

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BSc (Hons)
1.5 FHEQ Level:	4, 5, 6
1.6 Programme Title:	Nursing (Adult)
1.7 Mode and Duration of Study:	Full Time – 1 year
1.8 School:	Health & Wellbeing
1.9 HECoS Code:	100290
1.10 Collaborative Provision Arrangement:	Not Applicable
1.11 UCAS Code(s):	NUR1
1.12 Admission Criteria	<p>Normal University entrance criteria apply (please refer to the website for further details).</p> <p>International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.</p> <p>Students will be required to demonstrate values in accordance with The NMC Code (2018) Professional standards of practice for nurses, midwives and nursing associates and capability to learn behaviours in accordance with The Code Nursing Associates and Assistant Practitioners must have completed a L5 programme and submit a Portfolio of Evidence for recognition of prior learning (RPL)</p> <p>Applicants will also need satisfactory:</p> <ul style="list-style-type: none"> • Occupational Health Assessment • Disclosure and Barring Service (DBS) Enhanced Disclosure • Annual Self-Declaration • Interview
1.13 Accrediting Professional Body/PSRB:	Nursing & Midwifery Council (NMC)
1.14 QAA Subject Benchmarking Group(s):	Not Applicable
1.15 Other External Points of Reference:	The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ)

	QAA Higher Education Credit Framework for England: Advice on Academic Credit Arrangements (2021)
	Part 1: Standards Framework for Nursing and Midwifery Education (NMC, 2023)
	Part 2: Standards for Student Supervision and Assessment (NMC, 2023)
	Part 3: Standards for pre-registration nursing programmes (NMC, 2023)
	Standards of proficiency for registered nurses (NMC, 2018)
	The Code (NMC, 2018): Professional standards of practice and behaviour for nurses, midwives and nursing associates
	English
1.16 Language of Study (for learning, teaching and assessment):	
1.17 Work-Based Learning Arrangements:	Minimum of 2300 hours of practice-based learning across the duration of the programme, as outlined in the NMC Standards for pre-registration Nursing programmes (2023).
1.18 Foundation Degree Progression Routes:	FdSc Nursing Associate & FdSc Assistant Practitioner
1.19 Arrangements for Distance Learning:	Not Applicable
1.20 Original Date of Production:	April 2023
1.21 Date of Commencement:	September 2024
1.22 Review Date:	By August 2023

2. Programme Outline

This three-year full-time degree has been specifically designed to prepare students for eligibility to register with the Nursing and Midwifery Council (NMC) as a Registered Nurse (Adult) upon successful completion of the programme. Through a range of theory and practice-based learning modules, students will develop their knowledge, skills and professional behaviours to robustly lead nursing teams in the coordination and delivery of high-quality, safe, person-centered care through the achievement of proficiencies as required by the NMC (2018) Standards of proficiency for registered nurses as follows:

1. Being an accountable professional
2. Promoting health and preventing ill health
3. Assessing needs and planning care
4. Providing and evaluating care
5. Leading and managing care and working in teams
6. Improving safety and quality of care
7. Coordinating care
8. Annexe A: Communication and relationship management skills
9. Annexe B: Nursing procedures

In accordance with the NMC (2023) Standards for pre-registration nursing programmes, the programme totals 4600 hours of study including a minimum of 2300 hours (50% of the programme) in clinical practice in a range of settings.

In Year 1, students will develop their knowledge and skills about the nursing profession and the socio-political context contemporary healthcare is delivered within. Students will also develop their understanding of person-centred care, exploring anatomy, physiology and pharmacology supported with high-fidelity simulation to consolidate and validate their learning. The final module will focus on the social determinants of health with students learning how poverty, housing, education and class can impact on health. This will involve in-depth examination of local areas and the health problems encountered. Specialist subject matter such as the health needs of the homeless and those seeking asylum will be addressed and students will be encouraged to develop advocacy and a strong sense of justice and drive to address health inequality and inequity. Within the programme "Parity of esteem" will be applied as the principle by which mental health is given equal priority to physical health.

In Year 2, students will develop their knowledge and skills of research and evidence-based practice. This will be used in conjunction with clinical decision making and understanding the relevance of applying research in everyday nursing practice. Students will develop their assessment skills to support management of highly complex care and will undertake a whole-body systems assessment including respiratory, circulatory, neurological, musculoskeletal, cardiovascular and skin status, as well as undertake chest auscultation and interpret findings. To build clinical knowledge, students will examine long term conditions including the underpinning pathophysiology and pharmacological interventions. The theory will be supported with high-fidelity clinical simulation and students will adopt a problem-solving approach to meet the needs of individuals, their families and carers in these sessions. Students will further develop their knowledge and skills of pharmacology principles and safe working practices, to ensure the safe administration of medicines, whilst understanding ethico-legal frameworks and the importance of mental capacity, best interest decisions and valid consent. As in Year 1, throughout the year, students will learn how to apply their new knowledge to practice in their allocated clinical placements.

In Year 3, students will focus on the importance of developing robust healthcare case-management skills to be able to effectively oversee, coordinate, lead and manage evidence-based, high-quality, safe, optimal nursing care. Students will learn about managing a range of staff within nursing teams, including healthcare support workers, assistant practitioners and nursing associates to whom registered nurses delegate, supervise and receive progress reports from regarding patient status. Students will develop their understanding of the importance of gathering patient information and clinical data, and their role in escalating to other members within the interprofessional team in a prompt and decisive manner, to promote safety and prevent harm. Students will develop their knowledge and skills in relation to personal and professional leadership and contribute to a positive culture through the pro-active use of audit and presentation of quantitative data to key decision-makers to negotiate and champion desired change. The final academic module will focus on the use of research and clinical audit as a way of measuring and evaluating current provision and using research findings to drive local and national change and improve the quality-of-care delivery at all levels within the nursing team. Students will develop their understanding of organisational structures and mechanisms to support the change and quality improvement process. To maximise learning and to promote application of theory to practice, all placements will include structured learning outcomes relevant to the academic modules delivered for each year of the programme.

The programme closely adheres to the six core values (2021) of Britain's National Health Service (NHS) enshrined within the NHS Constitution. This was developed by patients, the public and NHS staff to inspire passion in the NHS, guide it in the 21st century, and provide common ground for cooperation in achieving shared aspirations and includes:

1. Working together for patients
2. Respect and dignity
3. Commitment to quality of care
4. Compassion
5. Improving lives
6. Everyone counts.

Students who successfully complete Year 1 but are no longer able to continue their studies on the BSc (Hons) Nursing programme, can exit with a Certificate of Higher Education. Students who successfully complete both Year 1 and Year 2 of the BSc (Hons) programme, but who are no longer able to continue their studies, can exit with a Diploma of Higher Education. Students who complete three years of study *but do not pass their clinical practice placements*, can exit with a BSc in Health Studies.

Successful completion of the BSc (Hons) Nursing programme provides eligibility to apply for registration with the Nursing and Midwifery Council (NMC) as a Registered Nurse. The University will upload course and personal details and submit a declaration of good health and character to the NMC.

Admissions Criteria

Applicants to the programme will be selected using a values-based recruitment process. Numbers will be discussed regarding potential placements with local healthcare employers. The input from service users will be part of the recruitment process.

Potential applicants must demonstrate the following on entry to the programme:

- Suitability for adult nursing practice
- Values in accordance with The NMC Code (2018) Professional standards of practice for nurses, midwives and nursing associates
- Capability to learn behaviours in accordance with The Code

Applicants to the programme will be required to complete a self-declaration form on enrolment, annually and at any time during the programme if there is a change in their circumstances. Any disclosures of a positive criminal conviction will be referred to the Criminal Conviction Panel for further review. Significant health issues will be reviewed by an external company who will submit a report to Plymouth Marjon University who will inform the Programme Leader if further action is required.

Recognition of Prior Learning

In accordance with the University's Admissions Policy and Procedures, evidence of recognised prior learning (RPL) appropriate to the named award will allow a student to apply for admission to a programme of study with specific credit. The decision to allow admission with credit will exempt the student from specified whole modules, the outcomes of which the student has already demonstrated. Students admitted by direct entry to any stage of a programme other than the beginning of its first stage are regarded as being admitted with credit. Prior certificated learning

can only be counted once. Once used for admission to an award of the University or of an alternative provider, the same credit cannot be used for an additional award. Double counting of credit is not permissible. The University will make an academic judgement as to whether the learning is appropriate to the named award and will state acceptance of prior learning in the formal offer letter to the applicant.

