

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:	Postgraduate Certificate
1.5 FHEQ Level:	7
1.6 Programme Title:	ASPIRE: Preparing for Practice (Nursing individuals with a Learning Disability and Neurodivergence) ASPIRE: Preparing for Practice (Nursing Individuals with Mental Health Conditions) ASPIRE: Preparing for Practice (Nursing individuals with Physical Health Conditions)
1.7 Mode and Duration of Study:	Full Time – 7 months
1.8 School:	Health & Wellbeing
1.9 HECoS Code:	100290
1.10 Collaborative Provision Arrangement:	N/A
1.11 Admission Criteria:	Bachelor (honours) degree at third class or above in any discipline. Foundation Degree with relevant experience (this will be assessed on a case-by-case basis). Admission to a specified field (Physical health/Mental health/Learning Disability and Neurodiversity) will be employer led. Level 2 at Grade C/4 or above in Mathematics and English. Satisfactory disclosure and barring service and occupational health checks If English is not the students first language and they do not have GCSE English grade C/4 or above, they will have to achieve an IELTS (or equivalent qualification) of at least 7.0 (with at least 6.5 in all elements sections).
1.12 Accrediting Professional Body/PSRB	N/A
1.13 QAA Subject Benchmarking Group(s):	N/A
1.14 Other External Points of Reference:	QAA Master's Degree Characteristics Statement (2020) The Framework for Higher Education Qualifications of Degree-Awarding Bodies in

England, Wales and Northern Ireland (FHEQ) (2014)
QAA Higher Education Credit Framework for England: Advice on Academic Credit Arrangements (2021)
Standards Framework for Nursing and Midwifery Education (NMC) (2018)
Part 2: Standards for Student Supervision and Assessment (NMC) (2018)
Future Nurse: Standards of proficiency for Registered Nurses (NMC) (2018)
The Code (NMC, 2018) Professional standards of practice and behaviour for nurses, midwives and nursing associates
Skills for Care Core Capabilities Framework for Supporting People with a Learning Disability (2019)
Learning Disabilities Core Skills Education and Training Framework (2016)
Royal College of Nursing Connecting for Change: for the future of learning disability nursing (2021)
NHS Nursing Workforce Report (2020)
Darzi Review of Health and Social Care (2018)
The NHS Constitution for England (2021)
NHS Long Term Plan (2019)
Implementation Framework (2019)
NHS Mental Health Implementation Plan (2019)
People Plan 2020/21: action for us all
NHS Knowledge and Skills Framework (2004) English

1.15 Language of Study (for learning, teaching and assessment):

1.16 Work-Based Learning Arrangements:

The student will undertake a minimum of 750 hours relevant clinical practice hours across the duration of the programme.

The students will be employed by their 'hub' placement but will experience 'spoke' placements within their specialist field across the various settings and life course.

1.17 Arrangements for Distance Learning:

Synchronous and asynchronous approaches to learning.

High quality teaching and learning resources and activities accessible via the VLE, this includes microlearning video lectures, podcasts, simulated case studies and virtual clinics. Weekly synchronous tutorial delivered by Big Blue Button.

1.18 Original Date of Production:

July 2022

1.19 Date of Commencement:

June 2023

2. Programme Outline

The ASPIRE: Preparing for Practice programme is a collaboration with Health Education England (HEE) to both increase and improve the diversity of the nursing workforce. ASPIRE programmes are open to all graduates from all backgrounds and are tailored to allow the individual to explore the sector and their own talents in order to support them in shaping their own future. The ASPIRE programmes are designed to challenge and stretch individuals and make the most of the intensive work experience and learning opportunity, to kick start their professional journey whilst studying.

There are five clear objectives for an ASPIRE programme which ensures that graduates who undertake this programme will be:

1. Provided with opportunities aligned to their nursing aspirations.
2. Offered the chance and opportunity to explore the field of nursing.
3. Given the opportunity to develop and stretch their professional nursing skillset.
4. Helped to connect with industry professionals.
5. Able to accelerate their professional journey to registered nursing.

It is well recognised that there are many graduates seeking both work experience and employment within the nursing workforce as part of the process in achieving 750 hours of clinical practice in order to progress and apply for their post graduate pre-registration degree in nursing. The ASPIRE Programme offers the opportunity for organisations to 'grow their own' nurses and provides opportunities for aspiring nurses to enter paid work as a Band 3 trainee within in their chosen field of nursing for the duration of the Preparing for Practice programme.

Candidates will be employed for 7 months in a Band 3 training role, to support the allocation of 750 clinical practice hours. Candidates will be employed on a 2-part basis:

- Part 1 – 7-month, Band 3 training role in order to complete the ASPIRE: Preparing for Practice programme
- Part 2: 2-year, Band 4 training role in order to complete a pre-registration nursing apprenticeship

This 7 month ASPIRE: Preparing for Practice programme is open to graduates of all degree backgrounds, including foundation degrees. It is tailored to them to explore working in the nursing environment. Students will be both challenged and stretched, in order to make the most of this intensive learning opportunity. Students will commence the programme in their chosen field of nursing, but they will also have the opportunity to rotate around the individual areas of nursing within the organisation, giving individuals the chance to find out where their talents and passion lie. In order to develop these future nurses, they will be assigned a Practice and Academic Assessor. There will also be plenty of support to study which includes a Personal Development Tutor.

Students will be employed on a Band 3, 37.5-hour contract. They will work for 4 days (30 hours) per week in practice and be allocated a full day study (7.5 hours) each week to support with the theoretical component of the programme. This replicates the apprenticeship, on and off the job model, so the student is fully prepared in readiness for onward progression to a pre-registration

nursing programme or apprenticeship. The weekly theory sessions will be delivered online, asynchronously in addition to a scheduled weekly group online tutorial with the programme leader. Students can schedule a 1:1 tutorial with their Personal Development Tutor as and when required, but regular contact is expected.

Students will attend two scheduled blocks at the University campus in order to support study networks and build relationships as part of a strong learning community:

- Residential Block 1 – University and Programme Induction - 2 days (start of programme)
- Residential Block 2 - Learning Development and Simulated Learning 2 days (month 3)

On successful completion of the programme, students will be eligible to apply for an MSc Pre Registration Nursing programme at a University which has been approved to deliver nursing and midwifery education by the Nursing and Midwifery Council (NMC), this is known as an Approved Education Institution (AEI).

Students must achieve 750 clinical practice hours alongside the completion of both the Practice Assessment Document and the Professional Practice Portfolio. The Ongoing Achievement Record must be signed by both the Practice Assessor and Academic Assessor to confirm progression suitability.

