

## PROGRAMME SPECIFICATION

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### Award titles

Programme Title(s)

**BN (Anrh) Nyrsio Oedolion**  
**BN (Anrh) Nyrsio Plant**  
**BN (Anrh) Nyrsio Iechyd Meddwl**

**Bachelor of Nursing (Honours) Adult Nursing**  
**Bachelor of Nursing (Honours) Children's Nursing**  
**Bachelor of Nursing (Honours) Mental Health Nursing**

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

Programme to be included in Graduation Ceremonies

Yes

### Delivery period

*Intakes for Sept 2022 – Sept 2026*

### Intake points

**Bachelor of Nursing (Honours) Adult Nursing** (Part time four and a half years)

September/January

**Bachelor of Nursing (Honours) Children's Nursing** (Part time four and a half years)

September/

**Bachelor of Nursing (Honours) Mental Health Nursing** (Part time four and a half years)

September/January

### Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Glyndŵr University
<b>Programme delivered by</b>
Glyndŵr University
<b>Location of delivery</b>
Glyndŵr University <i>Wrexham Plas Coch Campus (All fields)</i> Glyndŵr University Centre <i>St Asaph Campus (All fields)</i>
<b>Faculty/Department</b>
<i>Social and Life Sciences/Pre-registration Nursing</i>

<b>Regulatory details</b>
<b>Exit awards available</b>
Level 4 Exit Award: Certificate of Higher Education in Care Studies  Level 5 Exit Award: Diploma of Higher Education in Care Studies
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
<p>The <u>Nursing and Midwifery Council (NMC)</u> of the United Kingdom are appointed by the UK government to review and approve all registered nurse programmes. The NMC standards are a legal requirement on all Approved Educational Institutions (AEIs) and must be adhered to in full for approval. The programme is written in accordance with Nursing and Midwifery Council (NMC) Realising professionalism: Standards for education and training (NMC 2018) and learning outcomes within the modules are cross referenced to these standards throughout. The curriculum is developed using the following:</p> <p>Part 1: Standards framework for nursing and midwifery education  Part 2: Standards for student supervision and assessment  Part 3: Standards for pre-registration nursing programmes  Future nurse: Standards of proficiency for registered nurses  EU Directive 2005/36/EC: Article 31. Annex V2, Point 5.2.1</p> <p>The Bachelor of Nursing (Honours) Adult Nursing (Full-time three years) was validated and approved by NMC/Glyndŵr University in March 2020 (one site at Glyndŵr University <i>Wrexham Plas Coch Campus</i> /one intake per annum September). The 2022 Major Modification approval event is in relation to developing two new fields of provision, Children’s Nursing and Mental Health Nursing (Full-time three years) and also the development of a part time (Four and half years) route for all fields. In addition, approval is sought for delivery of all fields (Adult, Children’s and Mental Health) of nursing at two sites Glyndŵr University Wrexham Plas Coch Campus and Glyndŵr University Centre St Asaph Campus. Adult, Children’s and Mental Health Nursing will be delivered in September and January (both sites). The Full-time Bachelor of Nursing (Honours) Adult Nursing will continue non-commissioned with placements in England and add a commissioned programme by HEIW to be delivered in Wrexham and St Asaph with placements in Betsi Cadwaldr University Health Board. Curriculum development meetings have been informed by students, service users, NHS Health Board Partners/Independent and voluntary sectors.</p> <p><b>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b></p>
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.</b>

<b>Regulatory details</b>
Successful completion of the student's chosen field of study would lead to being eligible to join the respective section (Adult, Children's or Mental Health), of the Nursing register held by the NMC.
<b>HECoS codes</b>
100279 Adult Nursing 100287 Mental Health Nursing 100280 Children's Nursing
<b>UCAS code</b>
GM1Q CN22 MH22
<b>Relevant QAA subject benchmark statement/s</b>
QAA Subject Benchmark Statement Health Studies 2019 have been considered at each stage of the curriculum development. The benchmark statements are included within the curriculum and have been cross referenced against each module.
<b>Mode of study</b>
Part time Part time four and a half years Bachelor of Nursing (Honours) Adult Nursing, Children's Nursing, Mental Health Nursing.
<b>Normal length of study for each mode of study</b>
Four and a half years part time
<b>Language of study</b>
English
<b>Transitional arrangements for re-validated provision if applicable</b>
New fields so there are no current students for Children's and Mental Health Nursing
<b>The following University Award Regulations apply to this programme (highlight the appropriate ones and delete the others )</b>
Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees

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Date of validation event:	30 <sup>th</sup> March 2021
Date of approval by Academic Board:	19 <sup>th</sup> May 2022
Approved Validation Period:	5 Years
Transitional arrangements approved (if revalidation)	N/A
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

## 1 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's entry requirements are set out on our Admissions webpages

Qualification	Entry requirements
Bachelor of Nursing (Hons) degree	80 - 112 Tariff points

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

International entry qualifications are outlined on the [UK National Information Centre for Global qualifications and skills \(UK ENIC\)](#) 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 are required to provide an English Language Certificate which meets the requirements of the University (*please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details*).

### **Non Standard entry criteria**

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.

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 of the options for funding: a commissioned NHS Wales funding for those committed to working in Wales after qualifying (2 years for a degree) or funding through the student loan system not supported by NHS bursaries and each student is fully responsible for the payment of fees. There will be some travel costs that 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 (to demonstrate proficiency in English language, capability to develop digital technological literacy and numeracy skills to meet programme outcomes) (or the equivalent qualifications of "application of numbers", "IT" and "literacy" at Key Skills level 2 are accepted).