In accordance with NMC (2023) requirements, applicants with a health-related foundation degree such as Nursing Associate or Assistant Practitioner, may apply for recognition of prior learning (RPL) via submission of a Portfolio of Evidence to support achievement of Plymouth Marjon University Stage 1 and 2 of pre-registration Module Learning Outcomes at Levels 4 and 5, mapped to the Standards of proficiency for registered nurses. If all Learning Outcomes are evidenced and approved by the External Examiner, prior learning for up to 50% of the BSc (Hons) Nursing programme may be recognised, providing admission to the programme at an appropriate entry point (according to RPL) and provided all other requirements are satisfactorily met.

Fitness to Practice

The University has a responsibility to ensure that students are fit to practise and must adhere to regulatory advice provided by the University. Student Programme Handbooks provide information about the standards of behaviour expected. It is the students' responsibility to familiarise him/herself with the provisions and requirements of the relevant University and employer. Any student departing from the guidance given may be subject to consideration by the Fitness to Practise procedure.

2.1 Integrating Sustainability into the Curriculum

Sustainable healthcare is defined by the Academy of Royal Colleges as providing good quality care for our future by balancing the economic, environmental, and social constraints and demands in the health care setting. A sustainable healthcare system maintains population health, reduces disease burden, and minimises the use of healthcare services. The programme team are responsible for embedding sustainability into the curriculum by considering the future impact of the lives of all students who pass through the programme. For example, we will reduce our impact on the environment using e-learning, e-submission, and e-books.

The programme team will also promote student wellbeing and help to develop resilience through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities, and cultural diversity. Students will be invited to develop Peer Assisted Learning (PAL) as the course develops to ensure those new to the programme are supported and adapt to university life and study. In addition, there will be support for students on clinical placement and a week to return to university during placement to debrief, reflect and raise any concerns that will be factored into the programme.

Higher Education is recognised as an important ground for the application of sustainability skills. The team use a range of pedagogical approaches to bring these elements into the learning environment: real-world case studies, data-based learning, clinical simulation and project-based learning are used to develop systemic thinking and analysis. The university has committed to reaching net-zero carbon emissions by 2030, limited to scope 1 and 2 emissions but will also include targeted reductions in scope 3 emissions.

Simulation can provide a systems-thinking, active learning environment to teach and embed sustainable education in the future workforce. We will provide specific sustainability-based simulation education, providing opportunities for students to connect their personal practice to

the global climate challenge. This will help students to develop new ways of thinking resulting in creative solutions to reduce the impact of healthcare on the current global climate change crisis whilst maintaining quality patient care.

We acknowledge the high resource use and potential environmental impact that simulation education can produce but are committed to having a suitability-first approach. We will embed the key principles of reduce, reuse and recycle with the aim where possible to minimise the use of single use consumable items and minimise the carbon footprint of clinical simulation.

3. Distinctive Features

The programme is modular in design and includes discrete modules with focused content and specific learning outcomes. This approach provides targeted learning experiences to develop comprehensive understanding of essential nursing concepts. Modules are sequenced to promote progression through building on previously learned concepts and skills and collectively contribute to an overall robust learning experience. Modules follow a structured format, including an introduction to the topic followed by a range of activities and are studied independently of other modules, allowing the student to focus on specific areas of learning. This design also allows for flexibility in terms of catering to different learning styles and provides students with the maximum opportunity for personal and professional success. Module assessments have been designed to allow students to demonstrate their understanding and application of the module's content.

This approach is replicated with clinical practice placement modules with focused content and specific learning outcomes to facilitate a focused clinical experience that aligns to the content taught in the previous academic module. This focused approach in clinical practice allows students to progress from foundational skills before advancing to more complex concepts and clinical experiences, leading to mastery of specific skills and proficiencies essential to nursing and in accordance with NMC requirements. The modular approach supports students to build resilience and effectively manage the demands of the programme by preventing cognitive overload and enhancing their learning retention. Through its design, the modular approach provides opportunities for regular assessment and feedback, ensuring the student is continually evaluated in terms of their progress and given timely guidance for improvement.

Placements in clinical practice provide hands-on learning and the application of theoretical learning and include structured and intentional opportunities to deepen understanding, develop specialised skills, and gain practical competence in a targeted area. In accordance with the NMC (2023) Standards for student supervision and assessment, students engage in supervised clinical practice under the guidance of experienced practice supervisors and practice assessors to ensure appropriate support and feedback during their hands-on activities. The focused clinical experience gained through practice placements aims to help students to bridge the gap between classroom learning and real-world application of theoretical knowledge gained in lectures and coursework to actual patient care situations. Each focused clinical experience will have specific learning objectives aligned with the chosen area of focus and will encompass clinical skills, patient assessment, communication, critical thinking, and specialty-specific competencies.

In addition to this, students will be supported by experienced practice educator facilitators who are employed by the university, to complement the guidance, supervision and support of students in placements. Practice educator facilitators will work closely with students and staff in practice to create a supportive learning environment where students will feel comfortable asking questions, seeking guidance, and sharing their experiences. The practice educator facilitators will help to coordinate learning experiences by ensuring that students are orientated safely and have exposure

to a variety of patient cases and clinical settings via 'Hub and Spoke' placements and, where required, will demonstrate clinical skills, procedures, and assessments to students, ensuring that students understand the correct techniques and approaches. The practice educator facilitators will offer constructive feedback to students regarding their performance, communication, critical thinking, and clinical decision-making skills to help students to improve and develop competence. Whilst supporting students in placement, the practice educator facilitators will encourage students to think critically by asking thought-provoking questions and promoting problem-solving skills. Students will also be guided to reflect on their clinical experiences, to help them integrate theoretical knowledge with practical situations, enhancing their learning and self-awareness.

In addition to this, the practice educator facilitator will promote professionalism through modelling professional behaviour and ethics, helping students to understand the importance of integrity, respect, and confidentiality in nursing practice. Students will also be supported to navigate challenges and uncertainties that arise during clinical practice, helping them to effectively manage stress, cope with difficult situations, and develop resilience. Students will return to university half-way through their placement modules and will be encouraged to reflect on their experiences and engage in self-assessment. This reflection fosters the integration of practical experiences with theoretical knowledge and encourages continuous improvement. It will also provide the opportunity for students to consolidate their learning and participate in relevant clinical simulation, master classes and interprofessional learning with other healthcare professionals, enhancing teamwork and communication skills.

4. Programme Aims

The programme outcomes have been mapped to the NMC Standards framework for nursing and midwifery education (2023); Standards for pre-registration nursing programmes (NMC, 2023) and the NMC (2018) Standards of proficiency for registered nurses and provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes.

The aims of the programme are to:

1. Develop registered nurses who are competent, confident, compassionate, accountable professionals who are eligible for entry to the NMC Register and uphold The Code (NMC, 2018).
2. Provide opportunity through the integration of practice-based learning and theory, to support nursing students to lead, manage, coordinate and provide safe, person-centred, high-quality care across the lifespan and in a range of settings and working within their scope of professional practice.
3. Facilitate the development of contemporary knowledge, skills, and professional values and behaviours to work in partnership with individuals, their families, carers and the wider health and social care team and to have a depth and breadth of knowledge of the social determinants of health and their significance on nursing practice.
4. Develop a range of transferable skills, to support nursing students to become resilient, caring, reflective life-long learners, applying a wide range of evidence-based knowledge to underpin their professional practice in changing and varied healthcare environments.
5. Develop decision-making, complex problem-solving, team working and leadership and management skills to contribute to the implementation of quality improvement strategies and safely delegate nursing care/interventions to ensure delivery of safe, effective, high quality care provision.

5. Programme and Level Learning Outcomes

Level 4 Learning Outcomes

Knowledge & understanding:

By the end of this level students should be able to demonstrate:

1. Understanding of the principles of human anatomy, physiology and pharmacology and their relevance in nursing practice.
2. Application of knowledge, skills, and professional behaviours to undertake supervised nursing assessment, planning, implementation and evaluation of person-centred care in nursing practice.
3. Appreciation of the values and skills needed to develop personally and professionally within nursing practice.
4. An understanding of the importance of teamwork in care delivery to support holistic care in nursing practice.

