OFFICE USE ONLY	
Date of validation event:	03 March 2020
Date of approval by Academic Board:	26 May 2020
Approved Validation Period:	*5 years*
Date and type of revision:	*Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)*

PROGRAMME SPECIFICATION

When printed this becomes an uncontrolled document. Please check the Programme Directory for the most up to date version by clicking <u>here</u>.

Enter Programme Title(s)

Bachelor of Nursing (Honours)

Internal Programme Title(s) *(if different to the title on the certificate)*

1	**Awarding body**
	Glyndŵr University
2	**Programme delivered by**
	Glyndŵr University
3	**Location of delivery**
	Plas Coch Campus
4	**Faculty/Department**
	Faculty of Social and Life Sciences/Nursing Department
5	**Exit awards 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.
6	**Professional, Statutory or Regulatory Body (PSRB) accreditation**
	The Nursing and Midwifery Council (NMC) of the United Kingdom are appointed by the UK government to review and approve all registered nurse programmes. The NMC standards are a legal requirement on all Approved Educational Institutions (AEIs) and must be adhered to in full for approval. Successful completion of the BN (Hons) Nursing would lead to students being eligible to join the Adult nurse section, Part One of the Nursing register held by the NMC.

The NMC approved and accredited this programme in May 2020.
This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.

7	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)** *eg. completion of placement.*

Only students that have completed the full BN (Hons) Nursing degree can register with the NMC.

8	JACS3 / HECoS **codes**

B700

9	UCAS **code**

GM1Q

10	**Relevant QAA subject benchmark statement/s**

QAA Subject Benchmark Statement Health Studies 2016

11	**Mode of study**

Full time

12	**Normal length of study** for each mode of study *Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.*

Three Years full time

13	**Language of study**

English

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

- ✓ General Regulations and Definitions

- ✓ Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees

- ☐ Regulations for Taught Masters Degrees

- ☐ Regulations for Taught Masters Degrees taught entirely by online distance learning

- ☐ Regulations for Integrated Masters Degrees

- ☐ Regulations for Masters of Research

- ☐ Regulations for Professional Graduate Certificate in Education

- ☐ Regulations for Postgraduate Certificate in Education

- ☐ Regulations for Certificate in Education

☐   Regulations for Graduate Diploma Graduate Certificate

☐   Regulations for BTEC Higher National Qualifications

☐   Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of
     Continuing Education, Glyndŵr University Professional Certificate

☐   Regulations Glyndŵr University English Language Test

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy
click here

The University's entry requirements are set out at
http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/

3 year Bachelor	112 Tariff points

These figures are intended as a general guide. Each application is considered
individually.

The Glyndŵr University Pre-registration Nursing Recruitment and Selection policy
incorporates Part 3: Standards for pre-registration Nursing, 1. Selection,
admission and progression and Annex 1 Article 31.

International entry qualifications are outlined on the National Academic
Recognition and Information Centre (NARIC) as equivalent to the relevant UK
entry qualification.

In addition to the academic entry requirements, all applicants whose first language
is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please
see http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for
details), including IELTS.

International students require a UKVI Approved Secure English Language Test
(SELT) (please see
http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequ
irements/ for details).

DBS Requirements

All students commencing the pre-registration Nursing programme must have
undergone an enhanced Disclosure Barring Service (DBS), which covers working
with both children and Adults. A self-declaration of criminal record status and good
health and character must be produced and any issues arising resolved prior to
commencement of the programme (please refer to The Glyndŵr University Pre-
registration Nursing Recruitment and Selection policy for details of actions required
with DBS). Students are informed that they must notify the Programme Leader if
there are any changes to their DBS status (this is also detailed in the Programme

Handbook). The students must complete a self-declaration for criminal record status and good health and character on an annual basis at the beginning of each part of the programme and prior to completion.

Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our POLICY & PROCEDURE FOR CONSIDERING ADMISSION TO THE UNIVERSITY FOR PROGRAMMES REQUIRING A DBS CHECK AND FROM CANDIDATES WITH CRIMINAL CONVICTIONS. In line with the Universities DISCIPLINARY PROCEDURE FOR STUDENTS, all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University.

Suitability for Practice Procedure

The Suitability to Practice procedure will apply to the BN (Hons) Nursing programme. This procedure applies to students enrolled on a programme of study who undertake placements or professional practice as part of their studies, and whose professional conduct and practice during the period of academic study is a key element of their satisfactory progress toward an award and toward professional recognition. Following enrolment students can access this procedure on the Student Administration webpages.

Non-standard entry criteria and programme specific requirements

The programme team are committed to ensuring that the procedures and practices for the recruitment, selection and admission of students to the programme are of the highest standard. They provide open, fair and transparent selection and recruitment opportunities to all potential students while ensuring all legal, professional, and University requirements are addressed (NMC, 2018). All potential applicants will be made fully aware that the programme is not supported by NHS bursaries and each student is fully responsible for the payment of fees. Further, travel costs must be met by the student to both University and placement areas.