The ASPIRE Programme is studied at level 7. It offers students the opportunity to develop academically and in practice so that they are in a position to seek entry to the Pre-registration nursing programme. The taught elements of the programme run concurrently with the practice element.

The programme has been specifically designed to prepare students for eligibility to be considered for entry onto the register with the Nursing and Midwifery Council (NMC) as a Nurse Registrant upon successful completion of the MSc Pre-registration Nursing programme.

The programme is delivered within a supportive learning environment. Through a range of theory and practice-based learning modules, students will develop their knowledge, skills and professional behaviours to support nursing teams to deliver high-quality, safe, person-centered care through achievement of the stage one (year 1) pre-registration nurse proficiencies as required by the NMC (2018) Future Nurse. Standards of proficiency for Registered Nurses are 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 nursing care and working in teams
6. Improving safety and quality of care
7. Coordinating care
8. Annex A: Communication and relationship management skills
9. Annex B: Nursing Procedures

These proficiencies ***“apply to all registered nurses, but the level of expertise and knowledge required will vary depending on the chosen field(s) of practice”*** (NMC, Future Nurse, 2018, p22, 26).

- Participates in assessing needs and planning person centred care.
- Participates in providing and evaluating person centred care.
- Participates in procedures for the planning, provision and management of person-centred care.
- Participates in improving safety and quality of person-centred care.
- Participates in the coordination of person-centred care.

2.1 Integrating Sustainability into the Curriculum

Sustainability has been embedded throughout the nursing curriculum based on the research of Grose and Richardson (2013¹, 2015²), Richardson et al., (2015³) and Manzi, Nichols & Richardson (2016⁴). We have developed evidence-based teaching and learning approaches to introduce students to the challenges of climate change in the context of health and wellbeing as well as for sustainable healthcare provision. Students will be engaged in discussion about sustainability in the nursing curriculum and the teaching team will ensure that there are ongoing and dynamic relationships demonstrated between research and evidence-based practice which will enhance students' knowledge and attitudes surrounding sustainability.

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.

We will promote student wellbeing and develop resilience in the self and others. We implement this through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities, and cultural diversity.

The programme team works hard to develop and maintain strong partnerships with regional and local healthcare providers to provide a range of clinical placements for students to develop the required knowledge, skills and professional behaviours in practice. ASPIRE students will be expected to attend their paid work placement for 30 hours per week, completing various shift patterns designed to support patient / service user need within a 24-hour period, 7 days a week. The team also works alongside other university-wide agendas such as employability and student engagement to embed these concepts more widely.

Higher Education is recognised as an important ground for the application of sustainability skills. The team uses a range of pedagogical approaches to bring these elements into the learning environment: real-world case studies, data-based learning and project-based learning are used to develop systemic thinking and analysis. This will also be applied to simulated learning in the Clinical Skills Suite.

¹ Grose, J., & Richardson, J. (2013). "Managing a sustainable, low carbon supply chain in the English National Health Service: The views of senior managers", *Journal of Health Services Research & Policy*, 18(2): 83-89

² Grose, J., & Richardson, J. (2015). Can a sustainability and health scenario provide a realistic challenge to student nurses and lead to a commitment to making changes in practice? *Nursing and Health Sciences*, (2):256-61

³ Richardson, J., Grose, G., O'Connor, A., Bradbury M., Kelsey, J., & Doman, M. (2015). Nursing students' attitudes towards sustainability and health care. *Nursing Standard*, 29(42):36-41

⁴ Manzi, S., Nichols, A., & Richardson, J. (2016), A comparison of waste compositions at health and social care facilities. *British Journal of Healthcare Management*, 22(9):469-474

3. Distinctive Features

Longstanding Expertise: Students will benefit from our longstanding expertise and experience of running healthcare education courses that integrate theory and practice, in order to gain confidence and competence to meet the entry requirements for the relevant field of nursing practice

Clinical Experience: The programme is designed to challenge and stretch students, whilst gaining valuable experience, alongside a salary during this intensive learning opportunity. Whilst students will commence the programme in their chosen field of nursing, they'll also have the opportunity to rotate around the various settings and experience nursing within their specialist field across the life span, giving students the chance to show employers what they can do and find out where their talents and passion fit best. During the programme students will undertake 750 hours of practice learning in order to ensure that they gain the experience and skills they will need in order to apply for a pre-registration nursing programme.

Focused Career Pathway: The programme is designed for postgraduate applicants who are preparing for a career in nursing together with advanced level study. The ASPIRE Preparing for Practice Programme is open to graduates of all degree backgrounds and is tailored to allow students to explore both the nursing practice environment and their own talents, before undertaking a 2-year, MSc Pre-registration Nursing programme.

Foster Passion for Lifelong Learning: The programme aims to develop a student's general professional and specialist interest in, knowledge and understanding of and proficiency of the NMC Platforms for Nurses. It will also provide learning opportunities for future nurses who already hold a degree and who wish to pursue a career in nursing but are not able to meet the requirements of entry. The programme will enable students to gain confidence and competence to meet the entry requirements for their field of nursing practice.

Dedicated Support: A key feature of the ASPIRE: Preparing for Practice programme is the dedicated tutorial support that students will experience which is built around critical reflexivity, thinking deeply about the impact of our assumptions, values, and actions on others. We want to develop high quality future nurses, so to help students on their way they'll have a personal development tutor and dedicated mentoring team in the form of Practice and Academic Assessors and a Practice Supervisor.

Relevant and Applicable Learning: The programme incorporates a 30-credit practice-based module that prepares students to perform as capable and autonomous practitioners, fit for future registration in the adult health, learning disability, or mental health field of nursing practice.

Contemporary Co-Design: This contemporary programme has been designed through a dynamic collaborative working relationship between the University, its stakeholders and People Who Use Services group. It takes into consideration the national drivers directed towards learning disability and neurodivergence, as well as mental *and* physical health throughout the lifespan, in an integrated approach to care delivery and treatment (NHS Long Term Plan (2019); Nursing and Midwifery Council Standards (NMC) (2018). Raising the Bar "Shape of Caring" (2015) made significant recommendations for the education and training of the future workforce including recommendations on pathways into, and flexibility in, nursing education.