Intellectual skills:

By the end of this level students should be able to demonstrate:

5. Development of effective communication skills and commitment to personal and professional development.
6. Application of problem-solving and enquiry skills to analyse and interpret healthcare information and apply this to safe delivery of care in nursing practice.
7. Ability to identify the physical, psychological, and social determinants of health and wellbeing applied to nursing practice.
8. Ability to evaluate the required skills to access, input and analyse information using a range of verbal, non-verbal, written, and digital communication skills.

Practical skills:

By the end of this level students should be able to demonstrate:

9. Understanding of the importance of safe and effective communication and use of a range of interpersonal skills and technological approaches to support individuals, their families and carers and the healthcare team.
10. Application of a range of skills to undertake supervised assessment, planning, implementation, evaluation of person-centred care across the lifespan in nursing practice.
11. Professional attitudes and behaviours consistent with ethical nursing practice, including respect, empathy, confidentiality, and effective teamwork, as evidenced by interactions with patients, colleagues, and healthcare professionals.
12. The ability to communicate the knowledge underpinning nursing proficiencies for year 1 in nursing practice.

Transferable / key skills:

By the end of this level students should be able to demonstrate:

13. The ability to define the role of the nurse and the influence of professional regulation and accountability on current nursing practice.
14. Understanding and awareness of reflection and of reflective practice in alignment with the values and behaviours of a registered nurse.
15. Application of a level of judgement and ability to provide person centred care, supporting individuals to improve, maintain or recover health in nursing practice.
16. Ability to identify the values and skills needed to develop personally and professionally within nursing practice and take responsibility for own learning.
17. Awareness of the nature of nursing, the person, health, society, and the environment and how this applies this to individual practice.

Level 5 Learning Outcomes

Knowledge & understanding:

By the end of this level students should be able to demonstrate:

1. Application of an in-depth understanding of ethical, legal, and professional principles in healthcare to demonstrate compassionate care within one's scope of practice, evidenced by ethical decision-making and interactions with patients, families, and colleagues.
2. Utilisation of a comprehensive set of knowledge, skills, and professional behaviours to proficiently perform nursing assessment, planning, implementation, and evaluation of safe, high-quality, person-centred care, adapting strategies to varying complexities and clinical contexts in nursing practice.
3. Analyse and synthesize the pathophysiology of chronic conditions and related pharmacology to enhance the physical and mental health and wellbeing of individuals across the lifespan. Develop an advanced understanding of adapting care delivery strategies to meet individual needs and apply this knowledge through evidence-based interventions in nursing practice.
4. Identify and critically evaluate the significance of collaborative teamwork and its impact on delivering holistic care within diverse healthcare organisations, encompassing the NHS, independent, and voluntary sectors in nursing practice.

Intellectual skills:

By the end of this level students should be able to demonstrate:

5. Understanding of the need to base clinical decisions regarding care and interventions on people's needs and preferences in line with current research, relevant legal, regulatory and governance requirements, policies, and ethical frameworks in nursing practice.
6. Critical analysis of the necessity for a collaborative inter-professional approach when providing care to individuals with complex healthcare needs and evaluate the benefits and challenges of inter-professional collaboration, incorporating evidence and professional perspectives in nursing practice.
7. Application of advanced critical thinking skills and integrated knowledge to confidently deliver evidence-based healthcare, ensuring the safety and well-being of individuals with the ability to make informed decisions by analysing complex clinical scenarios and evaluating available evidence in nursing practice.

8. Evaluation of the required skills to access, input and analyse information using a range of verbal, non-verbal, written, and digital communication skills, demonstrating effective communication strategies through various channels to convey complex healthcare information in nursing practice.

Practical skills:

By the end of this level students should be able to demonstrate:

9. Application of a range of interpersonal skills and technological approaches that are supportive of individuals, their families and carers and the wider health and social care team.
10. The ability to communicate understanding of the principles underpinning safe and accurate clinical skills to undertake assessment, planning, implementation, evaluation, and management of care of varying complexity in a range of settings in nursing practice.
11. Proficient engagement in critical discourse concerning the foundational knowledge and evidence base that underpins nursing proficiencies relevant for year two in nursing practice.
12. The ability to calculate and administer medications in nursing practice and apply the seven principles of safe drug administration paying meticulous attention to dosage accuracy and adherence to safety protocols.

Transferable / key skills:

By the end of this level students should be able to demonstrate:

13. Development of the qualities and transferable skills for nursing and take responsibility to enhance own professional value base and accountability.
14. Awareness of a range of relevant ethical and professional values and apply to personal decisions, actions, responsibilities, and outcomes in contexts of varying complexity in nursing practice.
15. Critical examination of the need for an inter-professional approach in caring for people with complicated care needs in nursing practice.
16. Evaluation of key techniques for personal and professional learning and development and support others with their learning.
17. Ability to communicate information evidencing appropriate proficiency in English language, using selected criteria, to audiences in contexts of varying complexity in nursing practice.

Programme Level Outcomes

Knowledge & understanding:

By the end of this programme students will be able to demonstrate:

1. Critical understanding of healthcare related ethical, legal, and professional principles to promote equality, diversity, dignity, and compassionate care within own-scope of practice.
2. Proficient application of knowledge, skills, and professional behaviours to undertake advanced nursing assessment, planning, implementation and evaluation of safe, high

- quality, person-centred care demonstrating adept management of complex health needs in nursing practice.
3. Rigorous and insightful analysis of health promotion and disease prevention principles, assessing their efficacy in enhancing physical and mental health and overall well-being across diverse settings and the entire lifespan in nursing practice. Demonstrate astute awareness of the multifaceted challenges individuals encounter when endeavouring to enact lifestyle changes.
 4. Engagement in a comprehensive and incisive examination of the paramount significance of interprofessional teamwork and the integration of care delivery to facilitate holistic patient care across varied healthcare organizations, encompassing the NHS, independent sectors, and voluntary sectors in nursing practice.

Intellectual skills:

By the end of this programme students will be able to demonstrate:

5. Proficient and highly effective communication skills while embodying the attributes of a reflective practitioner and an autonomous learner, exhibiting a strong commitment to ongoing personal and professional growth, demonstrating resilience in the face of challenges.
6. Deployment of advanced critical thinking, problem-solving and enquiry skills to meticulously appraise and interpret healthcare information and evaluate its quality, relevance to care contexts, and potential implications with precision and depth in nursing practice.
7. Advanced competencies in effective leadership, healthcare case management and collaborative teamwork in contemporary healthcare and nursing practice.
8. Rigorous critical evaluations of the essential skills needed to access, input, and analyse information, encompassing a diverse array of communication modalities, including verbal, non-verbal, written, and digital, demonstrating a nuanced understanding of the strengths and limitations of each mode in various contexts.

Practical skills:

By the end of this programme students will be able to demonstrate:

9. An advanced ability to critically analyse and evaluate safe and effective communication, employing a diverse spectrum of interpersonal skills and technological approaches that provide robust support of individuals, their families and carers and the wider health and social care team.
10. Proficient application of principles underpinning safe and accurate performance of a range of skills to undertake advanced assessment, planning, implementation, evaluation, and management of complex care across the lifespan and in a range of settings.
11. Critical understanding and application of a range of approaches to assess, identify and manage risk safely and effectively in practice and in line with published frameworks and risk assessment tools, while confidently escalating and addressing concerns as appropriate in nursing practice.
12. An in-depth analysis of collaborative and partnership working with individuals, their families, carers, and other members of the multi-disciplinary team to provide integrated person-centred care, whilst recognising own limitations and professional boundaries.

Transferable / key skills:

By the end of this programme students will be able to demonstrate:

13. The qualities and transferable skills necessary for their employment in nursing practice, that require a professional value base and personal responsibility and accountability.
14. A critical understanding and awareness of reflection and of reflective practice in alignment with the values and behaviours of a Registered Nurse.
15. Competent situational judgement and ability to critically analyse clinical decision making in the provision of care, supporting service improvement, quality enhancement and equitable access to services, to enable individuals to improve, maintain or recover health in nursing practice.
16. Responsibility and deployment of key techniques for personal and professional learning and development and support others with their learning.
17. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts.