*and*

80-112 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: 80-112 UCAS tariff points.

NVQ/QCF 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 (according to Green Book: Immunisations against infectious disease) 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 (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.

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 an interview and undertake 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 (see RPL 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 it complies with the requirement of Directive 2005/36/EC (for Adult field) 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.

Advanced Standing for admission to Part 2/ Level 5 of the programme is in place, under WGU regulations and conditions, for students who have achieved the Grwp Llandrillo Menai (GLLM) Certificate in Health Care Practice (September 2020 cohorts onwards).

## **2 Record 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.

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 (Adult field)) 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 an interview.

## **3 DBS Requirements**

(In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University).

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.

#### **4 Suitability for Practice Procedure**

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*).

#### **5 Aims of the programme**

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

- Practise in a compassionate, respectful way, maintaining dignity and wellbeing and communicating effectively.
- Act on their understanding of how people's lifestyles, environments and the location of care delivery influence their health and wellbeing within the field of practice.
- Seek out 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 within the field of practice.
- Use leadership skills to supervise and manage others and contribute to planning, designing, delivering and improving future services within the field of practice.
- Utilise life-long learning skills, think analytically and reflectively, and use problem solving approaches to care situations within the field of practice.

## **6 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.

Glyndŵr University Nursing department is part of a larger subject area within the Faculty of Social and Life Sciences, which includes:

- Occupational Therapy
- Physiotherapy
- Counselling
- Policing



- Social Work
- Operating Department Practitioner
- Speech and language therapy
- Nutrition and Dietetics
- and Paramedicine.

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/Health Board, Private and Independent sector) and has been co-produced with current students, service users, carers and voluntary sector.

The most recent students to complete the National Student Satisfaction Survey in 2021 scored the Glyndŵr pre-registration Nursing programme the highest for overall student satisfaction in the UK. With the UK shortage of nurses student employability is ranked highly. 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. The curriculum adopts a blended approach and allows opportunity for interactive and group learning activities. 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 duration of the programme. Each practice area will have a nominated Glyndŵr University Practice Education Facilitator who will be available to 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.

### **Professional Body Context**

The programme meets the NMC Standards for education and training (Realising professionalism) Part 1: Standards framework for nursing and midwifery 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 the Adult, Children's and Mental Health student 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. Registered nurses must be able to demonstrate ability to undertake these procedures at an appropriate level for their intended field of practice.

### **Assessment of the Standards of Proficiency for registered nurses**

Glyndŵr University will be using The All Wales Practice Assessment strategy (collectively designed by five Welsh Universities) 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 Part 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 Council Future nurse standards of proficiency for registered nurses 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, rather than refer).

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 Part One, Two and Three), some fall more naturally into student's 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 field specific 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 the student's intended 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 either the Adult, Children's or Mental Health 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.

Appendix One details the module specifications and Appendix Four lists the Standards of proficiency for registered nurses and how they are covered within the modules. Please note that the abbreviations inserted after the platforms above, are used after each module learning outcome to demonstrate the link between theory and clinical practice proficiencies that students need to achieve during their clinical practice experiences. 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).

## 7 Credit Accumulation and exit awards

### Exit points

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 NMC 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.

### Programme progression and award

If a student has achieved successful completion of 360 credits at Level 6 entitles the student to a **Bachelor of Nursing (Honours) degree in the intended field of practice.**

## 8 Programme Structure Diagram,

### Part Time Delivery

Please refer to planner in programme handbook for detailed delivery schedule.

#### Level 4- Part One all routes

Mod Code	Mod title	Credit value	Core/Option	Intake 1	Delivery	Intake 2	Delivery
NUR 417 (Generic)	Fundamentals of Practice	40	Core	Sept	Sem 1	Jan	Sem 2
NUR 418 (Generic)	Managing Vulnerability in Society	40	Core	Sept	Sem 2	Jan	Sem 1
NUR 419 (Generic)	Foundations of Health and Wellbeing	40	Core	Sept	Sem 2	Jan	Sem 1

#### Level 5- Part 2 Adult Nursing

Mod Code	Mod title	Credit value	Core/Option	Intake 1	Delivery	Intake 2	Delivery
NUR 515 (Generic)	Developing the evidence based practitioner	40	Core	Sept intake	Sem 2	Jan	Sem 1
NUR 516 (Adult)	Meeting the needs of patients and families in acute and chronic illness	40	Core	Sept intake	Sem 1	Jan	Sem 2
NUR 517 (Generic)	Promoting Healthy Behaviours	40	Core	Sept intake	Sem 2	Jan	Sem 1

#### Level 6- Part 3 Adult Nursing

Mod Code	Mod title	Credit value	Core/Option	Intake 1	Delivery	Intake 2	Delivery
NUR 619 (Generic)	Innovations in Practice	40	Core	Sept	Sem 1	Jan	Sem 2
NUR 620 (Adult)	Holistic Co-ordination of Complex Care	40	Core	Sept	Sem 2	Jan	Sem 1
NUR 621 (Generic)	Leading & Managing Nursing Care	40	Core	Sept	Sem 1	Jan	Sem 2