4. Programme Aims

The programme aims to provide learning opportunities for future nurses who already hold a degree but wish to pursue a career in nursing but are not able to meet the requirements of entry. The programme will enable students to gain confidence and competence to meet the entry requirements for their field of nursing practice. The programme outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. They have been mapped to the NMC Standards of Proficiency for Registered Nurses (NMC, 2018). The programme 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. Ensure that students are capable of delivering safe and effective care to the highest standards in preparation for future registration within nursing.
2. Ensure that students are compassionate, competent and confident in readiness for a future career in nursing.
3. Equip students with the knowledge and experience of working within the real-life nursing environment, supporting individuals with additional needs using the best evidence and technology available.
4. Equip students to deliver a wide range of clinical, care and interpersonal skills underpinned by a systematic knowledge base.
5. Recognise the academic and/or professional status of its participants and provide opportunities to construct a meaningful and relevant individual programme of study for each student.
6. Create a learning environment in which participants will be both challenged and supported in the task of analysing, evaluating, modifying and reordering academic knowledge and understanding and/or professional practice in the ever-changing contexts in which they work.

Specifically, our aim is to prepare students for eligibility for admission to a post graduate pre-registration nursing programme in their chosen field of nursing through the:

- Achievement of all theoretical and practice learning outcomes
- Achievement of 750 practice-based learning hours within the chosen field of nursing
- Demonstration of Good Health and Good Character

The programme aims to develop a student's general professional and specialist interest in, knowledge and understanding of and proficiency of the NMC Platforms for Nurses.

5. Programme Learning Outcomes

Knowledge & understanding:

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

1. The application of a systematic understanding of knowledge to critically develop systematic responses to the promotion, protection and improvement of health, and the prevention of ill health.
2. The application of specialist methodological approaches which contribute to improving the safety and quality of care.

3. The application of a systematic understanding of knowledge of ethical and legal principles which incorporate interrelationships with collaborative and person-centred health care practice.
4. The application of specialist theoretical approaches to critically develop a systematic understanding of the nature, role and influence of health and social care policy in achieving excellence in care and driving change.

Intellectual skills:

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

5. The selection and application of advanced principles and approaches to uphold and promote equality, diversity and inclusion.
6. Systematic synthesis of advanced and specialist information from multiple sources, including professional colleagues and those receiving care, to develop innovative proposals to reach sound judgements to address strategic issues in order to maintain and improve safety and quality of care, whilst promoting best practice.
7. The selection and adaption of appropriate problem-solving techniques to design systematic investigations that define how people may be influenced through positive relationships, team and individual behaviours and organisational cultures.
8. Systematic and critical analysis and evaluation of data and evidence, developing effective methodologies to explain how the assimilation of risk, can be understood, identified and managed at individual, team and organisational levels, in order to improve the quality and safety of care.

Practical skills:

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

9. The application and development of advanced interpersonal, team and networking skills to strategically promote and uphold the privacy, dignity, rights, health and wellbeing of people who use health and care services and their carers at all times.
10. The application and development of advanced interpersonal, team and networking skills to strategically enhance collaborative working, contributing to specialist professional communities to ensure the delivery of high quality, safe and compassionate healthcare, care and support.
11. The ability to operate in abstract and unpredictably complex practical context, requiring the selection and application of specialist information sources to support in the identification and assessment of needs and in the planning of care.
12. The ability to act autonomously to make strategic decisions in order to demonstrate proficiency in nursing procedures to a level appropriate for intended field of practice.

Transferable / key skills:

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

13. The systematic organisation and communication of advanced information in an open, and effective way, in order to promote the health, safety and wellbeing of people who use health and care services and their families and carers.
14. The systematic application of advanced awareness of ethical and professional values to advocate for and respect a person's right to confidentiality.
15. The development of advanced activities to strategically enhance the ability for independent study, making appropriate use of reflection and feedback to evaluate own capabilities, appraise alternatives and plan and implement actions.
16. The ability to take responsibility for leading the critical evaluation of own digital literacy and competence, applying strategic management approaches to a range of

technology which may be used to effectively support learning and practice.

17. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts.

Professional Skills (PSRB only)

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

18. The ability to act as an accountable professional and role model, demonstrating an understanding of the application of relevant legal, regulatory, and governance frameworks to own practice.
19. The ability to operate in practical contexts that require the ability to support people, families, communities and populations in promoting health and preventing ill health.
20. The ability to act autonomously to make strategic decisions taking responsibility for the continuous monitoring of quality outcomes in order to enhance safety, health outcomes and people's experience of care.
21. The systematic application and advanced awareness of ethical and professional values and codes of conduct, to ensure that the provision of care is person-centred and compassionate, whilst working proactively with others to advocate for effective care.
22. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts.

6. Learning and Teaching Methods

For the Preparing for Practice programme, the delivery model adopts a mixed pedagogic approach. The programme has been designed as a blended learning course; inclusive of employer-led, University led, and student-led sessions. Each module will have a planned timetable which highlights when sessions will take place. Sessions are defined as either:

- Employer-led sessions – sessions where students are learning within a specialist department. This time is scheduled within a 'practice-based' setting.
- University-led sessions – sessions which are facilitated by the Academic Teaching team.
- Student-led sessions – sessions which allow students the freedom to carry out independent study.
- Residential Block sessions – sessions which are delivered to students on-site at Plymouth Marjon University. These sessions support student induction, student integration and collaboration, as well as fundamental skills training and assessment.

Employer-led time will be organised within specific practice settings. A minimum of 750 hours of practice-based education will be planned across the programme duration to enable students to achieve the required experiential learning necessary to achieve competency in readiness for potential future study on a pre-registration nursing programme.

Throughout the academic timetable, all students will have scheduled employer-led time, University-led time, Student-led time, and Residential Block time. Students will have the opportunity to study during their University-led, student-led, and residential block sessions whilst the application of learning will take place during their employer-led sessions. Typically, University-led/student-led 'study' time will be managed as 1 day a week and include a mix of both session types.

University-led taught sessions are designed to deliver content and whet the appetite of students for self-directed, student-led learning. Students are encouraged to prepare for upcoming weekly topics by engaging in preparatory reading or activities on the Virtual Learning Environment. As a result, students should have some underpinning knowledge and understanding of the subject areas in advance and be in a position to engage in active learning, discussion and debate within the academic discussion forum setting. In addition, the module content will make use of guest lecturer support from other health professionals (both University staff and National Health Service guest lecturers) to enhance understanding of professional roles. Furthermore, during employer-led time, students are encouraged to spend time with other health professions and immerse themselves in the environment, attending relevant multi-disciplinary team meetings and training, as appropriate.