6. Learning and Teaching Methods

The University values are at the heart of all learning and teaching.

The key principles include:

- a) Holistic and pedagogical approaches
- b) Personal and career development
- c) Creative learning communities
- d) Authentic curriculum and assessment design

In response to current attrition rates of 24% or 1:4 students leaving nursing programmes in the UK (Buchan et al, 2019) and well-documented concerns regarding availability of suitable practice placements, the programme team have developed a modular programme which includes a clear curriculum framework with focused content and specific learning outcomes. The programme will be delivered in modular sequence to initially develop foundational knowledge followed by the gradual introduction of more complex concepts. Local practice placements will follow core modules, and specific learning outcomes related to these will help students to immediately apply and contextualise newly learned theoretical concepts within their nursing practice.

Holistic and pedagogical approaches

The team are committed to providing an accessible programme that considers the whole individual and takes into account the demands of a professional programme which requires both academic study and placements in clinical practice. Various strategies and techniques to facilitate effective learning and development have been employed to recognise multidimensional needs, backgrounds, and learning styles. Thus, the programme aims to create a well-rounded educational and professional experience that addresses cognitive, emotional, social, physical, and practical dimensions. Throughout the programme, teaching will facilitate development in the following areas:

- **Cognitive:** Intellectual growth, critical thinking, problem-solving, and knowledge acquisition.
- **Emotional:** Emotional intelligence, self-awareness, empathy, and emotional regulation.

- **Social:** Interpersonal skills, collaboration, communication, and building healthy relationships.
- **Physical:** Physical health, wellness, and promoting a healthy lifestyle.
- **Spiritual:** Values, ethics, and personal beliefs that shape one's perspective on the world.

The above will be facilitated using a range of pedagogical approaches including educational activities, assessments, and interactions that promote meaningful learning experiences including clear learning outcomes. To create an enriching learning environment, engage learners and facilitate understanding, programme teaching methods will include a mix of lectures, seminars, problem based learning, highly directed study, coaching and mentoring, clinical simulation, eLearning, master classes, workshops, tutorials, personal and professional development, blended learning, peer learning, practice based learning, service user and carer perspectives, online resources and interprofessional learning. This acknowledges the different learning opportunities and styles and preferences of students. Students will be encouraged to be active participants and to take responsibility for their own learning, to develop the knowledge, skills and professional attributes required to become a proficient registered nurse.

Personal and career development

The programme facilitates personal and career development through intentional integration of activities, resources, and support mechanisms that help students to develop the knowledge, skills, professional behaviours and clinical competencies required to succeed both academically and professionally. This includes self-assessment and reflection resulting in setting goals related to academic and practice achievements, as well as career aspirations. Students will be supported to acquire and enhance transferable skills such as communication, critical thinking, problem-solving, leadership, and teamwork and learn of the importance of ethical behaviour, integrity, and professionalism in academic and future practice settings. This includes understanding workplace norms and expectations. Students will also have the opportunity to network with professionals, mentors, and peers, gaining insights, advice, and potential opportunities for future employment and to explore different career paths.

Creative learning communities

The programme learning and teaching strategy prioritises a creative learning environment to foster innovation, critical thinking, exploration, and collaboration among students and staff. Students will be empowered to take ownership of their learning, experiment with new ideas, and approach challenges from diverse perspectives to inspire curiosity and a sense of discovery. Marjon Campus provides a range of physical spaces to accommodate various learning activities, from group discussions, debates, case studies, simulations, and collaborative problem-solving. Students will also have access to contemporary learning tools and sophisticated interactive digital technologies including clinical simulation which integrates the complexities of practical and theoretical learning through repetition, feedback, evaluation, and reflection in a space where learners and teachers can discuss and reflect on dilemmas and situations experienced in simulated or clinical practice. Importantly, this approach encourages the development of critical thinking and clinical reasoning skills which enables practitioners to manage uncertainties in clinical practice and contribute to safe and effective care across a range of settings.

Students will have access to a 4 bed acute hospital ward setting including nurses station, which includes 3 high fidelity scenario trainers. The ward area replicates the hospital environment and is complete with hospital beds, bed side cabinets, hoists, patient monitoring equipment, emergency trolleys and a variety of other equipment which supports students across professions to develop competency related skills. This includes Basic Life Support (BLS) and moving and handling as well

as practical sessions to facilitate clinical skills and non-technical skills such as situational, emotional, and social awareness, critical decision making, team working, risk management and assertive communication. To develop flexible and responsive professionals able to deliver care in acute, community and social care settings, an additional space housing a mock-up flat, fully equipped to mimic the real-life environments has been installed. This will ensure students develop the knowledge, skills, professional values, clinical competencies and adaptability required to practice safely in someone's home. Simulated, problem-based learning in the hospital ward, community and social care settings offers a learning environment in which students can practice assessing, planning, implementing, and evaluating nursing care in lifelike circumstances using the immersive simulation, and receive immediate feedback from observers, peers and actor-patients.

Students will attend master classes throughout the programme alongside trainee Nursing Associates, trainee Assistant Practitioners, other healthcare professional students and colleagues from practice. This will allow nursing students to learn from experts in the clinical area and alongside other members of the interprofessional team. Staff from practice will be invited to attend and further develop a cohesive relationship between the programme team and clinical practice.

In addition to traditional teaching and learning approaches, the programme team will act as professional mentors and facilitators, guiding students in their learning journey and encouraging creative thinking. Diversity and inclusivity are embedded in all teaching, helping students to understand different cultural backgrounds and perspectives, whilst a range of innovative assessments including essays, a neighbourhood study, presentations, poster presentation, case studies, dissertation and professional portfolio to support assessment in practice (ePAD & eOAR) foster creativity and critical thinking. Where possible, cross-curricular connections will help students to integrate concepts from different areas to show how knowledge from other professional groups can intersect and promote collaboration leading to improved patient care. Students will have multiple opportunities to receive constructive feedback on their work and to reflect on their learning journey.

All teaching and clinical simulation workshops will be delivered by professionals within the field of nursing as well as specialists in other areas. In recognition of the importance and significant contribution that people who use services, carers and their families can bring to learning, their involvement is embedded throughout the curriculum, from recruitment, contributing to teaching through to advising on assessment strategies. This ensures that students gain an insight into the people who use services and their families and gain an understanding of the impact care has on individual groups. Student engagement and partnership is at the centre of this nursing programme and students will be encouraged to develop their understanding of local, national and global healthcare challenges and their role in positively contributing to these as lifelong learners. As students learn to work within interprofessional teams and in partnership with individuals, their families and carers in a range of settings, they will be prepared for the professional challenges ahead, as they develop new knowledge with high-level technical skills, ethical behaviours and socio-political awareness.

Authentic curriculum and assessment design

The curriculum and assessment strategy is authentic, having been designed by nurse academics with stakeholder input and seeks to bridge the gap between academic learning and real-world application of nursing practice, promoting deeper understanding, critical thinking, problem-solving, and the development of transferable skills. Learning experiences and assessments are designed to reflect tasks and challenges that nurse registrants encounter in their field, which are

complex and multifaceted and require critical thinking and integration of concepts to resolve. Learning opportunities promote the application of theoretical knowledge in context and as part of a team, promoting a collaborative approach to solving complex problems. Students are also encouraged to reflect on their experiences, decisions, and learning processes to promote self-awareness, critical evaluation, and continuous improvement whilst feedback and revision helps students to develop skills that can be applied in various contexts, enhancing their versatility and adaptability, whilst drawing on knowledge from multiple disciplines, promoting interdisciplinary thinking.

Digital Literacy

The design of the programme and use of multiple digital platforms and technologies, recognises that digital literacy is an essential competency for future nurses and supports the NHS A Health and Care Digital Capabilities Framework (2018) which defines digital literacy as *“the capabilities that fit someone for living, learning, working, participating and thriving in a digital society”* (Health Education England (HEE, 2017). Digital literacy is integrated across all modules and in practice placements and students are supported to use, understand, and critically evaluate various technologies, systems, and information sources. Students will learn to harness digital tools for tasks such as accurate patient record keeping, efficient communication among interdisciplinary teams, evidence-based research, and continuous professional development. Throughout the program, our students will engage in hands-on experiences that foster digital proficiency, gaining practical skills in utilising electronic health records (EHR) systems, telehealth platforms, mobile applications, and other healthcare technologies. These skills will empower students to maintain accurate patient information, collaborate with colleagues, and facilitate remote consultations when necessary.