#### Level 5- Part 2 Mental Health Nursing

Mod Code	Mod title	Credit value	Core/Option	Intake 1	Delivery	Intake 2	Delivery
NUR 515 (Generic)	Developing the evidence based practitioner	40	Core	Sept	Sem2	Jan	Sem 2
NUR519 (Mental Health)	Meeting the needs of patients and families in acute and chronic illness (Mental Health Field)	40	Core	Sept	Sem 1	Jan	Sem 1
NUR 517 (Generic)	Promoting Healthy Behaviours	40	Core	Sept	Sem 2	Jan	Sem 2

### Level 6- Part 3 Mental Health Nursing

Mod Code	Mod title	Credit value	Core/ Option	Intake 1	Delivery	Intake 2	Delivery
NUR 619 (Generic)	Innovations in Practice	40	Core	Sept intake	Sem 1	Jan intake	Sem 2
NUR625 (Mental Health)	Holistic Co-ordination of Complex Care in Mental Health	40	Core	Sept intake	Sem 2	Jan intake	Sem 1
NUR 621 (Generic)	Leading & Managing Nursing Care	40	Core	Sept intake	Sem 1	Jan intake	Sem 2

### Level 5- Part 2 Children's Nursing

Mod Code	Mod title	Credit value	Core/ Option	Intake 1	Delivery
NUR 515 (Generic)	Developing the evidence based practitioner	40	Core	Sept	Sem 2
NUR518 (Child)	Meeting the needs of children and families in acute and chronic illness	40	Core	Sept	Sem 1
NUR 517 (Generic)	Promoting Healthy Behaviours	40	Core	Sept	Sem 2

### Level 6- Part 3 Children's Nursing

Mod Code	Mod title	Credit value	Core/ Option	Intake 1	Delivery
NUR 619 (Generic)	Innovations in Practice	40	Core	Sept intake	Sem 1
NUR626 (Child)	Holistic Co-ordination of Complex Care in Children	40	Core	Sept intake	Sem 2
NUR 621 (Generic)	Leading & Managing Nursing Care	40	Core	Sept intake	Sem 1

## Programme Structure Narrative

### Part time

This undergraduate programme is for students who wish to become Registered Nurses (RN) in the Adult, Children's or Mental Health field. The philosophy of the programme team is to prepare Adult, Children's and Mental Health Nursing registrants who will meet and positively improve the outcomes of service users across the lifespan, health continuum and social care settings. The programme will be delivered in accordance with Glyndŵr University regulations and the NMC Realising professionalism: Standards for education and training (NMC 2018). Students will complete a 4.5 year part-time programme (23 hours per week) that will prepare them to practise in a wide variety of healthcare settings including the NHS, private and independent sectors and are supported by appropriately approved Practice Supervisors, Practice Assessors and Academic Assessors. **There will be a twice yearly intake for Adult, Children's and Mental Health Nursing, one group in September and one in January. Delivery will take place across both Wrexham Plas Coch campus and St Asaph campus.** The programme is divided into three parts ( one, two and three). Within the programme there is equal weighting between the delivery and assessment of theory and practice. The programme learning outcomes detailed below in section 9 are developed and assessed through the constituent modules (see table section 14 as to where each learning outcome is assessed) and are mirrored within both full and part time routes.

Each part of the programme consists of 67 weeks of study and 10 weeks annual leave, with the schedule fixed at the point of starting the programme. The 67 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 part is divided into **33.5 weeks of theory and 33.5 weeks of clinical placement.** The 33.5 weeks of practice learning experiences are integrated throughout the part to allow for continuous practice learning. Students are required to attend all programme components in theory and practice. This split between theory and practice conforms to the NMC Realising professionalism: Standards for pre-registration Nursing programmes (NMC, 2018). The structure allows for 4600 hours to be achieved in both theory (2300 hours) and practice (2300 hours) on completion of the 4.5 years of study. Each week students are expected to spend either 23 hours in practice placement or 23 hours in taught or directed study. **The scheduled consolidation weeks in part 1 and part 2, and part 3 allow for the 23 hours each week to be divided between theory and practice, and will comprise of simulation activities, group activities and learning that consolidates the links between theory and practice.**



There is an opportunity in the third and final placement in part three, for the student to opt to undertake this placement full time over a 12 week period, which will reduce the length of the programme by 6 weeks. Theoretical and clinical time is monitored by the personal tutor to ensure that the minimum professional body requirements are met. The student must complete a timesheet for the theoretical time in university, the actions taken to make-up any absences must be detailed on the timesheet which will be checked by your personal tutor to see if this is deemed satisfactory. The theoretical make-up time could be achieved through such activities as reviewing Panopto videos, reading around the subject topic, accessing resources on Moodle, undertaking additional field specific Safemedicate practice tests or having a reflective tutorial. Theoretical attendance is also monitored through the student engagement logging system, this is monitored by the module leader. The student must complete a timesheet for each placement clearly stating the dates of each shift, start and finish time of each shift and also record the actual hours worked per day, indicating which are night shifts. The nominated practice supervisor or academic assessor must sign the timesheet at the end of each week and on completion of the placement. Any absence or sickness must be recorded on the timesheet. The student must work no less than 37½ hours per week as this may result in needing to undertake make-up time during and at the end of the programme in order to achieve 2,300 practice learning hours. The student must discuss with their personal tutor a plan to make-up any placement time to ensure that the appropriate placement experience is arranged. Any make-up hours must be recorded on a separate timesheet which indicates the hours relate to 'make-up time' and the type of placement experience. Students are required to experience the care of patients/service users around the clock (24-hour care). This means students must undertake shifts patterns that reflect this including 'early', 'late', weekend and night shifts. For the latter this will be a minimum of one week full time week (pro-rata) throughout the duration of the programme.