Independent, student-led, study sessions will allow 'space' for the students to discover the module topic themselves. During the student-led sessions, students have flexibility to explore the topic at their own pace and based on their own interests/learning needs. For students who need it, Independent Study Tasks (ISTs) have been designed to supplement these un-taught, student-led sessions by providing structured activities to help students consolidate learning gained from their University-led sessions. Some ISTs will be formative learning assessments and be an essential part of the process of learning.

Finally, students will be required to physically attend 'residential block' sessions on site at Plymouth Marjon University. All sessions will be timetabled clearly at the start of each year to allow students to manage their time around any existing employment and/or personal commitments.

Simulation learning is embedded into the curriculum and is guided by the Association of Simulated Practice in Healthcare (ASPiH) Simulation Standards (2017) ensuring that we offer a nationally recognised quality for simulation. Across the School of Health and Wellbeing, we work hard to ensure that activities are relevant, current and provide an excellent learning experience. Our continued work to develop simulation and clinical skills will ensure that we consider the future needs of Health and Social Care professionals. At Plymouth Marjon University, we are working with frameworks developed by our regional Health Education England South West Simulation network and the UK wide ASPiH. This will ensure that we develop our approach to simulation in line with other institutions and care providers across the South West and the UK and ensure a minimum standard for simulation delivery.

The Developing People-Improving Care (NHS, 2016) initiative clearly identifies the need for leadership development and service improvement skills to be equally embedded within the entire pre-registration clinical curricula in healthcare. This programme adopts the guidance provided by Health Education England's Leadership Framework (2015) on integrating their three themes of leadership (focus on self, working with others and on improving healthcare) in pre-registration programmes. **Figure 1.** illustrates the framework and how it can be embedded within an academic setting.

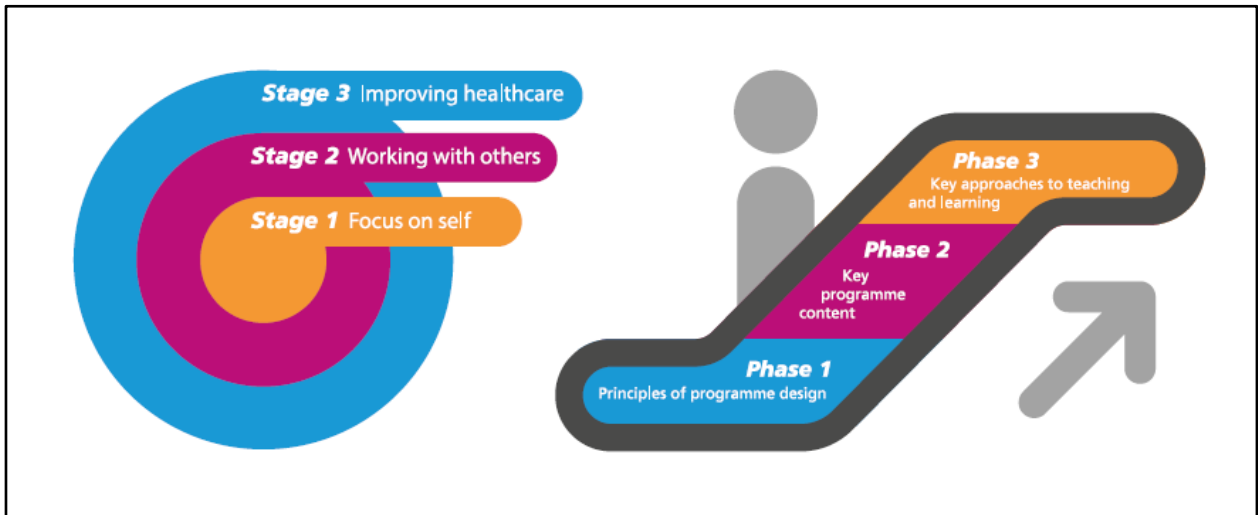


Figure 1: Health Education England: The Three Stages of leadership development and the three phases of curricula design

The table below lists the teaching and learning methods that will be used on the programme:

Method	Description
Academic Discussion Forums (ADF)	ADF's can help foster a sense of community and encourage peer to peer interaction and improve learner engagement. Discussion will take the form of debate and reflective sharing, providing students with the opportunity to expand upon and clarify their understanding of key ideas. The ADF allows the student to actively engage with their peers and lecturer feedback will be given to help students to appraise their own performance and development. Group work is encouraged through task-based activities and discussions.
Coaching and Mentoring	Coaching and mentoring are development approaches based on the use of one-to-one conversations to enhance an individual's skills, knowledge or work performance. It's possible to draw distinctions between coaching and mentoring although in practice the two terms are often used interchangeably.
Guided Independent Learning	This utilises a personalised learning approach where in addition to the traditional instruction there is additional online material. Lecturers continually review student progress and meet with students to make any needed changes to their learning plans.
Interprofessional Learning	Interprofessional Learning Experience is key in the education of healthcare practitioners in order to provide high standards of care to patients and service users. It occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care
Microlearning Video Lectures	There will be microlearning video lectures for each of the weekly topics. Delivering bite-sized information provides students will concentrated, clear and specific instruction, with the highest amount of meaning and value. This knowledge will be supplemented by more theoretically focused learning via Canvas to ensure a rounded and comprehensive view of the subjects studied. Work-related learning will be used to bring real life experiences into the curriculum and will allow students a chance to understand outside agencies and to work with real problems and case studies.
Mid-point Co-Facilitation Tutorial	Personal Tutors and Programme Leads from employing organisations will cofacilitate a session a session to discuss and provide feedback but also to collaborate on the delivery of current initiatives and personal reflections of practitioners.
Personal and Professional Development Planning	A professional development plan documents the goals, required skill and competency development, and objectives a staff member will need to accomplish in order to support continuous improvement and career development.