Clients/service users, service providers as well as nurse academics are all involved in the selection and admission process after completion of an 'Equality and Diversity- reasonable adjustment during interview' training programme, and it is planned that students further on in the programme will be involved in recruitment activities. More specifically, clients/service users and practice 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 *'Recruitment and Selection Policy'*. As a minimum, potential applicants will need to have certificated evidence of completion of general education of 10 years (as attested by a diploma, certificate or other evidence issued by the competent authorities or bodies in a Member State or a certificate attesting success in an examination of an equivalent level and giving access to a vocational school or vocational training programme) and the following for entry to the programme:

- Entry criteria:

  5 GCSE's at grade C or above (grade 4 or above 2017 onwards) including English, Maths and evidence of IT skills
  (or the equivalent qualifications of "application of numbers", "IT" and "literacy" at Key Skills level 2 are accepted).

and

112 UCAS tariff points

Alternatively, one of the following would be considered:

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

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

Applicants outside the European Economic Areas (EEA):

The NMC will accept an IELTS score (academic or general) of at least 7.0 in listening, reading and speaking sections and at least 6.5 in the writing section, and where the overall score is at least 7.0.

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

All candidates must complete an online UCAS application and those who meet the selection criteria are invited for interview, confirmation of attendance must be done via email to assess digital literacy. All candidates will have a face-to-face interview and undertake numeracy and literacy screening (values-based approach), feedback will be provided accordingly, following which, successful students will be offered a conditional place on the programme subject to meeting the above criteria.

Students who wish to claim Recognition of Prior Learning (RPL) will be considered on an individual basis in line with University and Subject policies (supporting evidence).

Only 50% of the programme may be achieved by RPL (unless an NMC registered nurse where more than 50% of the programme is permitted in accordance with Glyndŵr University RPL regulations). Where students have undertaken RPL this can only be allowed if complies with the requirement of Directive 2005/36/EC and the RPL is capable of being mapped to the Standards of Proficiency for registered nurses and programme outcomes (see Glyndŵr University Pre-registration Nursing RPL policy and mapping tools).

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

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance

with the University General Regulations. Any programme specific restrictions are outlined below

Programme specific restrictions

Students wishing to RPL will be subjected to the University RPL regulations and the subject level RPL policy. The NMC permit only 50% of the programme to be achieved via RPL (unless an NMC registered nurse where more than 50% of the programme is permitted). All those who have used the RPL process will have to demonstrate that they have achieved the clinical proficiencies (capable of being mapped to the Standards of proficiency for registered nurses and complies with Article 31 (3) of Directive 2005/36/EC) and theoretical learning outcomes in accordance with the part they are wishing to RPL. Applicants will still need all the necessary screening processes as outlined in the Glyndŵr University Pre-registration Nursing Selection and Recruitment policy and includes a face-to-face interview

19 Aims of the programme

The programme has been written to meet the Realising professionalism: Standards for education and training. Incorporating Part 1: Standards framework for Nursing and midwife education, Part 2: Standards for student supervision and assessment, Part 3: Standards for pre-registration Nursing programmes and Future nurse: Standards of proficiency for registered nurses as prescribed by the NMC (2018) and the Quality Assurance Agency Subject Benchmark Standard Statements (2016). 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, understand and apply the principles of courage, transparency and the professional duty of candour whilst working within agreed professional, ethical and legal frameworks and processes to maintain and improve standards.

- Practise in a compassionate, respectful way, maintaining dignity and wellbeing and communicating effectively.

- Act on their understanding of how people's lifestyles, environments and the location of care delivery influence their health and wellbeing.

- Seek out use all appropriate opportunities to promote health and prevent illness.

- Work in partnership with other health and social care professionals and agencies, service users, carers and families ensuring that decisions about care are shared.

20 Distinctive features of the programme

Benefits of studying the programme

The Glyndŵr University pre-registration 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. The class sizes are small and allow opportunity for interactive and group learning activities.

All students have an excellent chance of employability, given the current UK wide shortage of qualified nurses. The pre-registration non-commissioned programme only commenced in September 2017 (third year of programme commenced in September 2019), however, in the previous commissioned programme the last students to undertake the National Student Satisfaction Survey was in 2016 and Glyndŵr pre-registration Nursing achieved 100% employability and scored the highest for student satisfaction statistic in the UK. Lecturers work hard to ensure that all students feel supported whilst undertaking the programme whether they have reached University via traditional or widening participation routes. Lifelong learning, web-based learning and simulation are just some of the benefits the programme has to offer. This is in addition to the subject knowledge, skills and attitudes that will be gained. These will be of benefit to the Glyndŵr Nursing graduate who will be prepared to contribute to the future healthcare workforce.

All students are allocated a named personal tutor who will support them through the three years of the programme. Each practice area will have a nominated Glyndŵr University Practice Education Facilitator who will visit and support the student and the nominated Practice Supervisor and Practice Assessor within the practice arena, ensuring that they are suitably prepared for their roles. The Practice Assessor will work in partnership with a nominated Academic Assessor (a different nominated Academic Assessor will be allocated to the student for each part of the programme) to determine all the necessary requirements are met for the students to progress to each part of the programme.

Local Contextual Background

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

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

by the NMC in March 2017, the programme is currently approved until September 2020.

Glyndŵr University Nursing department is part of a larger subject area within the Faculty of Social and Life Sciences, which includes Occupational Therapy, Physiotherapy and Counselling. This allows for inter-professional learning between the professional disciplines. The pre-registration Nursing team have designed the curriculum collaboratively with practice partners (NHS Trusts, Private and Independent sector) and has been co-produced with current students, service users, carers and voluntary sector.