Students will need to complete all elements of their programme in order to gain the intended award. The programme is divided into three parts and at the end of each part the students' achievements will be considered at an Assessment Board. In order to protect the public, all elements of the previous Part must be passed, including the opportunity to retrieve any referred assessments within the Part. 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 individual needs. 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

Practice learning proficiencies have to be summatively passed by the final module in each part of the programme but are also formatively assessed throughout the duration of the part. If the student is referred for the practice element they will be given the opportunity to undertake a 2<sup>nd</sup> attempt. The student's nominated academic assessor will liaise with the Glyndwr PEF/Placement administrator to arrange the required 2<sup>nd</sup> attempt in placement. Opportunities to undertake a retrieval placement will be negotiated during periods of annual leave. 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 (please see All Wales '*ongoing Record of Achievement of Proficiencies for Registration*' for document used to confirm achievement of practice learning proficiencies). In the final placement at the end of the programme, there is an in-point assessment – Leading, managing and coordinating care, in addition to the Part Three practice learning proficiencies, the nominated Practice Assessor and Academic Assessor will sign to confirm that the student is proficient and ready to register as a qualified nurse in their respective field of Nursing. Please see '*Ongoing Record of Achievement of the proficiencies for Registration*'. Confirmation of the 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 (statement in Programme Handbook) 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 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. Assessment boards will be conducted in line with University policy, where External Examiners will normally be present (or as a minimum contactable by telephone), in addition to academics, Academic Registry and administrative staff.

## 9 Intended learning outcomes of the programme

### Knowledge and Understanding

	Level 4	Level 5	Level 6 (Hons)
A1	Demonstrate an understanding of The Code, guidelines and policies to provide safe, effective Nursing practice within the field of 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 within the field of practice.
A2	Understand the need to provide a holistic person-centred assessment of clients / service users within the field of practice..	Provide an evidence based rationale for nursing interventions, in clients/service users with acute and long term conditions within the field of practice..	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 within the field of practice.
A3	Demonstrate understanding of the need to plan, implement and evaluate care within the field of practice.	Evaluate a systematic assessment and plan of care for a client/service user within the field of practice.	Reflect critically upon their decision making and accountability within a clinical governance framework and how these impact upon service provision in order to improve patient care within the field of practice.
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 within the field of practice.	

## Intellectual Skills

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

## Subject Skills

	Level 4	Level 5	Level 6 (Hons)
C1	Recognise the need to use a variety of communication strategies in a range of caring situations within the field of practice.	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 field specific 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 within the field of practice.
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 within the field of practice.

## Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6 (Hons)
D1	Recognise the need to value and respect individual differences and maintain the dignity of clients / service users within the field of practice.	Examine the importance for enhancing quality in healthcare provision through use of evidence based practice within the field of 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 within the field of practice.	Evaluate critically the importance of identifying and managing the enhancement of quality healthcare provision through the use of evidence based practice within the field of practice.
D3	Demonstrate achievement of practice learning proficiencies in within the field of 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 within the field of practice.
D4		Demonstrate achievement of practice learning proficiencies in the specific field of nursing practice.	Demonstrate achievement of practice learning proficiencies leading to registration with the NMC relevant to the field of practice.

## 10 Learning and teaching strategy

The approach taken towards teaching and learning is based on a student-centred paradigm of learning designed to enable and maximise the abilities of the students to work in a variety of settings in their intended field of nursing. Thus, they are enabled to become independent, autonomous, resilient and reflective whilst also developing collaborative and professional capacities. They will develop critical analytical skills, the ability to be creative, proactive, innovative and develop skills in communication and relationship management. The programme will employ a blended learning approach whereby the student experiences a balance between the classroom elements and digitally enabled activity, varying depending on the design and implementation of the learning. The flexibility inherent in this form of delivery enables learning activity for students to develop their self-directed learning skills and digital literacies. To this end, a variety of teaching and learning methods will be provided and field specific content provided by competent and experienced Adult, Children's and Mental Health Lecturers. Furthermore, the curriculum is enhanced by the utilisation and inclusion of placement partner professionals with specialist expertise and service user and carer input related to their experiences.

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

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

- Student engagement- learning activities support active and creative student engagement and a sense of belonging.

- Flexible and accessible learning- learning activities can be accessed by anyone who needs to, including those with specific learning needs.
- Innovative, flexible and accessible assessment- a range of ways for students to demonstrate learning and understanding.

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

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

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

outcomes are to be achieved, aligned as they are, to the requirement for professional registration.

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

Most importantly is the direct engagement students have with the real world of Nursing; interacting with patients, clients, families and children. This includes the student participating in shift patterns, which expose them to the 24-hour setting in which care takes place. The student uses their personal resources of life experience and new knowledge to develop their inter-personal and communication skills together with developing technical skills and appropriate professional attitudes. An important aspect of this practical dimension of the teaching and learning strategy is that students are supernumerary, that is, not included in staffing numbers, so they are free within constraints of the course to pursue learning opportunities as they arise. Students will also have the opportunities to learn with, and from other health and social care professionals as well as fellow students. Such workplace learning is facilitated by the nominated Practice Supervisor, Practice Assessor and Academic Assessor who through dialogue and negotiation with the student allows him or her to plan their educational experience within the framework of the curriculum requirements of the Nursing and Midwifery Council (NMC).

