Gill Campbell (Principal Lecturer)
Eleri Mills (Senior Lecturer)
Janet Gargulio (Senior Lecturer)
Michael Bellis (Senior Lecturer and Programme lead)
Marjorie Lloyd (Senior Lecturer)
Bernie Evans (Senior Lecturer)
Alison Williams (Senior Lecturer)
Stella Whitley (Senior Lecturer)
Liz Picking (Senior Lecturer)
Joanne Pike (Senior Lecturer)
Angela Williams (Senior Lecturer)
Chris O'Grady (Senior Lecturer)
Cathy Hewins-Jones (Senior Lecturer)
Peggy Murphy (Senior Lecturer)
Alison Lester Owen (Senior Lecturer)
Yo Evans (Senior Lecturer)
Richard Mottershead (Senior Lecturer)
Gill Truscott (Practice Educator)
Alison Owen Traynor (Practice Educator)

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

Quality management arrangements

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 health and safety issues identified and addressed. All students have health and safety education regarding the university and before going out on placement, and have to complete 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 (2008b) *Good health and good character: Guidance for educational institutions* and NMC (2009) *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 University 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 Academic Heads, Principal Lecturers, the Nursing and Midwifery Education Liaison Committee 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.

Staff Student Consultative Committee

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.

Nursing and Midwifery Educational Liaison Group

Senior members from the local health board, Bangor University and Glyndŵr University 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

External examiners are 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.

All Wales Nursing and Midwifery Education Initiative

Evaluations

As per the All Wales agreement, evaluations are conducted on Modules, programmes and clinical practice experiences (see Evaluations – *All Wales Documentation*). Evaluations are analysed by module leaders, programme leaders and link lecturers respectively, and fed into programme and Department team

meetings, including the process of annual monitoring review.

Educational Audit

The All Wales Educational Audit (see Educational Audit - *All Wales Documentation*) 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 - 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

The file on 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, district nurses and midwives, 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.

The majority of the programme team have achieved their masters' degrees in recent years, and the remainder are nearing the end of the masters at the time of writing. Areas of research recently conducted include numeracy and drug calculations, widening participation, student nurse' empowerment, discharge planning with an emphasis on the elderly population, personal tutor role and simulation. All of the programme team hold a teaching qualification that is recognised by the NMC.

Many programme team members have also embarked on Doctoral studies, with some receiving research funding. One member of staff has recently achieved her doctorate on the subject of service user involvement. Several others are in the

process of doctoral study, researching areas including spirituality, peer mentorship, simulation and ex-service personnel's involvement in the Criminal Justice System.

Two members of staff have had work published by the Higher Education Academy (HEA) in relation to the first year experience, and have been identified by the HEA as an area of best practice. Travel funds have been secured to explore e-learning in health and service user involvement. Research grants have been awarded to staff to look at feedback and enterprise skills. Staff support students to publish their work, and students have achieved this, specifically through the 1000 Lives campaign.

Staff have organised conferences with the Higher Education Academy, as well as attending a variety of conferences to inform and improve practice. Staff have presented internationally on the use web 2.0 technology (as well as a book chapter), simulation, service user involvement and admissions processes.

The majority of the programme team are involved in the local health board with a variety of remits. The programme team are members of various committees within the local health board, including practice development groups, medicines management group, prescribing, discharge planning, documentation, nutrition, mentorship support groups and links have recently been made with the patient and public involvement group. The training department at the local health board has close links with the nursing team, and some staff members are regularly involved in medical as well as nurse education. Some of the programme team have recently been commended on the use of simulation and multidisciplinary education by the Chief Medical Officer and the Health Minister for Wales. Several programme team members work in clinical areas with clients/service users through individual or 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.

Programme team members are involved with national groups, including the 1000 Lives project and the associated Student Chapter, which aims to ensure quality provision in healthcare and the importance of embedding this in nurse education. Other significant areas of national involvement include welsh language provision, All Wales Pre-registration Education group, All Wales Admissions group, the All Wales Frailty project which will inform the national Service Framework for Older people and the Community Strategy Group.

Two of the programme team act as professional body reviewers, and others have recently applied to engage with this activity. Many have been on external validation events as panellists, which further broadens the scope of experience that the team bring to the programme.

Several members of the programme team have recently completed the Post Graduate Certificate in E-Learning, with more engaging in this scholarly activity. 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, assessment appeals and some sit on Senate. Staff

membership of groups looking to enhance provision such as Technology Enhanced Learning (including Moodle™), the Centre for Entrepreneurial Learning and sustainability inform the ongoing development of teaching and learning activity, ultimately enhancing the experience that students receive. Engagement with these structures / committees informs the operational and strategic direction and management of the programme.

Six members of staff have undergone specialist training as part of their scholarly activity in moving and handling techniques to further improve the curriculum delivery in this key area of clinical practice. One holds a Diploma in Food Hygiene Management which enables the students to undertake basic food handling.

Particular support for learning

Personal Tutorial Support

The student experience in nursing is extremely demanding as it involves both engagement with clinical practice and 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.

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.

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.

Learning resources available

When students commence their studies with nursing, they are introduced to the purpose built library and computer resource 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 Academic Liaison Co-ordinator, which 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 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. Students also have the benefit of using special collections developed to support research, for example, the internationally important evidence-based journals.

The centre has a joint catalogue with Bangor University. 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 University. A charge is made for this service.

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™ – see below). A range of equipment is currently available to support the delivery of the current programme, but If additional equipment is required, the cost of this will be sourced and requested through the

academic head.

Existing equipment includes clinical skills training equipment in the clinical training rooms based at BCUHB and the clinical skills laboratory on Ellison Way, Wrexham. There are ongoing costs associated with these, and new stock/equipment will be purchased as necessary (as is current practice). 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.

Virtual Learning Environment

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 across North Wales, 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 handout 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.

Placement Learning Experiences

The local health board provides the placements (see placements) for the students and are seen as partners in this provision. There are no costs to the placements areas, although further negotiation may be required if part time students are enrolled onto the programme. During the practice learning experience, students are supported by clinical mentors (see mentorship) and link lecturers in addition to the programme team.

Equality and Diversity

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 Department level in line with the All Wales Selection and Admissions Principles (All Wales Documentation), 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, which additionally works towards education for sustainable development and global citizenship (HEA, 2009).

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 (2010) 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.