Professional Body Context

The programme meets the NMC Standards for education and training (Realising professionalism) Part 1: Standards framework for Nursing and midwife education, these standards are incorporated with Part 2: Standards for student supervision and assessment, Part 3: Standards for pre-registration Nursing programmes as set by the NMC (2018). The NMC are required to establish these standards under the Nursing and Midwifery Order (2001), as part of their responsibility for protecting the public. Within these standards, the NMC have set out Future Nurse: Standards of proficiency for registered nurses, which are summarized below.

Standards of Proficiency for registered nurses

Article 5(2) of the Nursing and Midwifery Order 2001 requires the NMC to establish standards of proficiency necessary to be admitted to each part of the register and for safe and effective practice under that part of the register. The Standards of proficiency for registered nurses identify the knowledge, skills and attitudes that the student must acquire by the end of the programme and be capable of doing safely and proficiently. The proficiencies are grouped under seven platforms, followed by two annexes. Together, these reflect what is expected of a newly registered nurse.

The platforms are:
1. Being an accountable professional (P1)
2. Promoting health and preventing ill health (P2)
3. Assessing needs and planning care (P3)
4. Providing and evaluating care (P4)
5. Leading and managing Nursing care and working in teams (P5)
6. Improving safety and quality of care (P6)
7. Coordinating care (P7)

The outcome statements for each platform are designed to apply across all four fields (Adult, children, learning disabilities, mental health) of Nursing practice and all care settings. This is because registered nurses must be able to meet the person-centred, holistic care needs of people they encounter in their practice who may be at any stage of life and who may have a range of mental, physical, cognitive or behavioural health challenges. For Adult nurses undertaking this programme they must be able to demonstrate a greater depth of knowledge and the additional more advanced skills required to meet the specific care needs of people in their chosen field of Nursing practice.

The annexes to these standards of proficiency are presented in two sections A and B. The annexes provide a description of what registered nurses should be able to demonstrate they can do at the point of registration in order to provide safe care.

- Annexe A – specifies the communication and relationship management skills required.

- Annexe B- specifies the Nursing procedures that registered nurses must demonstrate they are able to perform safely

As with the knowledge proficiencies, the annexes identify where more advanced skills are required by registered nurses, working in the Adult field of Nursing practice.

21 Credit accumulation and exit awards

At the end of each part of programme, 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 part one of the programme, 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 part two of the programme, and has achieved 120 level four credits in addition to 120 level five credits, they will be eligible for an exit award of:

- Diploma of Higher Education in Care Studies.

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

22 Programme structure diagram

LEVEL 4							
Mod Code	NUR417	Mod title	Fundamentals of Practice	Credit value	40	Core	Semester 1
Mod Code	NUR418	Mod title	Managing Vulnerability in Society	Credit value	40	Core	Semester 2
Mod Code	NUR419	Mod title	Foundations of Health and Wellbeing	Credit value	40	Core	Semester 3
LEVEL 5							
Mod Code	NUR515	Mod title	Developing the evidence based practitioner	Credit value	40	Core	Semester 1
Mod Code	NUR516	Mod title	Meeting the needs of patients and families in acute and chronic illness	Credit value	40	Core	Semester 2

LEVEL 4							
Mod Code	NUR517	Mod title	Promoting Healthy Behaviours	Credit value	40	Core	Semester 3
LEVEL 6							
Mod Code	NUR619	Mod title	Innovations in Practice	Credit value	40	Core	Semester 1
Mod Code	NUR620	Mod title	Holistic Co-ordination of Complex Care	Credit value	40	Core	Semester 2
Mod Code	NUR621	Mod title	Leading and Managing Nursing Care	Credit value	40	Core	Semester 3

22 Intended learning outcomes of the programme

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

Intellectual skills

	Level 4	Level 5	Level 6 Honours Degree
B1	Discuss the importance of engaging in personal and professional development, recognizing individual competence and responsibility for care provided.	Reflect upon the importance of medicine administration and management in the context of the developing autonomous practitioner.	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.

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

Subject Skills

	Level 4	Level 5	Level 6 Honours Degree
C1	Recognise the need to use a variety of communication strategies in a range of caring situations.	Identify the importance of partnerships within client/service user relationships within a field of nursing practice.	Recognize and act upon clients / service users' rights and preferences in a non-judgmental manner, facilitating self care and informed decision making.
C2	Reflect on importance of effective team working within their field of practice.	Demonstrate the ability to use a variety of caring communication strategies in Nursing practice, recognising the individuality of the clients / service users/ carers.	Evaluate critically the complex care needs of clients / service users in a range of healthcare settings, recognising the importance of inter-professional collaboration.
C3	Reflect upon the need to work with other professional disciplines in care delivery.	Examine the importance of collaborative working across a range of professional / clinical settings.	Analyse and evaluate the development of therapeutic relationships with clients/service users, selecting appropriate communication strategies in a range of healthcare settings.
C4			

