



Course Handbook

BSc (Hons) Nursing Top up Degree 2018/19
Full time Campus based Preston
Course Leader: Susan Anderson
School of Sport & Health Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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Welcome to the Course

There are a number of drivers influencing and shaping the healthcare service and educational provision that helps practitioners meet the challenges and demands of their profession. The key concepts of empowerment, education and practice are supported and the programme endeavours to enable the creation of an environment and ethos for personal and professional learning and development contributing to evolving health and social care needs.

1. The School of Sport & Health Sciences is focusing its research; knowledge transfer and teaching on the outcomes NHS Trusts are being asked to deliver against in this challenging economic climate and time of transition.

1.1 Rationale, aims and learning outcomes of the course



The School of Sport & Health Sciences is focusing its research; knowledge transfer and teaching on the outcomes NHS Trusts are being asked to deliver against in this challenging economic climate and time of transition.

The NHS Outcomes Framework (2014-15) sets out corresponding indicators that local Trusts need to meet. This framework suggests the direction of travel in the journey towards improving quality. The BSc (Hons) Nursing module provision maps to this framework and provides support for

individuals, organisations and health economies to deliver against this agenda, by enabling students to develop their knowledge and skills across DH Health Outcomes Framework, CQC and QUIPP:

This course handbook offers you an overview of the award, and links to the School of Sport & Health Sciences Student Handbook. You should use both to check for information and contact details for help and support throughout your studies. Detailed information about each module is outlined in separate module information packs. School programme standards and protocols, study skills and student services are further explained in the School of Sport & Health Sciences Student Handbook, which is available on the School web site.

The course team wish you well in your studies and we all hope that you will enjoy studying at UCLan.

1.2 Course Team

Course Leader: Susan Anderson. 01772 893659 SAnderson3@uclan.ac.uk Brook Building Room 351

Admissions tutor: Anne- marie Alger : 01772 893638 AAlger@uclan.ac.uk Room 351

The course leader is responsible for the academic leadership and effective operation of the course. The course leader role is to advise and guide students before and during their commencement on the course, managing the course ensuring that information about modules is available to you to help you plan your course to best suit your needs. I can be contacted for advice on any aspect of the course. The lecturing team will reflect your module choices.

The course is 'packaged' into modules and each has a named person responsible for the delivery and management of the module. The module leader is responsible for the development, delivery and changes to their module. They will be your key contact for support and guidance in relation to the specific module you are studying at any given time. They will advise and guide you on the

requirements for the module and achievement in the assessment(s). The module leader will also liaise with the course leader. For some modules with a large number of students, you will be allocated a Module Supervisor who will be your key contact for tutorial support.

Module	Module Leaders TBC
NU3047 Valuing research	Sue Anderson
NU3096 Multi-professional Support for Learning & Assessment in Practice	Georgina Ritchie
NU3158 Law and Ethics in Healthcare: An Introduction	Lynsdey McPhail
NU3268 Developing Leadership skills	Adele Nightingale
NU3317 Promoting and influencing health	Lisa Broadley
NU3323 Promoting health and wellbeing the Older Adult ageing	Sue Anderson
NU3326 Infection prevention and control	Sue Anderson
NU3026 Management of long term conditions	Sue Anderson
NU3593 Dissertation	Debbie Spencer
NU3365 Transcultural Healthcare	Debbie Spencer
NU3194 Care Management at the end of Life	Alice Thompson

Contact Details

Name	Office	Tel	E-mail
Susan Anderson	Brook 351	01772 892659	Sanderson3@uclan.ac.uk
Debi Spencer	Brook 318	01772 894584	djspencer1@uclan.ac.uk
Lisa Broadley	Brook 351	01772 895190	LKBroadley@uclan.ac.uk
Alice Thompson	Brook 318	01772 893640	AThompson15@uclan.ac.uk
Adele Nightingale	Brook 318	01772 895707	ANightingale@uclan.ac.uk
Anne- marie Alger	Brook 351	01772 893638	AAlger@uclan.ac.uk
Georgina Richie	GB214	01772893605	GLRitchie@uclan.ac.uk

1.3 Expertise of staff

Within your programme you will select modules which reflect your clinical/professional interests. These modules are delivered by teams of staff who have knowledge and experience in the content for the module. Module leaders may have links to clinical areas and research projects, where this is the case these will be utilized in the delivery of the module content. Your learning experience will therefore enable a research informed teaching approach.

1.4 Academic Advisor

Susan Anderson and Anne-Marie Alger act as Academic advisors for this course. You will find a list saying who your academic advisor is on the course Blackboard site. They are available as above by email, phone and have an open office door policy for students to contact them about any issues that may be affecting your studies. Personal issues, such as family illness, marriages, births, divorce, house moves, bereavements, holidays, time out, library debts, personal debts, study skills etc. are all

issues they can discuss with you. If you feel you need to have a semester off, or a year out of your course, let them know and they will discuss the best option for you.

If you do not want to continue with the course for any reason, please contact either Sue or Anne Marie and discuss the options available, perhaps to transfer to another degree or intercalate for 12 months, and they will complete the necessary documents. Please do not just drop out without telling Sue as she will be chasing you for the next year to find out where you are.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located at Brook 204 and is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites.