### **Practice Assessment Document**

Students are encouraged to write about their experiences in practice by recording them in their practice assessment document. The practice assessment document is a repository of acquired knowledge and personal reflection and its careful completion provides a valuable learning tool throughout the programme. Within the practice assessment document is a record of 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. Part One 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. All modules have opportunity for formative as well as summative assessment.

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 Part One. In Part Two, Developing the evidence-based practitioner module builds on this and introduces research methods and methodology. The Innovations in Practice module in Part 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 facilitate students to be able to become involved in primary research when they have completed the programme. The final Part of the programme has a deliberate Leading and Managing Nursing Care focus to assist the student in making the transition from student to qualified practitioner.

### **Interprofessional learning**

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

Opportunities for all nursing & allied health students to learn together are offered when they arise for Interprofessional learning. For example, conferences, scheduled sessions, simulation 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. IPE opportunities will also be facilitated by the Clinical Practice Education Facilitators in the practice learning environment, for example IPE forums to share practice ideas.

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

This is a truly unique opportunity for the students as they become part of a Multi-Disciplinary / Inter-professional Team right at the start of their professional journey, embedding an **IPE Culture** from the outset. Not only will the group engage in the planned activities together, but they will experience the stages of group formation together, develop an insight of the other students' experience of education, and develop a peer support structure. The principles and behaviours of **Compassionate Leadership** will be embedded within our groups, and this is crucial to ensuring the success of the Welsh NHS objective of embedding the compassionate leadership behaviours within the Welsh NHS by 2030. Our VLE (Moodle and Teams) will be used to support the **IPE Learning Groups**, and **IPE Learning Group Facilitators** will utilise this to communicate, coordinate, and support their groups through the timetabled IPE schedule. This approach will also allow early identification of engagement issues so that support can be put in place, and will support and reinforce the existing Personal Tutor system.

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

The curriculum takes into account the essential physical and mental health needs of all people, with acute or long-term conditions across the lifespan, and in a variety of settings. This allows the newly qualified nurse to be able to provide essential and immediate care for all people, and more complex care to those within the students' field of practice. In relevant modules there will be emphasis on theory relating to all four field of practice – Adult, Children's, Mental health and Learning disabilities. Modules will be planned so that there is core modular content relevant to Adult, Children's and Mental Health and then to ensure students have sufficient field specific input there will be separate Adult, Children's and Mental Health curriculum content delivered within the module by field specific lecturers. Further support will be offered through field specific formative group seminars.

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.

## **11 The Wrexham Glyndwr Graduate**

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

## 12 Work based/placement learning statement

The students are required to complete 50% of their programme in clinical practice. Students will be placed in a variety of placement environments in the NHS and Private sector – acute hospitals, community, health centres, clinics as well as service users' own homes relevant to their field of practice. 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 (Adult field). Whilst students are undertaking the adult field programme they will still be expected to experience all fields of practice (child, mental health, learning disability and midwifery). All students will be made aware verbally and in the programme handbook of the 'Escalation Policy'.

In Part One of the programme the students will have hospital wards/departments and community placements. In Part Two and Part Three students will experience placements in more acute/critical/complex care settings. The final practice placement will be of 12 weeks duration in which the student will undertake the Leading, Managing and Co-ordinating Care in-point assessment. Part time students can opt at this point to study the required hours over the full time equivalent duration, or stay on the part time route schedule. The placement is designed to consolidate the educational and professional development of the student practitioner in preparing for their first role as a Registered Nurse.

Whilst the student is undertaking their nursing programme they are required to experience all fields of nursing (children's, learning disabilities, mental health and adult). The student will not always have a placement fully dedicated to the other fields, but they will be expected to have an insight and spend some time in each field. The practice educators, practice supervisor or practice assessor as well as the student's personal tutor will be able to support and advise where the student may achieve this and will need to be recorded in the student's practice assessment document.

### **Children's field Students**

For Children's nursing the student placement pathway will for example include placements such as Child and Adolescent Mental Health Service which will allow exposure to mental health field. The Emergency Department or Minor Injuries placement will allow exposure to Adult Nursing and potentially Mental Health and Learning Disability. Children's Learning Disability service will also provide further insight. Opportunity for a placement with the health visitor will allow exposure to learning disabilities and mental health.

### **Adult Field Students**

For Adult nursing students will undertake general and specialist medical and surgical experiences which will allow potential exposure to mental health and learning disability. Students who have placement learning experiences in the Emergency Department or Minor Injuries placement will allow exposure to Children's, Mental Health and Learning Disability. Students who have placement learning experiences with the health visitor or school nurse will have exposure to children's field.

### **Mental Health Field Students**

Mental Health students who are placed on acute wards are likely to come in to contact with patients with a dual diagnosis including clients with a learning disability. There will be opportunity for mental health students to work with children and families in the Child and Adolescent services, as well as hospital liaison services (DGH). Mental health students will have exposure to adult nursing via memory services and organic in-patient services (dementia care). Registered nurses such as district nurses and palliative care will input into mental health services and students will be encouraged to spend time with appropriate adult services. Students will also have opportunity to visit the perinatal mental health services.

These variety of placements for the three fields of nursing (Adult, Children's and Mental Health) will allow students to care for individuals of all ages with adult, mental health conditions, learning disabilities and children across the life span. At placement preparation sessions with the WGU PEFs and during contact whilst the student is on placement they will advise on achieving experience of the other fields of nursing and the student will be required to monitor and record this in their PAD on a designated form.