Practical, professional and employability skills

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

23 Curriculum matrix

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

	Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	Fundamentals of Practice	Core	■	■	□	□	□	□	□	□	■	□	□	□	□	□	□	□
	Managing Vulnerability in Society	Core	□	□	□	□	□	■	□	□	□	■	■	□	■	□	□	□
	Foundations of Health and Wellbeing	Core	□	□	■	■	■	□	□	□	□	□	□	□	□	■	■	□
Exit Point - Certificate of Higher Education in Care Studies																		
Level 5	Developing the evidence based practitioner	Core	■	□	□	□	■	□	□	□	□	□	□	□	■	□	□	□
	Meeting the needs of patients & families in acute and chronic illness	Core	□	■	■	□	□	□	□	□	■	■	■	□	□	■	■	□
	Promoting Healthy Behaviours	Core	□	□	□	■	□	■	□	□	□	□	□	□	□	■	■	■
Exit Point - Diploma of Higher Education in Care Studies																		
Level 6	Innovations in Practice	Core	□	□	□	□	□	□	□	■	□	□	□	□	□	■	□	□
	Holistic Co-ordination of Complex Care	Core	■	■	□	□	□	□	□	□	■	■	□	□	■	□	■	□
	Leading & Managing Nursing Care	Core	□	□	■	□	■	■	■	□	□	□	□	■	□	□	□	■

24 Learning and teaching strategy

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

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

Students will need to complete all elements of the programme in order to gain the intended award. The programme is divided into three parts (typically an academic year for full time students), and at the end of each part the students' achievements will be considered. In order to protect the public, 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, by the end of the first module in the next part of the programme. Reasonable adjustments may be applied for students with a disability. Where no exceptional circumstances exist, and the student has failed to retrieve any of the clinical or theoretical based modules, this will result in returning to the previous part of the programme to meet the shortfall, and thus allow progression to the next part of the programme. Otherwise the student will be discontinued from the programme.

Practice learning proficiencies have to be summatively passed by the final module in each year/part of the programme but are also formatively assessed throughout the year. Achieving practice learning proficiencies requires a nominated Practice Assessor to sign the student as proficient (registered nurse with appropriate equivalent experience for the student's field of practice). The students' Academic Assessor (*the nominated Academic Assessor will change for each part of the programme and must be registered nurse with appropriate equivalent experience for the student's field of practice, in addition to holding a Master's Degree/teaching qualification/ or working towards*) will also check that these are complete and submit the clinical proficiencies to the assessment board to allow ratification and progression to the next part of the programme. In the final placement at the end of the programme, there is an in-point assessment – Leading, managing and coordinating care, in addition to the year three practice learning proficiencies, the nominated Practice Assessor and Academic Assessor will sign to confirm that the student is proficient and ready to register as a qualified nurse in their respective field of Nursing. Confirmation of the students' Good Health and Good Character' will be signed by a designated NMC signatory at the point of completing the programme, in addition to the student's own self-declaration.

Students will be informed during and before completion of the programme that they have five years in which to register their award with the professional body (NMC). In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in NMC standards.

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

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 Adult field of Nursing in a variety of settings. Thus, they are enabled to become independent, autonomous, resilient and reflective whilst also developing

collaborative and professional capacities. The aim is for students to develop critical analytical skills, the ability to be creative, proactive, innovative and develop skills in communication and relationship management. To this end, a variety of teaching and learning methods will be provided.

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

Students early on in the programme are encouraged to find out more about their own learning styles and work on their individual strengths and weaknesses. Promoting students to think about themselves as learners, develop their skills on an individual, peer and strategic level. This will subsequently contribute towards the graduate's employability status and cultivate entrepreneurial thinking.

The clinical practice areas provide a rich source of experiences and crucially exposes the student to working with other health care partners such as physiotherapists, doctors, health care support workers, dieticians and occupational therapists to name but a few. The use of simulation by the programme team enhances the theoretical learning and development of key skills and core values, in a safe learning environment that mirrors the challenges experienced in practice (and where necessary is used for the assessment of any practice learning proficiencies that are not achievable for the student in the clinical practice setting).

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 the programme to pursue learning opportunities as they arise. Students will also have the opportunities to learn with, and from other health and social care professionals as well as fellow students. Such workplace learning is facilitated by the nominated Practice Supervisor, Practice Assessor and Academic Assessor who through dialogue and negotiation with the student allows them to plan their educational experience within the framework of the curriculum requirements of the Nursing and Midwifery Council (NMC), the regulatory body for Nursing.

Students are encouraged to write about their experiences in practice by recording them in their practice assessment document. The practice assessment document is a

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

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 end of part one onwards, where nursing interventions become paramount. The first-year places a particular emphasis on the importance of fundamentals of care in nursing and the requirement for caring and communication in practice. The students are also introduced to the importance of nursing and inter-professional theory and practice. Opportunities will exist to allow students to learn with, and from other health and social care professionals in the academic setting, as well as the placement setting.

The development of research skills is extremely important in modern healthcare and are therefore introduced early in the Foundations of Health and Wellbeing module in year one. In year two Developing the evidence-based practitioner module builds on this and introduces research methods and methodology. The Innovations in Practice module in year three continues this theme, enabling 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 will 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 Leading and Managing Nursing Care focus to assist the student in making the transition from student to qualified practitioner.

Opportunities for all nursing & allied health students to learn together are offered when they arise for interprofessional learning. For example, conferences, scheduled sessions 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, for example engaging with the Glyndŵr University 'Nursing society' group.

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

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

25 The Wrexham Glyndŵr Graduate

The programme aims to meet the Wrexham Glyndŵr Graduate attributes, attitudes and skillsets within the modules.