Practice Based Learning	Practice based learning takes place during placements which involve a range of learning opportunities for student development. Students apply and consolidate their learning, bringing together academic theory, workplace practice to develop skills and competences needed to progress into the registered role.
Pre-Knowledge Quiz (PKQ)	Prior knowledge has long been considered the most important factor influencing learning and student achievement. The amount and quality of prior knowledge positively influence both knowledge acquisition and the capacity to apply higher-order cognitive problem-solving skills. The PKQ's are a weekly, non-graded assessment tool used to determine pre-existing subject knowledge. Typically used to determine knowledge baseline, here they are used to test students' prior knowledge to topical material coverage throughout the programme. The PKQ covers material the student is not expected to know and serves as a motivational tool and a 'road map' for the students, resulting in improved course performance.
SimCapture Simulated Case Study Videos and Skills	High fidelity patient simulation which recreates clinical scenarios by combining mock patients and realistic environments to prepare learning with practical experience to meet the demands of modern clinical practice while ensuring patient safety. The recorded scenarios are stored and shared via cloud simulation through SimCapture, which enables students to actively pre and debrief as well as evaluate, summarise and reflect.
SimCapture Simulated Learning	SimCapture generates reports and statistics on performance, and trends. SimCapture automatically tracks usage and outcomes by cohort and individual student. SimCapture supports the development of critical reflection skills, enabling learners to debrief and evaluate their own sessions with mobile access to a dashboard and detailed reports. It also improves patient care, through enhancing patient safety using video capture, debriefing, and safety checklists. Above all, it utilises consistent and data-driven feedback to impact quality outcomes for the individual student in simulated learning.
Student Led Seminar	Students work together in small groups of about six to ten students, inviting experts in the field to come and talk with them on their topic of choice, and then they read and write extensively on it. The students will have a university based supervisor in situ, but they are the ones in charge and who actively lead the session.

Tutorials	Students will be allocated a personal tutor who will support students in both a weekly group session as well as an individual approach. The personal tutor will support individuals with academic progress and associated development of academic and research skills, careers and personal professional development, in addition to general well-being. A joint clinical facilitation with programme leads based with employers will ensure the provision of triangulated feedback on progress and developments.
Virtual Clinics	A virtual clinic is an online meeting room for a healthcare professional and patient to meet, with the students as observers. The patient may be an actor or a member of the People Who Use Service Group, the scenario may be real or simulated. Within a virtual clinic, students can assess initial reports of illnesses or injuries and discuss in real time with the health professional.
Workshops	A workshop is designed to teach a specific topic or develop a specific skill, it is directed more towards teaching and learning in an interactive environment. Active participation from attendees is encouraged in a workshop, and small activities are often conducted to keep the participants engaged.

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 through choice and negotiation relating to the individual and collaborative activities that they undertake. This extends to what students focus on and produce for part of their assessed work, across the assessment portfolio.

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: Our approaches to learning, teaching and assessment will be informed by existing scholarship and research relating to both effective educational and clinical practice, through feedback received from our students and clinical programme leads and evidence relating to their engagement and success.

Assessment and Feedback for Learning: Assessment practice will be rich and varied and place an emphasis on students undertaking an assessment that presents relevant 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 regardless of their location or how their curriculum is delivered. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacies.

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, clinical facilitators who engage in teaching practice, are directly supported to enhance student learning.

6.2 e-Learning

In 2017, Health Education England 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 duration of the programme. Students will have open access to extensive computer facilities within the University to support their studies when on residential block visits.

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 those that cater for simulation preparation and clinical skills, an electronic Practice Assessment Document, Ongoing Achievement Record and Professional Practice Portfolio. Regular practice using medication calculation platforms 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. Canvas is used for all modules for directed and e-learning activities including links to the 'e-learning for health' hub provided by NHS England's Workforce and Training Directorate which is an eLearning platform for healthcare practitioners with over 450 programmes and includes preventing falls in hospital and cultural competence.

7. Modes of Assessment

Assessment within the Preparing for practice programme will enable and support learning. It is key to the overall student experience and should encourage students to become reflexive learners, providing them with multiple opportunities to demonstrate, consolidate and evaluate their personal values, learning and skill development at programme level. Our assessment practices will be underpinned by appropriate nursing pedagogies and will reflect our commitment to student-centered education. The assessment portfolio within the programme is authentic, aligned to the expectations of the academic discipline, the professional body, employer learning partners and other relevant organisations, and will promote the development of learning alongside technical and transferable skills.

The Indicative Assessment Model outlines the Course Assessment Strategy for the PgCert Preparing for Practice programme. The PgCert Preparing for Practice programme has been

designed to offer a high-quality programme of study in order to prepare students for a professional career in the field of nursing and to lay the foundation for continuing personal and professional development into preregistration nursing programmes. The aspiration of the PgCert Preparing for Practice programme is to see the development of a student who demonstrates a clear repertoire of core skills required to undertake the foundations of practice in readiness for continued studies in pre-registration nursing. One who communicates effectively with service users, carers and other professionals; often in complex and challenging situations, who acts to enhance the wellbeing of all the people they come into contact with throughout their professional career.

The Nursing and Midwifery Council (2019) state that “Students should be empowered to take control of and responsibility for their own learning, and to self-direct their learning if safe and appropriate”. As such, the Preparing for Practice course has been designed to enable students to develop the required professional standards in readiness to undertake a pre-registration programme. Students will need to actively demonstrate that they are professional and accountable throughout their studies at Plymouth Marjon University and during their employer-led sessions, adhering to both professional codes of practice and the School of Health and Wellbeing’s Code of Conduct (2023). If successful, graduating students will have been assessed on their ability to professionally integrate a clear understanding of foundation-level knowledge, skills, values and ethics and, subsequently, will be eligible to apply for a pre-registration nursing programme. The purpose of assessment is therefore to enable the learner to demonstrate that they have the requisite knowledge, skills, values, and behaviours and attitudes to work to the equivalence of a year 1 undergraduate student of nursing and meet the standards of education and training, professional skills, conduct and performance, and ethics to provide reassurance to the public and the appropriate regulatory bodies.

The Course Assessment Strategy acknowledges the integrated nature of the programme and ensures that both academic and practice-based assessment takes place. Assessment throughout Preparing for Practice programme are both formative and summative. It therefore supports both assessment *for* and assessment *of* learning.

The overarching course assessment strategy is scrutinised centrally within Plymouth Marjon University by our Quality and Academic Standards Unit. The unit critiques the assessment strategy from the outset of the course design; being instrumental to the validation approval process. Once validation is gained, module assessment remains a central focus with each module. This central leadership process ensures assessment across the whole degree programme is consistent and inclusive.

Formative assessment methods are built into all modules of the programme and ensures students obtain regular and constructive feedback throughout the course. They may include tutorials, mock case-based discussions, mock observed clinical events, feedback in the class environment, mock written and practical assessments, peer feedback and essay draft feedback. In addition, the personal development tutor assigned to each student will act as a point of contact for ongoing support throughout the programme.