In addition to developing technical competence, students will also develop critical thinking skills to assess the credibility and relevance of online health information, ensuring evidence-based decision-making. They will be guided to maintain patient privacy and cybersecurity while interacting with digital platforms, adhering to ethical and legal standards included in the NMC Code (2018). Upon qualifying, students should be adept users of technology, capable of leveraging digital tools to improve patient outcomes, enhance communication, and contribute to the advancement of nursing knowledge. Upon entry into the programme, students will complete a diagnostic assessment to identify their current level of proficiency and to ascertain if further support is required. Students can access support via PMU Digital Innovation.

Literacy

The design of the programme recognises that literacy is a fundamental skill in nursing practice, achieved through effective communication, critical reading, and clear writing, all of which are essential for delivering safe and compassionate patient care. The curriculum is intentionally designed to develop literacy skills including the ability to comprehend, analyse, and communicate complex information. Students will develop the skills to interpret healthcare literature, critically evaluate research findings, and effectively communicate with patients, families, and interprofessional colleagues.

Students will engage in immersive experiences that foster literacy proficiency by learning to document patient assessments, care plans, and interventions with precision and clarity, ensuring accurate communication of patient information. Students will also participate in discussions that encourage critical thinking, enhancing their ability to understand and evaluate relevant literature to inform evidence-based practice. Students will also develop active listening skills to empathetically engage with patients, understand their concerns, and provide patient-centred care

and learn to navigate sensitive conversations and complex healthcare scenarios, promoting effective interpersonal communication and collaboration. Upon qualifying, students should be adept communicators, capable of conveying information clearly and compassionately, whether through documentation, verbal exchanges, or professional presentations and engage in meaningful dialogues and advocate for patients.

Numeracy

The design of the programme recognises that numeracy is a foundational skill that underpins safe and effective nursing practice. Nursing professionals must possess strong numerical skills to accurately interpret and manage patient data, administer medications, assess vital signs, and collaborate with interdisciplinary teams in providing comprehensive patient care. The curriculum fosters competence in numeracy including basic arithmetic and learning to analyse, interpret, and apply numerical information in clinical practice. Students will acquire the skills to calculate medication dosages, interpret laboratory values, assess patient trends, and make evidence-based decisions based on quantitative clinical data. Throughout the programme, students will engage in practical experiences that build and reinforce their numeracy skills, learning to accurately measure and document vital signs, calculate and administer medications based on patient weight and dosage requirements, and interpret diagnostic test results to provide holistic care.

Students will also develop critical thinking skills to analyse and evaluate research studies that incorporate numerical data, allowing them to make informed contributions to evidence-based nursing practice. Students will gain the ability to communicate numerical information effectively to patients and colleagues, promoting transparent and informed care discussions. Upon qualifying, student will be skilled interpreters of numerical information, capable of confidently handling the quantitative aspects of patient care and contributing to the advancement of nursing knowledge.

Technology Skills

The programme recognises that technical skills are essential for effective and safe patient care. Proficiency in using medical equipment, technology, and specialised tools is paramount in providing holistic care, accurate assessments, and timely interventions to meet the diverse needs of patients in various healthcare settings. Technical skills are developed both in clinical simulation and practice placements, initially under direct supervision, and students are taught the importance of working within their scope of practice and taking responsibility for completing placement orientation and accessing training for all devices and technologies to ensure safe and appropriate use. In accordance with the NMC (2018) Standards of proficiency for registered nurses, Annex B: Nursing procedures, upon qualifying, nurses must demonstrate the ability to provide nursing intervention and support for people of all ages who require nursing procedures during the processes of assessment, diagnosis, care and treatment for mental, physical, cognitive and behavioural health challenges. Where people are disabled or have specific cognitive needs it is essential that reasonable adjustments are made to ensure that all procedures are undertaken safely.

Interprofessional Learning

The programme recognises that interprofessional learning is a vital component of preparing nursing professionals for the complexities of contemporary nursing practice. Collaborative teamwork, effective communication, and a deep understanding of various healthcare roles are essential to providing holistic and coordinated person-centred care. Interprofessional learning helps to develop a cohesive understanding of each profession's contributions and challenges, and students will gain insight into the roles of doctors, pharmacists, physiotherapists, social workers, occupational therapists, speech and language therapists, paramedics and other professionals in

practice placements. Students will be encouraged to attend multidisciplinary team meetings to broaden their understanding of person-centred care and treatment approaches from other professionals. 'Shadowing' will also help students to improve their ability to communicate effectively with individuals from various backgrounds, so they are able to relay patient information, understand treatment plans, and collaborate within interdisciplinary teams.

Interprofessional learning can also lead to collaborative problem solving with professionals from different disciplines. As students learn to approach complex care from multiple angles, they are able to contribute their nursing knowledge and experience, whilst appreciating the insights of others. Interprofessional collaboration also emphasises person-centred care, as physical, emotional and psychological needs are collectively assessed. This approach helps students develop a more comprehensive understanding, not only of individual well-being but also the roles and responsibilities of other professionals. Increased understanding will help students to develop their professional role as advocates and enhance their clinical judgment skills. Students will learn to work collaboratively with other professionals and develop the ability to navigate conflicts, adapt to different working styles, and contribute positively to the overall team dynamic and potential future innovations in quality improvement initiatives.

Throughout the program, students will engage in interactive experiences that promote interprofessional collaboration, participating in case studies, simulations, and hands-on activities alongside students from other healthcare disciplines. This will help to facilitate the exchange of knowledge, perspectives, and best practices whilst helping students to effectively communicate with colleagues, share information, and collectively plan and implement person-centred care strategies. Students will also cultivate skills in conflict resolution, active listening, and respecting other viewpoints, ensuring they can navigate complex team dynamics and foster a culture of mutual respect and shared decision-making. Upon qualifying, nurses should be adept at collaborating with other healthcare professionals to deliver comprehensive, person-centred care that addresses the multifaceted needs of individuals and communities, capable of forging strong partnerships and contributing to improved patient outcomes through effective teamwork and communication.

The approach to teaching and learning on the programme is holistic and incorporates a range of pedagogical approaches, methods, strategies, and techniques including:

Method	Description
Blended Learning	The integration of technology and digital media online learning with traditional lecturer-led classroom activities, giving the learner more flexibility to customise their learning experiences.
Clinical Simulation	This will include small groups of learners in the clinical simulation suite with lecturer/practitioners to develop new clinical knowledge and practical skills in relation to the assessment, planning, implementing and evaluating of nursing care using technical high-fidelity 'virtual patients' across a range of healthcare settings.
Coaching and Mentoring	This is particularly relevant in simulated learning where students will be coached to apply their new clinical knowledge and practical skills to assessing, planning, implementing and evaluating nursing care of 'virtual patients' with qualified members of the programme team and colleagues from clinical practice mentoring throughout the process.
E-learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Guest Speaker	Using specialists from the field or representatives from the People who use services group to present to students.
Interprofessional Learning	Occasions when students from two or more professions in health and social care learn together during all or part of their professional training with the object of cultivating collaborative practice for providing person-centred healthcare
Highly Direct Study	Refers to a learning approach in which students are guided and directed by lecturers or educational materials to engage with specific content, concepts, or tasks via structured learning to focus on particular topics or skills, with objectives, instructions, and resources provided by the lecturer. May include activities such as reading specific materials, completing assignments, participating in guided discussions, workshops, training programmes and practicing particular skills to ensure that students cover essential content and develop key competencies.
Lecture	Subject introduced and delivered by the lecturer/practitioner in a specific time which transmits information
Master Classes	Includes a series of workshops delivered by specialist clinical practitioners with specific learning outcomes related to a clinical topic e.g. Polypharmacy; Frailty; Falls Prevention; Diabetes through formal teaching, case studies and interactive activities to apply learning.
Online Resources	Includes the University learning platform such as CANVAS where resources and materials relevant to the programme and individual modules, are stored and made available to students during the programme. Students will also have access to a range of additional Online resources for the purposes of completing relevant eLearning. This may include eLearning for healthcare modules provided by Health Education England (HEE); ClinicalSkills.net; Elsevier Clinical Skills and others.
Peer Learning	The process of students learning with and from each other. This is usually facilitated through teaching and learning activities such as student-led workshops, study groups, peer-to-peer learning partnerships, group work and simulated clinical practice.