Module title	CORE ATTRIBUTES				KEY ATTITUDES					PRACTICAL SKILLSETS					
	Engaged	Creative	Enterprising	Ethical	Commitment	Curiosity	Resilient	Confidence	Adaptability	Digital fluency	Organisation	Leadership and team working	Critical thinking	Emotional intelligence	Communication
Fundamentals of Practice	■	■	□	■	■	□	□	■	■	■	□	■	□	■	■
Managing Vulnerability in Society	■	■	■	■	□	□	□	■	□	□	■	■	□	■	□
Foundations of Health and Wellbeing	■	■	□	■	■	□	■	■	■	■	□	■	□	■	■
Developing the evidence based practitioner	■	■	■	■	■	■	■	□	□	■	□	□	■	■	■
Meeting the needs of patients and families in acute and chronic illness	■	■	■	■	■	■	□	□	■	□	■	■	■	■	■
Promoting Healthy Behaviours	■	■	■	■	■	■	■	■	■	□	□	■	■	■	■
Innovations in Practice	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Holistic Co-ordinations of Complex Care	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Leading and Managing Nursing Care	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

26 Work based/placement learning statement

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

In year one of the programme the students will have medical, surgical and community placements. In year two and three students will experience placements such as High Dependency, Intensive Care unit, Accident & Emergency, Theatres and Coronary Care. The final practice placement will be of 12 weeks duration in which the student will undertake the Leading, Managing and Co-ordinating Care in-point assessment. The placement is designed to consolidate the educational and professional development of the student practitioner in preparing for their first role as a Registered Nurse.

All placements are quality assured and audited every two years (see Educational Audit). Clinical placement areas are supported by a nominated Glyndŵr University Practice Education Facilitator and a named Glyndŵr University academic tutor. Glyndŵr University has set up specific service level agreements with individual placement providers, some of which will stipulate a tariff. The variety of placements as described above will, be further enhanced by students being exposed to different NHS Trusts and the private sectors.

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

Where possible students will attend placements close to their place of residence or in a location, which can be accessed without too much inconvenience. The placement circuit covers a number of localities, but ordinarily students will not be expected to travel distances over thirty-five miles. All students will be expected to utilise public or personal transport to travel to their placement area. Students are required to fund their own transport costs (under twenty-miles return travel). There are also 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 proficiencies in clinical practice.

Supervision and Assessment Arrangements

The vital role of the Practice Supervisor and Practice Assessor 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, supervision and assessment of students throughout the pre-registration programme in regard to the clinical proficiency of students, which includes direct observations, psychomotor skills, knowledge, attitudes and behaviours and student self-reflection. All students on the programme, preparing as they are for entry to the nurses' part one of the register, must be supported and assessed by Practice Assessors and Academic Assessors who are registered nurses with appropriate equivalent experience for the student's field of practice. The nominated Practice Assessors are not simultaneously the Practice Supervisor and Academic Assessor for the same student. Assessment decisions by Practice Assessors are informed by feedback sought and received from Practice Supervisors.

Additionally, the NHS Trust providers are setting up and maintaining registers for both Practice Supervisors and Practice Assessors and will include record of updates. The nominated Glyndŵr University Practice Education Facilitator will keep Practice Supervisor and Practice Assessor registers for the private sector and the Programme Leader will maintain a register noting the preparation and updates for the Academic Assessors and ensure each student is assigned to a different nominated Academic Assessor for each part of the education programme. Students in practice must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting, this means they are supernumerary. The decision on the level of supervision provided for students should be based on the needs of the individual student. The level of supervision can decrease with the student's increasing proficiency and confidence. Students if required will be provided with adjustments in accordance with relevant equalities and human rights legislation in all learning environments and for supervision and assessment.

Preparing and supporting Practice Supervisors, Practice Assessors and Academic Assessors in their role

A Practice Supervisor, Practice Assessor and Academic Assessor preparation and updates will be delivered by Glyndŵr University in collaboration with the NHS Trusts and private sector. The preparation sessions ensure that Practice Supervisors, Practice

Assessors and Academic Assessors understand NMC requirements. It has been part of Glyndŵr's good practice to encourage the student to make contact with their nominated Practice Supervisor and Practice Assessor prior to commencing a new placement to encourage good communication at the outset of the relationship. The practice education facilitators 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, students, Practice Supervisors, Practice Assessors and Academic Assessors must have a thorough understanding of the '*Ongoing Record of the Achievement of Proficiencies for Registration',* and the use of the practice assessment documentation in the learning process.

Practice Supervisor and Practice Assessor Preparation

Preparing Practice Supervisors and Practice Assessors for the proposed curriculum is of prime importance; the Glyndŵr University Practice Education Facilitators are responsible for disseminating information to Practice Supervisors and Practice Assessors.

Practice Supervisors and Practice Assessors will encourage and help to facilitate opportunities for students to experience working together with members of other professions in the health sector, as part of their clinical experiences. The Practice Assessor will work in partnership with the nominated Academic Assessor to enable safe judgments to be made regarding the proficiency of the student and recommend the student for progression for each part of the programme and for entry to the professional register. At any stage of the programme where a Practice Assessor is concerned regarding the student's proficiency, they will involve the Academic Assessor and practice education facilitator in a timely manner to enable a suitable action plan to be devised. Throughout the programme an 'Ongoing Record of the Achievement of Proficiencies for Registration' must be maintained which can be passed between successive Practice Supervisors and Practice Assessors to allow proficiency for practice to be assessed but it is important that Practice Supervisors and Practice Assessors do not keep their own separate student progress records, and they will be informed of this during the preparation sessions for each of the roles.