Method	Description
Academic Discussion Forum	Students are required to submit a response to three weekly discussion points posted within the forum. Discussion will take the form of debate and reflective sharing, providing students with the opportunity to expand upon and clarify their understanding of key ideas. The ADF allows the student to actively engage with their peers and lecturer feedback will be given to help students to appraise their own performance and development. The student's interaction and contribution for each discussion is graded, rather than every response to the thread through a holistic discussion board grade.
Clinical Practice Hours	Clinical hours are the hours students spend in hands-on experiences in patient care settings and skills labs to build their skills and confidence. During clinical hours they will spend time learning new skills, applying new techniques and practicing bedside manner to feel comfortable in a clinical setting. Clinical practice hours will receive credit as 1-hour credit for each hour spent in the hospital or health care setting and must include performance of scope of practice procedures and proficiencies. Clinical practice hours are particularly important for students to meet hours of practice required for onward progression to a NMC approved programme. Generally, a one-day absence due to illness does not negatively influence the overall clinical experience; however, multiple absent days, absence during orientation, or absence during the evaluation period can pose a challenge. Clinical practice hours are approved in the institution's curriculum. Clinical practice hours must be verified by the assigned Practice Assessor. Clinical practice hours must be distributed in a way that represents the populations of multiple care settings served by the specialty.
Critical Reflection	Students are required to submit critical reflections as part of their professional practice portfolio. 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.
Essay	An analytic or interpretative literary composition usually dealing with its subject from a limited or personal point of view. It provides a written answer that includes information and discussion, to test how well the student understands the topic

Ongoing Achievement Record	The Ongoing Achievement Record (OAR) summarises student achievements in each placement and with the Practice Assessment Document (PAD) provides a comprehensive record of professional development and performance in practice. The purpose of this document is to provide evidence from assessor to assessor regarding student progress, highlighting any areas for development throughout the programme. The Practice Assessor must have access to this document at all times during student placement and it should be made available on request. It is the students responsibility to ensure it is completed on each placement.
Podcast	A podcast is usually a digital audio file but can include some video content, which follows a specified theme. They allow students to use digital media to communicate with audiences and peers, to manage planning processes and to apply existing knowledge or generate new ideas. In the process students develop skills to express themselves in these digital forms. It helps to increase employability through use of Web 2.0 technology; support non-traditional students by widening the assessment portfolio; and facilitates communication skills through greater awareness of audience and knowledge creation. Students are offered opportunities to complete formative tasks which then build to the holistic summative assessment, integrating feedback and continuous assessment.
Practice Assessment Document (PAD)	The purpose of the PAD is to provide a record of student practice learning progress and the achievement of learning outcomes throughout each practice learning experience. The Practice Assessment Document is designed to support and guide students towards successfully achieving the criteria set out for Year 1 in the Standards for Pre-Registration Nurses (NMC 2018). The PAD makes up a significant part of the overall programme assessment. It will be processed through formal University systems. Continuous assessment is an integral aspect of assessment in practice, as well as formal assessments and students are expected to show evidence of consistent achievement.
Professional Practice Portfolio	The Professional Practice Portfolio is the documentation of student skills, professional achievements, and nursing experience. It provides a comprehensive view of the path a student has taken across the course of the programme. The PPP provides evidence of the competencies and expertise that a student has developed as a result of these experiences. The PPP is proof of their autonomy and ability to reflect, synthesise theories and apply them in their own practice and their ability to analyse a broad range of topics.

Weekly Reflective Journal	Reflective journals are personal records of students' learning experiences and progression through a learning journey. It provides students with a means of engaging critically and analytically with module content. Students are asked by their instructors to record learning-related incidents on a weekly basis, before submitting the final journal at the end of the module.
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8. Exemptions to University Regulations

Due to the nature of the assessments, it is not possible to follow the anonymous marking regulations for any assessments except the essay.

All assessment tasks of each module must be passed in order to pass the module.

9. Work-Based Learning/Placement Learning

This professional programme includes allocation of practice placements in a range of healthcare settings. It is important to recognise that practice education is gained through employer-led sessions. Employer-led sessions are those sessions where students are learning within a specialist department. Plymouth Marjon University and employers are working collaboratively to ensure the course is designed to give a high-quality multi-disciplinary experience for students, clinical partners and the University. The focus on practice-education within the Preparing for Practice programme, is on achieving the learning outcomes as set out within the developing practice modules PFP01/02/03. The work-based environment enables students to apply and develop their clinical knowledge, practical skills and professional behaviours required to fulfil their future professional role as nurse registrants. Practice placements will be managed jointly by the employer and Clinical Education Placement Team and in partnership with other local healthcare providers. This programme is work-based and integrates academic and work-based learning through collaboration between employers and Marjon. Work-based learning recognises and values everyday experiences within the workplace as having the potential to learn through activity. As the learner progresses throughout the programme, they will become involved in new experiences and develop new knowledge and skills to support them towards their journey to becoming an effective, competent future registered Nurse.

Work-based learning is recognised as a significant element of professional development and lifelong learning, (Gray 2001) and includes:

- Learning at work
- Learning through work
- Learning for work

It is this learning which is recognised, assessed and accredited from work at higher education level and so extends opportunities to adults who may not have engaged with further study. Mandatory practice learning equates to 750 'protected learning' clinical placement hours across the duration of the programme. During the developing practice module, students must complete a Practice Assessment Document.

Suitable External Placements will be managed by the employer and University Clinical Education Team and is flexible to suit the needs of a range of employers. Employers will also implement a working model to support the required 'Protected Learning Time' to ensure students have opportunities to develop and prepare for their future professional roles within the organisation. If an external

placement within the specific branch of nursing is not possible, then experience can be obtained as 'Protected Learning Time' by following the 'Patient Journey' or through complementary 'Hub and Spoke' placement visits. Students will be supported by a Practice Supervisor, Practice Assessor and Academic Assessor. All practice learning hours, including skills and simulated learning must be formally recorded and verified.

Mandatory training is a statutory requirement for all employees. As such, students will be required to complete their workplace-specific mandatory training as part of their local induction protocol. Mandatory training compliance forms part of the assessment for the developing practice modules PFPM01/02/03.

For each clinical setting, students are assigned to experienced Nursing staff (Practice Assessors) who will be their point of contact during their practice-based learning period. Practice Assessors must have at least 24 months post-qualification experience. All Practice Assessors are required to undertake a Practice Assessor and Supervisors training course run by Plymouth Marjon University prior to receiving students. Practice Assessor and Supervisors who have completed this course at other educational institutions may undertake a shorter version of the programme.

As the course progresses, Practice Assessors and Supervisors must recognise that students are encouraged to take on a greater role within their clinical setting, manage their own caseload and make clinical decisions (with supervision) to prepare them for their future career. A Practice Assessor's and Supervisor's role is to nurture and develop a student throughout this journey.