All placements are quality assured and audited every two years (see Educational Audit). Practice learning environments 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. The variety of placements as described above will, be further enhanced by students being exposed to voluntary/independent/private sectors. 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 (however if a specialised placement area e.g. paediatric intensive care this may result in the need to travel further distance). All students will be expected to utilise public or personal transport to travel to their placement area. Further, travel costs must be met by the student to University and placement area (travel claim reimbursement criteria per mile for practice learning setting). There are also opportunities for students to arrange alternative 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. As this proposed programme seeks NMC approval, all students on it, 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/Health Board providers have set up and maintain 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/Health Board and private sector (please refer to Practice Supervisor/ Practice Assessor Guide Part 2 NMC Standards for student supervision and assessment (2018) pages 2-15 and Guidelines for Part 2 NMC Standards for student supervision and assessment (2018) Practice Supervisor, Practice Assessor and Academic Assessor roles and requirements pages 1-20). 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 (see – All Wales 2020 Practice Assessment Document).

### **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 have been responsible for disseminating information to Practice Supervisors and Practice Assessors in a variety of meetings, including the preparation and update sessions and clinical governance/educational audit sessions. The Practice Supervisors and Practice Assessors preparation will be separate sessions (see Practice Supervisor/ Practice Assessor Guide Part 2 NMC Standards for student supervision and assessment (2018) pages 2-15 and Guidelines for Part 2 NMC Standards for student supervision and assessment (2018) Practice Supervisor, Practice Assessor and Academic Assessor roles and requirements pages 1-20 which outlines the preparation required).

The frequency of Practice Education Facilitators delivering Practice Supervisor and Practice Assessor preparation sessions for the new HEIW contract with Betsi Cadwaladr University

Health Board will increase over the summer period (2022) up to the commencement of the programme, with those clinical areas first to receive students under the new arrangements being prioritised. The Practice Education Facilitators will work to reduce the understandable anxiety that comes with change. A short document outlining the structure of the BN Hons programmes containing brief details of every module will be prepared and disseminated to Practice Assessors and Practice Supervisors. This will assist them in working with their students at every point in the student's progression, to help in synthesising theory with practice.

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

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.

Glyndŵr University 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. See Practice Supervisor/ Practice Assessor Guide Part 2 NMC Standards for student supervision and assessment (2018) pages 26-30 for details of the ongoing updating for Practice Supervisors and Practice Assessors. 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.

Trust/Health Board Clinical PEF'S will ensure that Trust registers are maintained for both PS and PAs and include record of on-going updating. The nominated Glyndŵr University Practice Education Facilitators (PEF) will keep PS and PA registers for the private sector. The PEF will be monitoring that the nominated PA are not simultaneously the PS for the same student during their practice visit. At the AEI / Stakeholder meetings the Trust/Health Board will provide an update on the number of PS and PA that are currently suitably prepared on the register. This detail is viewed by the PEF and AEI representative who attends this meeting and at the PEF visit to the practice based learning area. WGU PEF visits/contacts every student and the PS/PA can communicate face to face at this visit or via email or telephone. AA can also phone, email or visit if required. A register of attendance at the PA and PS preparation sessions delivered by Glyndŵr PEF's is sent via a secure password protected email to the respective Trust/Health Board PEF for updating the register.

### **Academic Assessor**

The Professional Lead for pre-registration nursing will allocate/ensure the student is aware of their nominated Academic Assessor for each part of the programme. For each student the nominated Academic Assessor will change to a different Academic Assessor for each part of the programme. The Academic Assessor will be a staff member of Glyndŵr University who is a Registered Nurse with appropriate equivalent experience for the student's field of practice who has completed an Academic Assessor preparation programme (this may be as part of a Post-graduate Certificate in Education or demonstrate via Recognition of Prior Learning and experience that they meet NMC (2018) outcomes for the role of Academic Assessor and will form part of the annual PDR for staff -see page 10-16 of Guidelines for Part 2 NMC Standards

for student supervision and assessment (2018) Practice Supervisor, Practice Assessor and Academic Assessor roles and requirements). The Programme Leader will maintain a register noting the preparation and on-going updating for the AAs and ensure that each student is assigned to a different nominated AA for each part of the programme.

### **13 Welsh medium provision**

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. Students can request a Welsh speaking Personal Tutor/Academic Assessor. The practice assessment document is bilingual. Welsh speaking practice supervisors and practice assessors work within the Welsh practice learning environments.

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. Students will be facilitated to appreciate the difference between UK health systems and how this directly influences the care that is delivered to the patient, and how person-centred care fits within the wider health agenda. This is a key point of the programme, and students will be encouraged to ensure they reflect the real life agenda of their area of practice within their assessed work, and this will include specific recognition of their country of practice.

### **14 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 (formative and summative), 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 2019). The University's regulations will be adhered to,

including any derogation of regulation that may exist (see 'Assessment regulations that apply to the programme').

All assessments are approved by the Programme Lead, Module Leader and the External Examiner in line with University regulations, to ensure that each assessment is explicit in its intent, and that it is valid and reliable. Grade related criteria are used to assess the students' work, with feedback provided to facilitate individual and group development. All assessment will be internally and externally moderated in line with University regulations, to ensure that assessment is fair and consistent. Where relevant service user and carers will be involved in student assessments.

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 at level 4, 5 & 6. Students will be informed of provisional results prior to an assessment board, and in writing following ratification of the results, with re-submission dates if needed.