It is clearly recognised by the Programme team that for pre-registration nurse education to succeed, it is vital to maintain good links between the AEI and the placement areas, and particularly so in the sphere of supervision and assessment. To this end the crucial work of the Practice Supervisor, Practice Assessor and Academic Assessor will be supported by Glyndŵr University staff. Acting in their role as Practice Education Facilitator (PEF), in addition to directly delivering preparation sessions, will provide face-to-face support concerning Practice Supervisor and Practice Assessor issues, this might include matters such as clarifying assessment documentation or dealing with a student who is having difficulties. The PEF is very well placed to receive feedback from Practice Supervisors, Practice Assessors and students that can inform the programme and enhance the practice learning experience.

The PEFs will be involved with the delivery of the Practice Supervisor and Practice Assessor updates across the placement circuit to ensure that they have current knowledge of NMC approved programmes and are able to discuss the implications of any changes to NMC requirements. As well as this regulatory duty the updates provide a peer support element whereby Practice Supervisors and Practice Assessors have an opportunity to meet together to discuss all aspects of their role in an informal way, assisting each other with challenges and sharing good ideas. The PEFs will meet

regularly with colleagues in the placement areas to facilitate the cohesive operation of the supervision and assessment process. In addition, the Principal Lecturer for Pre-registration Nursing at Glyndŵr will schedule three monthly stakeholder evaluation meetings, where among other items of educational importance, supervision and assessment issues are discussed and appropriate actions planned and implemented.

Academic Assessor

The professional Lead for pre-registration nursing will allocate/ensure the student is aware of their nominated Academic Assessor. For each student the nominated Academic Assessor will change to a different Academic Assessor for each of the three parts of the programme (year one, two & three). The Academic Assessor will be a staff member of Glyndŵr University who is a registered adult nurse who has completed an Academic Assessor preparation programme.

27 Welsh medium provision

The programme will be delivered through the medium of English. Students are entitled to submit assessments through the medium of Welsh. Personal tutor support can be provided by Welsh speaking academics.

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

28 Assessment strategy

Assessment within the programme has been designed to measure and develop student performance in a variety of contexts. This not only includes assessment in the context of what they have learnt (summative), but also to use assessment as a process of learning, providing the student with the opportunity to improve their performance. Assessment of the programme takes place in both University and clinical settings, and to this end, the programme has an equal weighting of 50% in each. The following discusses the key elements of assessment within the programme:

Policy guidance / University regulation

Assessment will also ensure that standards are reached in line with professional body requirements (NMC, 2018), QAA's UK Quality Code for Higher Education (QAA 2018), the Credit and Qualifications Framework for Wales (CQFW, 2018) and QAA's Subject benchmark statement Health Studies (QAA 2016). The University's regulations will be adhered to, including any derogation of regulation that may exist.

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

Modular Assessment

Students will receive information on the overall assessment strategy in the programme handbook, which will include the importance of, and the need to access the University

regulations, difficulties that may be encountered and how to avoid/manage these (for example, plagiarism and extenuating circumstances).

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

Range of assessments

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

Assessment modes include written assignments, case studies, reflective accounts, simulation, examinations (one unseen in year one), presentations, projects, online collaboration/contribution in addition to clinical practice assessments by nominated Practice Assessors/Academic Assessors. It is considered important to provide flexible approaches to assessment if the needs of students are to be met, and the programme team have acknowledged this.

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

Support in assessment

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

Reasonable adjustments will be made in relation to student's individual needs for assessment and will be considered on an individual level using the formal University procedures for assessment of needs, whilst maintaining professional body requirements. Students who are struggling academically will be encouraged to self-refer themselves to the University Academic Skills tutors. 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 proficiencies assess the learning outcomes to the appropriate level and in so doing, contributes towards the student's progression towards becoming fit for purpose and practice.

Students will be clearly informed that individuals, clinical areas and organisations must not be identified in any submitted work. The importance of confidentiality is utmost, and any breach of confidentiality will result in an automatic refer (see derogations). This will be discussed with students at the beginning of each year, and they will be asked to sign a declaration that they understand the importance of not breaching confidentiality, are aware of the programme handbook and the need to access this resource, and that they will not intentionally plagiarise work. To reduce the risk of plagiarism, students will be introduced to Turnitin, and this will be used as a developmental tool in line with University position. Students will be able to access

this resource through the Moodle™ to assess their ability to paraphrase work, avoid plagiarism and develop their academic writing skills. Following the assessments, students will be given feedback within four weeks to enable them to learn from mistakes and improve their future performance.

Improving Assessment

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

Assessment in practice

An *'Ongoing record of the achievement of proficiencies for registration'* is part of the student portfolio and will be available to Practice Supervisors, Practice Assessors and Academic Assessors as they move from one clinical area to another, so that previous performance and achievement is continuous and transparent. This forms the basis of the assessment of proficiency, which the student must achieve in order to be judged to have passed the practice element of the programme (proficiencies and in-point assessments for each part of the programme), and is summatively assessed as pass/fail in the end modules (in each part/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 proficiencies to be assessed appropriately by Practice Assessors, who will have received appropriate preparation. Professional Attitude & Behaviour Assessment will be completed/confirmed midway and at the end of the placement experience, by the Practice Assessor.