During all practice-based activity, visits will be made by one of the academic lecturing team. The Practice Assessor and Supervisors and student will have the opportunity to meet the academic member of staff individually and jointly to agree ongoing objectives. This includes the formal formative assessment point, named the Mid-Point Interview, halfway through the programme.

Clinical experience is a large element of the Preparing for Practice programme and will be assessed across the programme. The Practice Assessment Document will be completed in stages to produce a practice portfolio at the end of the year. The portfolio will be assessed collaboratively by the Practice Assessor and Supervisors in conjunction with the Academic Assessor on a pass/fail basis.

Plymouth Marjon University runs an annual Practice Assessor and Supervisors training courses for health professionals. The course is delivered online and contains generic (multi-professional) and discipline-specific sessions to ensure all clinical staff involved in practice-based activity are suitably prepared to take students for training and are familiar with the Practice Assessment Documents and procedures. All employers with Preparing for Practice students will need to complete the University's Practice Assessor and Supervisors training course. In addition to the Practice Assessor and Supervisors training course, Practice Assessors and Supervisors are supported in practice by an Academic Assessor from the Nursing and Health Sciences programme team. Finally, all Practice Assessor and Supervisors will receive annual updates which will be delivered by the programme team.

10. Programme Structure

Full Time

Level 7

Module Code	Module Title	Credits	Assessment	Delivery Sequence	Compulsory/Optional	Condonable/Non-Condonable
PFPM01	Developing Practice in Learning Disability and Neurodivergent Nursing	30	100% Practical	1 (All Year)	Optional	Non-Condonable
PFPM02	Developing Practice in Mental Health Nursing	30	100% Practical	1 (All Year)	Optional	Non-Condonable
PFPM03	Developing Practice in Adult Nursing	30	100% Practical	1 (All Year)	Optional	Non-Condonable
PFPM04	Context of Professional Nursing Practice	15	100% Coursework	2	Compulsory	Non-Condonable
PFPM05	Influencing Professional Nursing Practice	15	50% Coursework 50% Practical	3	Compulsory	Non-Condonable

NB: Students will take either PFPM01, PFPM02 OR PFPM03 depending on the chosen pathway.

**PFPM01 or PFPM02 or PFPM03
(ALL YEAR: Sequence 1)
30 Credits**

**PFPM04 (Sequence 2)
15 Credits**

**PFPM05 (Sequence 3)
15 Credits**

Delivery Pattern

Full-time (7 months)

Duration	Taught Input	Module
June - November	June, September, January	PFPM01 PFPM02 PFPM03
June - October	June, July, August, September, October	PFPM04
October - February	October, November, December, January	PFPM05

Indicative Programme Delivery Model

Week	Month	M	T	W	T	F	S	S	Comments
	June				1	2	3	4	
		5	6	7	8	9	10	11	
		12	12	14	15	16	17	18	
		19	20	21	22	23	24	25	
1		26	27	28	29	30	1	2	Residential Block 1 – Induction
2	July	3	4	5	6	7	8	9	PFPM01/02/03 Teaching Block
3		10	11	12	13	14	15	16	PFPM01/02/03 Teaching Block
4		17	18	19	20	21	22	23	Consolidation Week [PFPM01/02/03 PBL continues]
5		24	25	26	27	28	29	30	PFPM04 Commences [PFPM01/02/03 PBL continues]
6	August	31	1	2	3	4	5	6	[PFPM01/02/03 PBL continues]
7		7	8	9	10	11	12	13	[PFPM01/02/03 PBL continues]
8		14	15	16	17	18	19	20	[PFPM01/02/03 PBL continues]
9		21	22	23	24	25	26	27	[PFPM01/02/03 PBL continues]
10	September	28	29	30	31	1	2	3	[PFPM01/02/03 PBL continues]
11		4	5	6	7	8	9	10	Residential Block 2 PFPM01/02/03 Teaching Block
12		11	12	13	14	15	16	17	[PFPM01/02/03 PBL continues]
13		18	19	20	21	22	23	24	[PFPM01/02/03 PBL continues]
14		25	26	27	28	29	30	1	[PFPM01/02/03 PBL continues]
15	October	2	3	4	5	6	7	8	PFPM04 Finishes
16		9	10	11	12	13	14	15	Consolidation Week [PFPM01/02/03 PBL continues]
17		16	17	18	19	20	21	22	Consolidation Week [PFPM01/02/03 PBL continues]
18		23	24	25	26	27	28	29	PFPM05 Commences [PFPM01/02/03 PBL continues]
19	November	30	31	1	2	3	4	5	[PFPM01/02/03 PBL continues]
20		6	7	8	9	10	11	12	[PFPM01/02/03 PBL continues]
21		13	14	15	16	17	18	19	[PFPM01/02/03 PBL continues]
22		20	21	22	23	24	25	26	[PFPM01/02/03 PBL continues]
23	December	27	28	29	30	1	2	3	[PFPM01/02/03 PBL continues]
24		4	5	6	7	8	9	10	PFPM01/02/03 Teaching Block
25		11	12	13	14	15	16	17	Consolidation Week [PFPM01/02/03 PBL continues]
26		18	19	20	21	22	23	24	Consolidation Week [PFPM01/02/03 PBL continues]
27		25	26	27	28	29	30	31	Consolidation Week [PFPM01/02/03 PBL continues]
28	January	1	2	3	4	5	6	7	Consolidation Week [PFPM01/02/03 PBL continues]
29		8	9	10	11	12	13	14	[PFPM01/02/03 PBL continues]
30		15	16	17	18	19	20	21	[PFPM01/02/03 PBL continues]
31		22	23	24	25	26	27	28	[PFPM01/02/03 PBL continues]
32		29	30	31	1	2	3	4	[PFPM01/02/03 PBL continues]
33	February	5	6	7	8	9	10	11	[PFPM01/02/03 PBL continues]
34		12	13	14	15	16	17	18	PFPM05 Finishes [PFPM01/02/03 PBL continues]
35		19	20	21	22	23	24	25	PFPM01/PFPM02/PFPM03 Finishes
			26	27	28	29			