Personal & Professional Development Planning	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Practice-Based Learning	A term used to describe learning undertaken while on placement. It's where nursing and health profession students apply the knowledge and skills they've learnt during their studies, giving them the real-world experience, they need to be safe and effective practitioners
Problem-Based Learning	A student-centred approach that focuses on active engagement, critical thinking, and problem-solving skills. In the context of nursing, PBL involves presenting students with real-world patient cases or clinical scenarios, and then guiding them through a process of inquiry and discovery to develop their understanding of the clinical problem and its potential solutions.
Seminar	These are an opportunity for students to have a non-lecturer / practitioner led session, where they may analyse data in detail and discuss it in groups or may work on a topic with a view to giving a short presentation, adding detail to a lecture, or reporting back on some data collection tasks, for example
Service-User and Carer Perspectives	This is when an individual who accesses a specific service discusses their personal experience of the service provided to learners to help them understand the impact of healthcare issues and their management and treatments, as well as actions experienced as part of this, including positive and negative experiences, with the aim of improving future professional practice.
Tutorials	One-to-one teaching (student to lecturer/Practice Educator) usually for counselling purposes based on the student's work. This includes VLE (Virtual Learning Environment) based exercises and other software.
Workshops	A training workshop is a type of interactive training where participants carry out several training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.

6.1 Learning Enhancement

Learning for Future Study and Employment: We will engage our students in learning activities and experiences that reflect and replicate how they will work and collaborate in the health, care and nursing professions they are preparing for. As a student progresses through the programme, they will engage in activities that will help them to further transition into both the working environment and future programme of study.

Learner Choice and Personalisation: Students will be engaged in helping to shape and create their learning in the context of their chosen field of nursing.

Provision of a Connected Learning Experience: We will create opportunities within the programme for students to engage and learn with peers inside and across the professional community to which they belong or will come to join.

Evidence Based Practice: Nursing is an evidence-based profession and our approaches to learning, teaching and assessment will be informed by existing scholarship and research relating

to both effective educational and clinical practice, and through feedback received from our students and clinical programme leads, as well as evidence relating to their engagement and success. Students will develop an interest in research to reflect the constantly evolving healthcare environment and the need for nurses to be prepared to embrace opportunities for lifelong learning to ensure their skills in identifying and evaluating evidence are utilised throughout their nursing career.

Assessment and Feedback for Learning: Assessment practice will be focused, rich and varied and place an emphasis on students undertaking an assessment that presents relevant and authentic learning opportunities as well as supports entry on to future study programmes. Formative assessment and feedback allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their future studies.

Active and Creative Use of Technology: Active and creative use of technology will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing students to have meaningful and connected learning experiences. Students will learn to harness digital tools for tasks such as accurate patient record keeping, efficient communication among interdisciplinary teams, evidence-based research, and continuous professional development and will engage in hands-on experiences that foster digital proficiency, gaining practical skills in utilising electronic health records (EHR) systems, telehealth platforms, mobile applications, and other healthcare technologies.

Supporting Professional Development in Learning: We will provide a range of opportunities for our students to engage in relevant professional development activities that are focused on enhancing and sharing effective learning, in addition, practice educator facilitators who engage in teaching practice, are directly supported to enhance student learning.

6.2 e-Learning

In 2017, Health Education England (HEE) published their Digital Capacity Framework stating the importance of developing a technology competent workforce to improve care. The programme team also recognise the increasing contribution that digital resources make to the learning experiences of students. Thus, to help develop and embed these skills, the team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The team utilise digital technology to support student development and to ensure they engage with digital technologies within modules across the programme. Students will have open access to extensive computer facilities within the University to support their studies.

To further support the development of digital literacy and technological competence, a blended learning approach uses a range of platforms including Canvas, flipped classroom and e-learning packages including Elsevier's Anatomy and Physiology (A&P) Connect, Laerdals vSim/ Simtics SimTutor and an electronic workbook (InPlace/ARC Technology). Regular practice using Safe-medicate/Sn@p AE, will develop self-confidence in applying healthcare numeracy skills to clinical assessment and competence in drug calculations for safe administration of medicines. To further develop knowledge and skills in medicines management and other essential skills, students have access to clinicalskills.net. Canvas is used for all modules for directed and e-learning activities including links to the 'e-Learning for health' hub provided by Health Education England (HEE) which is an e-learning platform for healthcare practitioners with over 450 programmes and includes preventing falls in hospital and cultural competence.

7. Modes of Assessment

Various modes of assessment are used across the programme to evaluate students' understanding, knowledge, skills, and clinical and professional competency and overall progress. Assessments provide a comprehensive view of students' capabilities and measure their learning outcomes and an integrated and focused approach will be taken to ensure assessment is:

1. **Appropriate:** the assessment aligns with the learning objectives and outcomes of the programme and accurately reflects the content and skills that students are expected to acquire. Assessments are appropriate to the level of the students and the subject matter being assessed.
2. **Valid:** the assessment measures what it intends to measure and provides evidence of the student's achievement of the intended learning outcomes, accurately capturing the knowledge, skills, or abilities the assessment aims to evaluate.
3. **Reliable:** assessments are consistent, stable and reliable when administered to the same group of students under similar conditions, producing similar scores.

Assessments in clinical practice placements are managed in accordance with the NMC (2023) Standards for student supervision and assessment and are recorded in the NMC approved Practice Assessment Document (ePAD) and Ongoing Achievement Record (eOAR). The documents are mapped to the NMC (2018) Future Nurse: Standards of proficiency for registered nurses, which are generic in nature and must be achieved by all nursing students at the point of professional registration. The ePAD documentation contains all the formative (continuous) and summative (formal) elements of the assessment process, including professional values, proficiencies, skills, medicines management and episodes of care. The document is Pass / Fail only, and includes Parts 1, 2 and 3. Student are continually assessed in practice by a practice supervisor who has completed training and monitors achievement of NMC (2018) proficiencies and evaluates student progress and learning throughout placement with regular evaluations to monitor student understanding, provide feedback, and support their learning journey. Students are formally assessed in placement by the practice assessor, who is an NMC registrant and who has completed training.

Assessments have been purposefully distributed *across* the programme, minimising module cross-over and multiple assignments, which can lead to cognitive overload and stress. This allows students the opportunity to focus their learning leading to a range of focused assessments. This approach reduces student stress and promotes the development of a more in-depth understanding of important theoretical concepts, encouraging students to critically question assumptions to evaluate information, and analyse evidence before forming conclusions and applying knowledge to real-life contexts. Focused learning helps students integrate new knowledge with their existing understanding and make connections across different topics, so they are able to reflect on their own learning and implications for nursing practice. Focused learning and assessment also give students time to actively engage with learning materials, discussions and activities leading to the development of higher order cognitive skills, longer-term knowledge retention and lifelong learning.

Focused episodes of care evaluate the student's ability to effectively provide comprehensive and person-centred care to individuals in a healthcare setting. It assesses their practical skills, clinical judgment, communication, critical thinking, professionalism, and the application of theoretical knowledge in a real-world context. An episode of care assessment typically involves thorough patient assessments, identifying patient needs and developing a care plan based on their assessment findings, taking into account the patient's medical history, condition, and individual preferences. Students must demonstrate their competence in performing and carrying out

procedures safely and accurately and communicate effectively with patients, families, and the healthcare team including providing clear instructions, explaining procedures, addressing patient concerns, and ensuring accurate documentation.

Nursing requires critical thinking skills to make sound clinical judgments and students will be assessed in placement on their ability to assess changes in a patient's condition, recognise signs of complications, and respond appropriately to unexpected situations. Formal assessments also include patient teaching and education and accurate and thorough documentation of nursing care provided, including assessment findings, interventions, and patient responses. Students are assessed on their ethical behaviour and adherence to legal standards in patient care such as the Mental Capacity Act (2005). Students are also assessed in practice on their ability to work effectively with other healthcare team members, and on their ability to efficiently manage their time and prioritise tasks, manage their workload, and provide care within designated timeframes. Students are also assessed on their ability to provide culturally sensitive care, respecting patients' cultural beliefs, values, and preferences.