As the practice learning proficiencies span the whole year, this will provide the opportunity for them to be achieved in a variety of settings, for example, acute or community and across the full term of the programme. The Practice Assessment Document includes information on the roles and responsibilities of the student, Practice Supervisor, Practice Assessor and the Academic Assessor.

Assessment of the Standards of Proficiency for registered nurses

Glyndŵr University pre-registration will be using The All Wales Practice Assessment strategy for pre-registration Nursing programmes, which identifies the process by which student performance is measured against NMC Standards of proficiency for registered nurses (NMC 2018). Students are required to present the Practice Assessment Document to designated Practice Supervisors, Practice Assessors and Academic Assessors throughout their programme journey and ensure the document in its entirety is available at all times for assessment scrutiny. Practice Assessors in collaboration with Academic Assessors will review assessment documentation in order to confirm the students' proficiency through each part of the programme (end of year one, two and three). Assessment decisions by Practice Assessors are informed by feedback sought and received from Practice Supervisors to be assured about their decision for assessment and progression. Practice Assessors are not simultaneously the Practice Supervisor and Academic Assessor for the same student. The Practice Supervisors, Practice Assessors and Academic Assessors will have received appropriate preparation for their roles as outlined in Realising professionalism: Standards for education and training Part 2: Standards for student supervision and assessment (NMC 2018).

The Nursing and Midwifery Future nurse standards of proficiency and Annexes A and B are mapped within All Wales Practice Assessment Document. The title of this document is the *All Wales Practice Assessment Document and 'Ongoing record of the Achievement of Proficiencies for Registration'.* This document will be utilised for the student's achievement in clinical practice (or where required in simulated environments if a particular learning opportunity is not available in clinical practice).

The Practice Assessment Document identifies where each element is assessed. Assessment is undertaken using a variety of different methods such as questioning, direct observation, feedback from others, especially service users and carers, documentary records and student self-reflection. Whilst the assessment of a student's achievement of proficiencies is undertaken throughout the programme and summatively assessed at each part of the programme (final module end of year one, two and three), some fall more naturally into students' early development, such as early programme emphasis on health promotion and preventing ill health. Other proficiencies fall towards the latter part of the programme as students gain experience such as leadership and management role expectations. The learning philosophy and approach to overall assessment combines the advantages of continuous assessment together with assessments at specific points in time during the programme. In addition to an on-going, continuous assessment strategy, four in-point assessments have been designed that focus on key milestones of achievement during the programme.

- First in-point assessment : Assessing, planning, implementing and evaluating care (must be achieved by end of part one/progression point - the focus is on demonstration of fundamental care skills, development of communication skills and the ability to begin to assess the needs of patient/clients)

- Second in-point assessment: Medicines management (must be achieved by end of part two/progression point - to begin to develop underpinning knowledge and understanding of pharmacology).

- Third in-point assessment: Facilitating Learning (must be achieved by end of part three of programme - to assist students to develop required knowledge, skills, values and behaviours when supervising and giving feedback to junior learners)

- Final in-point assessment: Leading, managing and coordinating care (must be achieved by end of part three of programme during the final 12-week placement - is designed to assess whether the student is able to demonstrate these proficiencies at the entry point to the NMC register).

Assessment and achievement of each in-point assessment relates to the context of Adult field of practice and must be achieved before the end of each part of the programme (Practice Assessment Document is summatively assessed in the final module of each part of the programme). The programme (modules and practice learning proficiencies) has been designed so that students' progress from a more general focus in part one of the programme to a more applied focus in part two and three of programme. The progression at the end of each part of the programme aims to develop the student from certificate level (4) in part one, through to diploma level (5) in part two and degree level (6) in part three, at the point of entering onto the nurses' part of the Nursing and Midwifery Council register in the Adult field of Nursing. Practice learning proficiency and module learning outcomes have been designed to reflect this transition.

At the end of part one and part two the student must have completed all elements of the practice learning proficiencies and modules in that part of the programme. Only in exceptional mitigating circumstances can the student progress to the next part of the programme with trailing learning proficiencies or modular credits, any elements trailing must be completed by the

end of the first module in the next part of the programme. These criteria have been incorporated into the programme to ensure public safety.

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 Future nurse: Standards of proficiency for registered nurses, as set by the Nursing and Midwifery Council (2018).

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. This also allows the student to receive feedback on assessed work, and progressively develop and improve. Students have to pass all of the clinical placement and theoretical assessments, to have successfully passed each part of the programme, with reasonable adjustment for students with disabilities.