KEY	
	RESIDENTIAL BLOCK
	CONSOLIDATION WEEK
	PFPM01/02/03
	PFPM04
	PFPM05
	BANK HOLIDAY

Indicative Assessment Model

Module Code	Module Name	Assessment	Mode	Weighting	Formative Date	Summative Date
PFPM01	Developing Practice in Learning Disability and Neurodivergent Nursing	Practice Assessment Document	P		14/08/2023 – 20/08/2023	30/11/2023
		Ongoing Achievement Record	P	P/F	n/a	30/11/2023
		Professional Practice Portfolio including Critical Reflection	C	P/F	16/10/2023 – 22/10/2023	30/11/2023
		Clinical Practice Hours	P	P/F	14/08/2023 – 20/08/2023	30/11/2023
PFPM02	Developing Practice in Mental Health Nursing	Practice Assessment Document	P	P/F	14/08/2023 – 20/08/2023	30/11/2023
		Ongoing Achievement Record	P	P/F	n/a	30/11/2023
		Professional Practice Portfolio including Critical Reflection	C	P/F	16/10/2023 – 22/10/2023	30/11/2023
		Clinical Practice Hours	P	P/F	14/08/2023 – 20/08/2023	30/11/2023
PFPM03	Developing Practice in Adult Nursing	Practice Assessment Document	P	P/F	14/08/2023 – 20/08/2023	30/11/2023
		Ongoing Achievement Record	P	P/F	n/a	30/11/2023
		Professional Practice Portfolio including Critical Reflection	C	P/F	16/10/2023 – 22/10/2023	30/11/2023
		Clinical Practice Hours	P	P/F	14/08/2023 – 20/08/2023	30/11/2023
PFPM04	Context of Professional Nursing Practice	Academic Discussion Forum	C	25%	Weekly - ongoing	20/08/2023
		Weekly Reflective Journal	C	25%	Weekly - ongoing	20/08/2023
		Essay	C	50%	08/08/2023	01/09/2023
PFPM05	Influencing Professional Nursing Practice	Academic Discussion Forum	C	25%	Weekly - ongoing	26/11/2023
		Weekly Reflective Journal	C	25%	Weekly - ongoing	26/11/2023
		Podcast	P	50%	08/11/2023	24/11/2023

The assessment for the 30-credit practice-based learning modules (PFPM01, 02 and 03) is commenced at the start of the programme and submitted at the end of the programme, in line with the delivery model. There will be formal formative assessment points named the initial, mid and final interview which are embedded into the Practice Assessment Document to ascertain the students' progress in competency development. The Professional Practice Portfolio is a portfolio of underpinning evidence which supports the recognition of the sign-off process between the practice assessor and supervisor. This evidence is collated across the year and reviewed at the formal interview points within the year. The ongoing achievement record is signed by the practice assessor at the end of the academic year to verify that the student meets the requirements for onward progression.

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.

Level 7

Module Code	Module Title	Thread
PFPM01	Developing Practice in Learning Disability and Neurodivergent Nursing	2, 3, 4, 5, 6, 8, 9, 10, 11, 12
PFPM02	Developing Practice in Mental Health Nursing	2, 3, 4, 5, 6, 8, 9, 10, 11, 12
PFPM03	Developing Practice in Adult Nursing	2, 3, 4, 5, 6, 8, 9, 10, 11, 12
PFPM04	Context of Professional Nursing Practice	5, 6, 7, 8, 9, 10, 11,
PFPM05	Influencing Professional Nursing Practice	1, 2, 3, 5, 6, 9, 10, 11

- 1: Leadership and Management
- 2: Clinical Decision Making
- 3: Professional Development
- 4: Clinical Skills
- 5: Communication and Interpersonal Skills
- 6: Policy Drivers, Compliance and Governance
- 7: Public Health and Health Promotion
- 8: Law and Ethics
- 9: Accountable Professionalism
- 10: Evidence Based Practice and Research
- 11: Equality and Diversity
- 12: Practice based Learning

Structure and Points of Progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
PFPM01	Developing Practice in Learning Disability and Neurodivergent Nursing	30	1	MAB – Feb PAB – Feb	Final Award Only
PFPM02	Developing Practice in Mental Health Nursing	30	1		
PFPM03	Developing Practice in Adult Nursing	30	1		
PFPM04	Context of Professional Nursing Practice	15	2		
PFPM05	Influencing Professional Nursing Practice	15	3		

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

N/A

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, practical and practice teaching and practical and practice assessment, the operation and monitoring of these, and relevant external considerations.

13. Academic Progression Opportunities

As part of the key focus of course design and development, students who successfully complete the Preparing for Practice programme, will be able to demonstrate 750 hours of clinical practice alongside the year 1 pre-registration competencies and will be eligible to apply to the following courses at University's who are approved to deliver nursing and midwifery education by the Nursing and Midwifery Council (NMC), also known as an Approved Education Institution (AEI):

- Level 7 MSc Pre-registration Nursing
- Registered Nurse Degree Apprenticeship (Level 7)

Students who successfully complete only the practice-based component of the programme which

includes PFPM01/02/03, may still provide the required evidence of 750 hours of experience in the health and care environment, for onward study. However, this would be assessed on a case-by-case basis and include and reflect the rationale for the non-completion of the theoretical components of the programme.

14. Employability and Career Progression Opportunities

Individuals who complete the Postgraduate Certificate in Preparing for Practice, but who do not wish to continue studies towards pre-registration nursing may apply for Band 3 Senior Support Worker roles within the NHS against the NHS Knowledge and Skills Framework (2004).

Individuals who are successful graduates from the onward career progression opportunity of the MSc Pre-registration Nursing and who are registered with the NMC, may apply for a Band 5 role as a 'Registered Nurse'.

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 in order 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 are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence**–students can motivate others to act towards achieving a common goal.
- **Emotional intelligence**–students can recognise and manage their emotions, and the emotions of others, both individually and in groups
- **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.
- **Systems analysis and evaluation** –students can study a process or situation in order 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 are able to 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)
- **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, Hub).
- **Digital Problem Solving, Creation & Development**–students are able to 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 are able to 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 seek to develop positive relationships with participants 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, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

The programme has been co-designed and produced in partnership with various stakeholders including local employers 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 Nursing Associates who have recently completed programmes with employers as well as that of those 'People Who Use Services' were all importantly included in the scope and design of the programme.

To safeguard future patient experiences, it is becoming more and more important that healthcare programme graduates have studied a programme that considers patient needs. The National Institute for Health and Care Excellence (NICE, 2021) has proven the value of Patient and Public Involvement (PPI) when it comes to developing new guidance; recognising how having a patient-voice enables patient-orientated content, that focusses on humanity, to be designed. Embracing the NICE learnings, we arranged a number of field-specific patient forums to determine how the course could embed patient-centred teaching. Employer, student, and patient involvement collaboration aims to continue throughout the taught programme as part of the ongoing course evaluation process. Support with student recruitment, teaching and assessment has also been planned to enhance the breadth of student experiences.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are 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.