Whilst on placement, students also complete a formal Medicines Management assessment, and are evaluated on their ability to administer medications accurately and safely to patients. This includes techniques such as calculating dosages, preparing medications, verifying patient identities, administering medications via different routes (oral, subcutaneous, intramuscular, etc.), and documenting administration. Students are assessed on their proficiency in calculating medication dosages based on patient weight, age, and other factors which includes understanding the appropriate unit conversions to ensure correct dosages. Students review patient medical history, allergies, current medications, vital signs, and other relevant information to ensure the medication is appropriate for the patient and assessed on their ability to interpret medication labels and packaging information, ensuring they are administering the correct medication, dosage, and route. Students are also assessed on their knowledge of potential drug interactions, side effects, and adverse reactions and their ability to identify and respond to potential medication-related complications.

Students must demonstrate accurate and timely documentation of medication administration and are assessed on their ability to document medication administration appropriately, including dosage, route, time, patient response, and any relevant observations. In addition, students are evaluated on their ability to provide patients with information about their medications, including dosage instructions, potential side effects, and any precautions and provide effective patient education promoting adherence and safe medication use. Students are assessed on their critical thinking skills related to medications which includes recognising situations where medication administration might be contraindicated, assessing patient responses, and making timely decisions based on patient condition changes. Students are also assessed on their knowledge of the ethical and legal aspects of medication administration, including informed consent, patient autonomy, and confidentiality as well as adhering to safety protocols of medication administration, such as the right patient, right medication, right dose, right route, and right time. The NMC require that students successfully pass all continuous and formal assessments in clinical practice placements. The document is Pass / Fail only, and includes Parts 1, 2 and 3.

Method	Description
Case Study	An analysis of a real-life example within health and social care related to the role of the Nursing student
Critical Reflection	Critical Reflection in nursing practice is a process of identifying, questioning, and assessing assumptions, knowledge, events, issues, beliefs,

	feelings and actions in clinical practice and may include examining biases, comparing theories with current actions, and identifying problems and subsequent learning.
Dissertation	A substantial and in-depth piece of academic writing, expected to contribute new insights or knowledge to the field of study through analysing existing literature. Students will combine, analyse, and present previously published research and scholarly works related to an aspect of quality improvement, by identifying common themes, patterns, or gaps in the literature, generating new perspectives through drawing connections between different studies, or proposing an innovative idea based on the collective body of literature.
ePractice Assessment Document (ePAD) and eOngoing Achievement Record (eOAR)	An online platform (ARC) that contains the required documentation that will be used by the student and their Practice Supervisors and Practice Assessors when they are in clinical practice. Feedback and formal assessments will help learners to develop their professional practice and evidence achievement of NMC (2018) Future Nurse: Standards of proficiency for registered nurses and Professional Values (NMC Code, 2018) The ePAD will include critical reflections related to formal assessments and include the Ongoing Achievement Record (eOAR)
Essay	A written response to a question based on synthesis and analysis.
Neighbourhood Study	It has long been understood that neighbourhoods impact on the health of residents. The Neighbourhood study encourages students to gain a deeper understanding of the lives of the people they care for and work with. As they explore a designated neighbourhood, they will gather information about the health and social assets and the wider determinants of health.
Numeracy and Drug Calculation Skills In-Class Test	Short answer questions and numeracy problems relevant to healthcare numeracy and medication calculations, which are taken under examination conditions
Presentation	Presentation of data/information/critical analysis in a visual or verbal format to include brief verbal delivery and defence of questions posed on the topic. Assesses knowledge of selected topic and communication skills.

8. Exemptions to University Regulations

- All assessment tasks of each module must be passed in order to pass the module.
- Students are not permitted to trail failed work, or deferred work, into the next stage of the programme.

9. Clinical Practice Placement Learning

This professional programme includes allocation of practice placements in a range of healthcare settings to enable students to apply and develop their clinical knowledge, practical skills and professional behaviours required to fulfil their future professional role as nursing registrants. Practice placements will be managed in partnership with local healthcare providers. The programme integrates academic and work-place learning through collaboration between Practice / Employer Learning Partners and Marjon. The programme team are committed to providing transformative practice placement learning experiences supported by dedicated university-based Practice Educator Facilitators, who complement the work of Practice Supervisors and serve as

mentors, guides, and champions, helping to ensure that each student receives personalised guidance and opportunities to maximise their learning potential.


Placements make up 50% of the programme (2300 hours) and students will experience the full range of practice hours expected of the nursing workforce, including weekends, early morning, evening and night work to ensure access to a full range of practice experiences across 24-hour care. All nursing students are supported in practice in accordance with current NMC (2023) Standards for student supervision and assessment. Following the initial interview with the allocated Practice Assessor to identify learning and development needs, students are supported by Practice Supervisors who are allocated *for each placement* and liaise with the Practice Assessor regarding progress. Like Practice Assessors, Practice Supervisors complete preparation and training and are cognisant with the programme and learning and assessment requirements for the relevant stage of training. The Practice Supervisor is responsible for supervising, supporting, and guiding the student whilst on practice placement to ensure effective learning and adequate preparation for planned formal assessments completed by the allocated Practice Assessor. These include episodes of care and medicines management.



Placements will enable students to apply their knowledge and also develop the essential skills, confidence, and empathy needed to become proficient and compassionate registered nurses, by engaging in direct patient care, evidence-based practice, and interdisciplinary teamwork. Students will develop their clinical skills whilst cultivating a holistic understanding of nursing practice. The Practice Supervisor and Practice Educator Facilitators will create a supportive and safe environment, fostering a culture of continuous learning, reflection, and refinement of practice. Learning opportunities will also focus on the development of critical thinking, effective communication, and ethical decision-making, to help students learn to navigate complex patient scenarios, address challenges, and advocate for their patients' well-being.

Our university-based Practice Educator Facilitators will not only support student growth but also contribute to the advancement of nursing knowledge by engaging in ongoing professional development, conducting research as well as staying current with best practices, research findings, and evolving healthcare trends. This knowledge is integrated into the student learning experiences in the workplace, empowering them to provide evidence-based and culturally sensitive care through developing a strong foundation in clinical competence, critical thinking, and compassionate patient care. Workplace learning is recognised as a significant element of professional development and lifelong learning, incorporating learning *at, through* and *for* work and will be harnessed to provide opportunities for student growth, transformation and future leadership in nursing.

10. Programme Structure

The first level of study consists of five modules: Two 30 credit practice-based modules and three taught modules at 20 credits each. A student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions required for accreditation by the professional regulator.

Year 1 – Level 4 / NMC Stage 1				
PART 1 				
NURC01	NURC02 Placement 1	NURC03 Social	NURC04	NURC05 Placement 2

Essentials of nursing practice 20 credits	Integrated care for nursing students 1 30 credits	determinants of health 20 credits	Biological and pharmacological aspects of health and wellbeing 20 credits	Integrated care for nursing students 2 30 credits
Year 2 – Level 5 / NMC Stage 2				
PART 2 				
NURD01 The role of evidence-based practice in clinical decision making 30 credits	NURD02 Placement 1 Enhancing care and clinical decision making 30 credits	NURD03 Developing knowledge and skills in complex care 30 credits	NURD04 Placement 2 Improving safety & quality of care for those with complex needs in practice 30 credits	
Year 3 – Level 6 / NMC Stage 3				
PART 3 				
NURH01 Healthcare Management 30 credits	NURH02 Placement 1 Healthcare Management in practice 30 credits	NURH03 Quality Improvement 30 credits	NURH04 Placement 2 Improving Quality of Care (Consolidation and sign-off) 30 credits	

Level 4

Module Code	Module Title	Credit	Assessment	Delivery Sequence	Compulsory/Optional	Condonable/Non-Condonable
NURC01	Essentials of Nursing Practice	20	Coursework 100%	Module 1 Semester A	Compulsory	Non-Condonable
NURC02	Integrated Care for Nursing Students 1 (practice module)	30	Practical 100%	Module 2 Semester A	Compulsory	Non-Condonable
NURC03	Social Determinants of Health	20	Coursework 100%	Module 3 Semester B	Compulsory	Non-Condonable
NURC04	Biological and Pharmacological Aspects of	20	Coursework 100%	Module 4 Semester B	Compulsory	Non-Condonable