### **Modular Assessment**

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

Assessment will be made clear, and module leaders will provide field specific assignment briefs in written electronic format, with clear links to module learning outcomes. Assessment criteria/briefs will be discussed and provided in electronic format through 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 relevant to their field, through either field specific 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 Part One), presentations, projects, online collaboration/contribution in addition to clinical practice assessments by nominated Practice Assessors/Academic Assessors. It is considered important to provide flexible approaches to assessment if the needs of students are to be met, and the programme team have acknowledged this. In addition, each module will have formative assessment strategies to enhance the student's development in readiness for summative assessment. The formative assessment will take the form of either, mock examination, field specific Safemedicate, feedforward assessment, simulation, and presentations.

Professional body requirements have been integrated into module assessment (for example, numeracy) to foster developmental progression on the programme, with cognisance paid to how these assessments may impact upon the student's final grade achievement (see '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, 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 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 (derogation section). This will be discussed with students at the beginning of each part of the programme, 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 working 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), but formatively assessed in all the other modules. Assessment in clinical practice requires evidence in a variety of formats, including questioning and observation, documentation, and feedback from others, including a range of healthcare professionals and clients/service users. This enables different proficiencies to be assessed appropriately by Practice Assessors, who will have received appropriate preparation (see Practice Assessor Guide). Professional Attitude & Behaviour Assessment will be completed/confirmed midway and at the end of the placement experience, by the Practice Assessor.

As the practice learning proficiencies span the duration of each programme part, 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 point criteria and assessment

The assessments for each part have been designed to avoid overloading the student with assessments at any given time in that year (see sample of Assessment and Module duration on the following pages). This also allows the student to receive feedback on assessed work, and progressively develop and improve. Students have to pass all of the clinical placement and theoretical assessments, to have successfully passed each part of the programme, with reasonable adjustment identified for individual students.

Module code & title	Assessment type and weighting	Indicative submission date
<i>Level 4</i>		
NUR 417 Fundamentals of Practice (Adult, Children's and Mental Health Generic)	Essay 100% 3000 words	<b>September</b> Wk 17  <b>January</b> Wk 16
NUR 418 Managing Vulnerability in Society (Adult, Children's and Mental Health Generic)	Presentation 50%  Coursework 50%  Field Specific Safemedicate Exam (pass mark set at 80%) 2 hours Pass/Fail	<b>September</b> Wk 41 Wk40  <b>January</b> Wk 41 Wk 40
NUR 419 Foundations of Health and Wellbeing (Adult, Children's, and Mental Health Generic)	Reflection 50% 3000 words  Examination 50% 2 hours  Portfolio Pass/Fail	<b>September</b> Wk 66 Wk 73 Wk 75  <b>January</b> Wk 66 Wk 70 Wk 73
<i>Level 5</i>		
NUR 515 Developing the evidence based practitioner (Adult, Children's and Mental Health Generic)	Coursework 50%  Essay 50% 2000 words	<b>September</b> Wk 16 Wk 20  <b>January</b> Wk 16 Wk 20

<b>Module code &amp; title</b>	<b>Assessment type and weighting</b>	<b>Indicative submission date</b>
NUR516 Meeting the needs of patients and families in acute and chronic illness (Adult)	Presentation 20 minutes & Care Plan 500 words 50%	<b>September</b> Wk 38 Wk 41
NUR519 Meeting the needs of patients and families in acute and chronic illness (Mental Health Field)	Project Leaflet 50% 1500 words	<b>January</b> Wk 38 Wk 41
NUR518 Meeting the needs of children and families in acute and chronic illness		
NUR 517 Promoting Healthy Behaviours (Adult, Children's and Mental Health Generic)	Field Specific Safemedicate Examination Pass/fail (pass mark set at 90%)  Presentation 100%  Portfolio Pass/Fail	<b>September</b> Wk 60 Wk 65 Wk 73  <b>January</b> Wk 60 Wk 65 Wk 73
<b>Level 6</b>		
NUR 619 Innovations in Practice (Adult, Children's and Mental Health Generic)	Literature Review 8000 words 100%	<b>September</b> Wk 62  <b>January</b> Wk 62
NUR 620 Holistic Co-ordination of Complex Care (Adult)	Group Analysis 20 Minutes 30%	<b>September</b> Wk 30 Wk 34
NUR625 Holistic Co-ordination of Complex Care in Mental Health	Care Plan and Critical Commentary 70% 2500 words	<b>January</b> Wk 30 Wk 34
NUR626 Holistic Co-ordination of Complex Care in Children		
NUR 621 Leading & Managing Nursing Care (Adult, Children's and Mental Health Generic)	Field Specific Safemedicate Exam (pass mark set at 100%) 2 hours Pass/Fail  Learning Logs/journal 100% 1000 words  Field Specific Prescribing Multiple Choice questions and short answer (pass rate 80%) 1.5 hours Pass/Fail  Portfolio Pass/Fail	<b>September</b> Wk 52 Wk 57 Wk 62 Wk 76  <b>January</b> Wk 53 Wk 57 Wk 62 Wk 76

## 15 Assessment and award regulations

### Derogations

- The Safe Medicate examination examinations in BN (Hons) programmes 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) 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 Part of the programme, where three attempts will be allowed.
- There are no compensatory passes in the BN (Hons) programmes due to professional body requirements, and all assessment elements of each module must be passed.
- BN (Hons) students have to pass all elements of assessment by the end of each academic level (part one, two and three of programme), before progressing into the next part of the programmes unless exceptional circumstances exist, when they will be permitted until end of the first module in the next part of programme in which to retrieve trailed modules.
- BN (Hons) 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 (NUR 419), Promoting Health



Behaviours end of part two (NUR 517) & Leading and Managing Nursing Care end of part three (NUR 621) to be separated from the practice portfolio component. 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 board at the end of each part of the programme. The pass/fail for portfolio element of the above modules will only be presented at the end board of each part of the programme.