Module code and title	Assessment type and weighting	Assessment loading	Indicative submission date
Level 4			
NUR417 Fundamentals of Practice	Essay 100%	3000 words	WK 24 Tri 1
NUR418 Managing Vulnerability in Society	Presentation with 1000 word Rationale and References 100%	1000 words	WK 29 Tri 2
	Safemedicate Exam (pass mark set at 80%)	2 hours Pass/Fail	Wk35 Tri 2
NUR419 Foundations of Health and Wellbeing	Reflection 50% Examination 50% Portfolio	3000 words 2 hours Pass/Fail	Wk 45 Tri 2 Wk 46 Tri 2 Wk 52 Tri 2
Level 5			
NUR515 Developing the evidence based practitioner	Coursework 50% Essay 50%	PBL over 6 weeks 2000 words	Wk15 Tri 1 Wk 23 Tri 1
NUR516 Meeting the needs of patients and families in acute and chronic illness	Presentation 20 minutes & Care Plan 50% Project Leaflet 50%	500 words 1500 words	Wk 29 Tri 2 Wk 34 Tri 2
NUR517 Promoting Healthy Behaviours	Safemedicate Examination 100% (pass mark set at 90%) Presentation with references100% Portfolio	2 hours Pass/Fail 15 minutes Pass/Fail	WK 39 Tri 2 Wk 40 Tri 2 Wk 52 Tri 2

NUR515 Developing the evidence based practitioner	Coursework 50% Essay 50%	PBL over 6 weeks 2000 words	Wk15 Tri 1 Wk 23 Tri 1
Level 6			
NUR619 Innovations in Practice	Literature Review	8000	Wk 40 Tri 2
NUR620 Holistic Co-ordination of Complex Care	Group Analysis 30% Care Plan and Critical Commentary 70%	20 Minutes 2500 words	Wk 29 Wk 33
NUR621 Leading & Managing Nursing Care	Safemedicate Exam (pass mark set at 100%) Learning Logs/journal 100% Prescribing Multiple Choice questions and short answer (pass rate 80%) Portfolio	2 hours Pass/Fail 1000 words 1.5 hours Pass/Fail Pass/Fail	Wk 38 Wk 40 Wk 40 Wk 52

29 Assessment and award regulations

Derogations

- The Safe Medicate examination 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. Re-sits must also achieve 80%, 90% and 100% for the respective years. A refer in the Safe Medicate examination or the portfolio element will not cap the rest of the module.

- BN (Hons) Nursing students will be allowed two attempts at each module in each level of study, but only one third attempt at one module at that level will be allowed, at the discretion of the Assessment board. This excludes the Safe Medicate 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 (part one, two and three of programme), before progressing into the next year unless exceptional circumstances exist, when they

will be permitted end of the first module in the next part of programme 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.

- Feedback on assessed work will be provided within four weeks of submission

- Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'.

- Timing of feedback and release of assessment results for modules Foundations of Health and Wellbeing level 4 end of part one (add code when validated), Promoting Health Behaviours end of part two (add code when validated) & Leading and Managing Nursing Care end of part three (add code when validated) to be separated from the practice portfolio component, and : Marks for the above modules will be presented at the appropriate assessment board, with marks for portfolio element being recorded as a 'technical defer' at this board. This will enable students to have the resit opportunity prior to the September board. The pass/fail for portfolio element of the above modules will only be presented at the September board.

- The level 6 prescribing exam in Leading and Managing Nursing Care module must be passed at 80%

- The University regulations for 40 credit modules at level 4, 5 & 6 in terms of weighting for overall learning hours, contact learning hours and independent learning hours will be superseded by professional body requirements of 2300 hours theoretical and 2300 hours of clinical practice over the 3 years (the programme consists of three 40 credit modules in each part of the programme, equalling 9 modules in total)– this will result in each 40 credit module being 262.5hours multiplied by 9 modules is 2362.5 which allows slight slippage of 62.5 hours over required 2300.

- Recognised prior learning (RPL) is permitted for non-registered nurses if it is capable of being mapped to the Standards of proficiency for registered nurses (NMC 2018), programme outcomes and complies with Article 31 (3) of Directive 2005/36/EC, in accordance with the part they are wishing to RPL and will be no more than 50% of programme (for NMC registered nurses this may be more than 50%).

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

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

- At least 50% of the credits at level six fall within the higher classification;
- All level 6 modules must have been passed at the first attempt;

The Innovations in Practice module mark must be in the higher classification.

30 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module forms
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

The pre-registration Nursing programme is closely monitored by the Nursing and Midwifery Council (NMC) in to 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 major modification processes.

All placements are audited as required by the NMC and any health and safety issues identified will be addressed. All students have health and safety briefings regarding the University and 'placement preparation' before going out on placement. A 'placement orientation' checklist is completed 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 Suitability for Practice procedure will be followed in accordance with the NMC (2019) *Guidance on health and character.*

31 Learning support

Institutional level support for students

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

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy

- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration
- Glyndŵr Students' Union

Support for students and their learning

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

Educational Audit

An Educational Audit (see Educational Audit) must be completed prior to any student being exposed to a clinical area, to ensure that the educational experience that the student will receive is fit for purpose. This covers many aspects of the clinical area, their staffing and capacity to receive pre-registration student nurses. The audit is repeated every two years, but immediate concerns / issues are dealt with through the nominated practice education facilitator. NHS Service provider partners are responsible for maintaining the Practice Supervisor and Practice Assessor database, as for the private and independent sector the Glyndŵr University practice education facilitators will maintain the database. In addition to this, the Glyndŵr University practice education facilitators 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.

All Wales Practice Assessment Document and Ongoing Record of Achievement

Students will have to achieve practice learning proficiencies as part of the programme to demonstrate competence. Within this document there are requirements that have to be completed, including a Student/Practice Supervisor Learning Contract and Professional Attitude and Behaviour Assessment which document the student's progress and also allow for feedback and identification of any concerns as necessary.

32 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy
https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/
ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

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

Programme information is readily available through recruitment events and on the Glyndŵr University website, and prospective students are given the opportunity to discuss individual needs prior/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.

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.