	Health and Wellbeing					
NURC05	Integrated Care for Nursing Students 2 (Practice Module)	30	Practical 100%	Module 5 Semester B	Compulsory	Non-Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Delivery sequence	Compulsory/Optional	Condonable/Non-Condonable
NURD01	The Role of Evidence-Based Practice and Clinical Decision Making	30	Coursework: 100%	Module 1 Semester A	Compulsory	Non-Condonable
NURD02	Enhancing Care and Clinical Decision Making (Practice Module)	30	Practical 100%	Module 2 Semester A	Compulsory	Non-Condonable
NURD03	Developing Knowledge and Skills in Complex Care	30	Coursework 100%	Module 3 Semester B	Compulsory	Non-Condonable
NURD04	Improving Safety and Quality of Care for those with Complex Needs in Practice (Practice Module)	30	Practical 100%	Module 4 Semester B	Compulsory	Non-Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Delivery sequence	Compulsory/Optional	Condonable/Non-Condonable
NURH01	Healthcare Management	30	Practical 100%	Module 1 Semester A	Compulsory	Non-Condonable
NURH02	Healthcare Management in Practice (Practice Module)	30	Practical 100%	Module 2 Semester A	Compulsory	Non-Condonable
NURH03	Quality Improvement	30	Coursework 100%	Module 3 Semester B	Compulsory	Non-Condonable

NURH04	Improving Quality of Care	30	Coursework 100%	Module 4 Semester B	Compulsory	Non-Condonable
------------------------	---------------------------	----	-----------------	---------------------	------------	----------------

Delivery Pattern and Structure

Duration	Taught Input	Module
Stage 1		
September - October	September, October	NURC01
October - January	Placement 1	NURC02
January -February	January, February	NURC03
February - March	February, March	NURC04
March - June	Placement 2	NURC05
Stage 2		
September - October	September, October	NURD01
November - January	Placement 1	NURD02
February - March	February, March	NURD03
March - June	Placement 2	NURD04
Stage 3		
September - October	September, October	NURH01
November - January	Placement 1	NURH02
February - March	February, March	NURH03
March - June	Placement 2	NURH04

Structure and Points of Progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
NURC01	Essentials of Nursing Practice	20	1	MAB – November PAB – December	
NURC02	Integrated Care for Nursing Students 1	30	2	MAB – February PAB – February	
NURC03	Social Determinants of Health	20	3	MAB: May PAB: June	
NURC04	Biological & Pharmacological Aspects of Health & Wellbeing	20	4	MAB: May PAB: June	
NURC05	Integrated Care for Nursing Students 2	30	5	MAB – June PAB – July	Exit Award available (Cert HE)
NURD01	The Role of Evidence-Based Practice in Clinical Decision Making	30	1	MAB – January PAB – January	
NURD02	Enhancing Care and Clinical Decision Making	30	2	MAB – May PAB – June	
NURD03	Developing Knowledge & Skills in Complex Care	30	3	MAB – June PAB – July	
NURD04	Improving Safety & Quality of Care for those with Complex Needs in Practice	30	4	MAB: June PAB: July	Exit Award available (Dip HE)
NURH01	Healthcare Management	30	1	MAB: January PAB: January	
NURH02	Healthcare Management in Practice	30	2	MAB – May PAB – June	
NURH03	Quality Improvement	30	3	MAB – June PAB – July	
NURH04	Improving Quality of Care	30	4	MAB – June PAB – July	Exit Awards available (BSc Nursing; BSc Health Studies)

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
NURC01	Essentials of Nursing Practice	a, b, c, f, g, h
NURC02	Integrated Care for Nursing Students 1	b, d, f, h, j, k
NURC03	Social Determinants of Health	a, c, d, e, f, g, h, j, k
NURC04	Biological and Pharmacological Aspects of Health and Wellbeing	a, b, e, g, h, j
NURC05	Integrated Care for Nursing Students 2	b, d, f, h, j, k

Threads Level 5

Module Code	Module Title	Thread
NURD01	The Role of Evidence Based Practice and Clinical Decision Making	a,b,c,d,e,f,g,h,i
NURD02	Enhancing Care and Clinical Decision Making	a, b, c, d, e, f, g, h, j, k
NURD03	Developing Knowledge and Skills in Complex Care	a, b, c, d, e, f, g, h, i
NURD04	Improving Safety and Quality of Care for those with Complex Needs in Practice	a, b, c, d, e, f, g, h, j, k

Threads Level 6

Module Code	Module Title	Thread
NURH01	Healthcare Management	a, b, c, d, f, g, h, i, j, k
NURH02	Healthcare Management in Practice	a, b, c, d, e, f, g, h, l, j, k
NURH03	Quality Improvement	a, c, d, g, h, l, j
NURH04	Improving Quality of Care	a, b, c, d, e, f, g, h, l, j, k

- a. Evidence Based Practice and Research
- b. Clinical Skills
- c. Equality & Diversity
- d. Public Health and Health Promotion
- e. Health Physiology and Disease
- f. Communication Skills, including effective inter disciplinary communication
- g. Law and Ethics
- h. Professional Development and Practice
- i. Leadership, inter disciplinary and inter agency working
- j. Employability
- k. Resilience and Self-Care

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

Nursing and Midwifery Council (NMC)

Nursing students are advised that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they may be required to undertake additional education and training as specified by the NMC.

12. Professional Advisory Group

A Practice Learning group has been formed with representatives from our Employer and Placement partners. The group will advise the Dean of School on all matters associated with programmes within the School of Health and Wellbeing strategic objectives in relation to practice learning, teaching and assessment, the operation and monitoring of these, and relevant external considerations.

13. Academic Progression Opportunities

On successful completion graduates can progress onto further study at Master's Level with the opportunity to gain registration in another field of nursing practice such as Mental Health, Learning Disability or Child Health and develop a future role in Advanced Clinical Practice (ACP).

14. Employability and Career Progression Opportunities

Successful graduates who are registered with the NMC, may apply for a band 5 role as a 'Registered Nurse'.

The programme team will liaise with Marjon's Career and Employability team to help with applying for jobs and preparation for interviews as well as practice placement providers regarding recruitment.

Employability skills may include:

- **Active learning and reflective practice**—students oversee their own learning through meaningful activities. They think about and apply what they are learning and can reflect to improve future performance.
- **Critical thinking and analysis**—students can actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion.
- **Complex problem-solving**—students can identify complex problems and review related information to develop and evaluate options and implement solutions in nursing practice.
- **Leadership and social influence**—students can motivate others to act towards achieving a common goal. Nursing students are encouraged to develop as role models to others both professionally and personally. They will develop a strong sense of advocacy and justice and be drivers for social change
- **Emotional intelligence**—students can recognise and manage their emotions, and the emotions of others, both individually and in groups and develop leadership strategies to support others.
- **Reasoning, problem-solving and ideation**—students can consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions. They will critique their decision making and recognize areas for development.
- **Systems analysis and evaluation**—students can study a process or situation to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.

Digital Skills:

- **ICT Proficiency and Productivity**—students can use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and

most suited to different tasks (e.g., text editing, presentations, spreadsheets and basic screen recording software, electronic patient records).

- **Digital Collaboration, Participation, Communication**—students can communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g., using Google docs, group forums, social media, file sharing applications).
- **Digital Problem Solving, Creation & Development**—students can identify and use digital tools to solve problems and answer questions (e.g., Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- **Digital Security, Well-being and Identity**—students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g., security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and can develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter) in accordance with [NMC guidance](#) on social media use.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seeks to develop positive relationships with students through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

The programme has been co-designed and produced in partnership with various stakeholders which include practice learning partners (PLP) and employer learning partners (ELP) from across the health and care sector, including representation from the acute, community, primary, social and private, voluntary and independent sector. The voice of newly qualified nurses who have recently completed programmes at other institutions, as well as that of those 'people who use services' were all importantly included in the scope and design of the programme.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards is managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