- The 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 of the full time programme or 4.5 years part time (the programme consists of three 40 credit modules in each part of the programme, equalling 9 modules in total)
- 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%).

### **Borderline Classifications (Undergraduate programmes)**

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.

## **16 Accreditation**

Students who complete all elements of the programme will be eligible for upload to the NMC register to their respective field:

- Bachelor of Nursing (Honours) Adult Nursing
- Bachelor of Nursing (Honours) Mental Health Nursing
- Bachelor of Nursing (Honours) Children's Nursing

## 17 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 programmes are closely monitored by the Nursing and Midwifery Council (NMC) in order to make sure that it meets statutory and legal requirements. The programmes will be monitored by internal and external quality assurance processes, including annual monitoring reviews and professional body scrutiny. Any changes to the programmes that are identified, will be subject to the NMC 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*).

In addition, a student nurse may have concerns about what is happening during their practice placement relating to either a patient or a member of staff. Usually concerns can be easily resolved, however, when they are about unlawful conduct, abuse of patients, financial malpractice, fraud, dangers to the public or environment, the student is made aware to read and follow the Management and Escalation of Concerns Raised by a Nursing or Midwifery

Student Whilst on Placement (made available on BN Nursing Moodle site/information in the Programme Handbook) so that they know whom to inform. This policy sets out the rights and responsibilities for students, academic tutors, Practice Education Facilitators and other senior staff within the University/NHS Trust /Health Board/Private Sector to follow and to ensure that any concern raised is investigated and managed appropriately in accordance with either Higher Education Institution/NHS Trust/Health Board/Private Sector policy and procedure.

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

The programme team have meetings on a regular basis 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 and Faculty Professional Lead meetings. 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 Dean, Associate Dean, Principal Lecturer/Professional Lead, the Stakeholder Education Liaison Meetings and external Examiner.

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

### **Student Voice Forums**

These meetings take place twice per academic year and are in line with Glyndŵr University policy. They cover a wide range of issues that student representatives from each field of nursing 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. Although, students can feedback any issues at any point during the academic year through the Glyndŵr University online student forum (UniTu).

### **Service Provider Partner Meetings**

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

## **External Examiners**

An External Examiner is appointed to the programme (additional External Examiners will be appointed in preparation for September 2022) and will see samples of academic and portfolio submissions in addition to visits to clinical areas to see practice supervisors, practice assessors 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. The annual External Examiner report is shared with external stakeholders and made available to students on their Moodle site.

## **Evaluations**

Evaluations are conducted on Modules, programmes and practice learning experiences (see Evaluations). Evaluations are analysed by module leaders, programme leaders and practice education facilitators respectively, and fed into programme team meetings, including the process of annual monitoring review. The evaluation of practice learning experiences is scrutinised when received to check if any immediate issues require attention. The practice learning experience evaluations are fed back to the placement providers in a timely manner, for example it is an agenda item during the three-monthly stakeholder meetings.

## **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. Please refer to the *Ongoing Record of the Achievement of Proficiencies* for Registration for further elaboration on this part of the programme.

### **Student Support and Resources**

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

- Library & IT Resources (Additional Library service available at Glan Clwyd Hospital for University Centre St Asaph provision)
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration
- Student Union

(Whilst the above is in the main based at Wrexham Plas Coch Campus online support and face-to-face provision will be provided to students at University Centre St Asaph)

Please access the Glyndŵr website at [www.glyndwr.ac.uk](http://www.glyndwr.ac.uk) to find out more about the Departments

Glyndŵr Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

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.

### **Learning resources available**

When students commence their studies with nursing, they are introduced to the purpose-built library and computer resources within Glyndŵr University and informed of the services available to them. Whilst containing 3 floors of resources, it is also an effective environment for small group and individual working. The students and programme team have a direct link to the Learning Resource Advisor with responsibility for Nursing and health. This provides a dynamic forum to ensure that issues regarding educational resources are discussed and acted upon to enhance the students' experience. Students can access validated, reliable and useful websites via the Glyndŵr University resource finder web page, as well as electronic nursing text books e.g. ClinicalKey. There is an IT helpdesk and wireless application is available throughout the University. The University provides a wide range of software including word processing, spreadsheet, database, presentation packages and Microsoft Teams. In addition,

there are 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, including Panopto videos. Students are given a username and password to use the networked computers in the University. This allows for easy access to the internet and electronic mail as well as electronic information resources.

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 have full access to NHS Trust/Health Board libraries whilst on placement. Module content is housed within the virtual learning environment (Moodle™).

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

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

Nursing students enrolled on the programme will be from a wide geographical area, and therefore need an effective communication system. Whilst emails are utilised within the programme, the 'Moodle' site has provided an additional efficient communication method and a valuable learning resource for the programme for 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 timetables, revised calendars or adaptation to sessions are communicated throughout the programme or to specific cohorts.
- All module hand-out materials are available prior to/ following each session. This enables students who learn more effectively by prior reading to access relevant materials wherever possible.
- Student's group work is placed onto the site to enable shared learning.

- Discussion sites are used to explore particular topics, contributing towards collaborative learning.

## 18 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, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

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.