The hub telephone number for the is; 01772 891992/891993

The hub email contact is; brookhub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

There are a range of external examiners within the programme each with specific responsibilities for specified modules. However, Susan Royce from the University of West Scotland has overall responsibility for the course. Feedback from previous years has been positive with some excellent work being achieved by students within specific modules

Structure of the course

2.1 Overall structure

All taught programmes of study at the University of Central Lancashire operate under the Credit Accumulation and Transfer Scheme (CATS). Your progress towards a target award through credit rated course modules is through accumulation of appropriate credits. Each module has a credit rating. For this course, all are standard modules worth 20 credits and 120 credits are needed for this degree.

The BSc (Hons) Nursing is a 'top-up' degree where you are only studying the equivalent of 6 modules, all module are at academic level 6. Hence the BSc (Hons) Nursing equates to 120 credits at level 6. Modules are identified by a module number e.g. NU****, the 'NU or NP' refers Nursing and the remaining numbers are for module identification purposes only.

BSc (Hons) Nursing

Optional modules

You will then choose 1 from the following modules.

Please check the BSc Nursing course Blackboard site for the current module timetable, as there can be changes in delivery times or availability of some modules

NU3096 Multi-professional Support of Learning & Assessment in Practice

NU3158 Healthcare Law and Ethics: An Introduction

NU3317 Promoting and influencing health

NU3323 Promoting health and wellbeing in the older adult

NU3326 Infection, prevention and control principles

2.2 Modules available

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that option. When accepting your offer of a place to study on this course, you are accepting that not all these options will be running.

At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

The modules listed below are available on the Preston campus or via eLearning however if there is a lack of demand one or more module may not be available e.g. if more students are wanting a module via elearn but only 2 students want it via the classroom in Preston we may combine the groups and all students will do it via elearn. If only a few students request a module then we may have to cancel it altogether.

The module delivery times and days may vary, however all full time students studying at the Preston Campus will be able to do 6 modules on a Thursday in semester 1 and 2 of their full time year

If you are a UK student who is a registered mentor from passing a degree level (level 6) module, please let Sue know as you may be eligible to APEL this module and only have to complete 3 optional modules.

Further information on modules are available at www.uclan.ac.uk/nursingpqf

2.2.1 Progression

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year.

The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

During the year you will have the opportunity to discuss your progression by contacting your

course leader. Drop in sessions are provided when the course team will be available to advice on module selection etc. Details of this will be provided via your UCLAN email

2.3.1 Weekly timetable

Your weekly timetable will be available on the eportal and will relate to the modules you are enrolled for. <https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx>

2.3.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 9 hours per each credit you need to achieve – e.g. 200 hours of study per 20 credit module. This includes attendance at UCLan and time spent in private study.

2.3.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Students should report non-attendance to the hub email – BrookHubAttendance@uclan.ac.uk or by Telephoning the hub on 01772 891993.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

This information is made available to employers where you are on SLA modules.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest.

Any student who is found to make false entries can be disciplined under the student guide to regulations.

2.4 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk

Approaches to teaching and learning

2.

3.1 Expertise of staff

Within your programme you will select modules which reflect your clinical/professional interests. These modules are delivered by teams of staff who have knowledge and experience in the content for the module. Module leaders may have links to clinical areas and research projects, where this is the case these will be utilised in the delivery of the module content. Your learning experience will therefore enable a research informed teaching approach.

3.2 Learning and teaching methods

You will experience a broad range of teaching and learning strategies dependant on which module selection you make. Information on module content and pre-reading materials will be available on ELearn and should be accessed prior to attendance.

3.3 Study skills

See study skills handbook in Student Online office. There are a variety of services to support students and these include:

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1
LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25_1

3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

3.5 Personal development planning

You are encouraged to progress with your personal development plans whilst on this programme. Your course leader is available to support you in developing your PDP during your time on this course.

3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all your achievements during your time at UCLan.

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

This course will help you to enhance your knowledge and skills within your potential field of practice. You may wish to discuss your relevant choices with your Course Leader/ Manager in order to support your professional progression. The Course Leader will be available in an advisory capacity if this is felt to be appropriate.

4. Student support, guidance and conduct

See student handbook

4.1 Academic advisors

Academic advisor requirements are dealt with by the module leader as required within the programme or the course leader, whichever is the most appropriate. If you are not sure who to contact the course leader will be able to direct you accordingly.

4.2 Student Support

The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only), Printing and Printer Credit, UCLan Cards, the 'i' shop and UCLan Financial Support Bursary (first year students only).

4.3 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment.

Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a Member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others

4.5 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University.

UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

4.6 Students' Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as Representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of Volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the [Advice and Representation Centre](#) are on hand to help.

As we are independently run from the university, we can offer truly impartial advice. More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at <http://www.uclansu.co.uk/>.

5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy

You must attempt and pass modules equivalent to 120 credits

This must include the core modules

If you fail a module after 1st submission, you may submit your written work for re-assessment within a designated period.

The number of modules which may be attempted for a top-up degree is 6

Retaken modules must be studied and completed in full. Any passed elements from the previous attempt cannot be carried over

- At the discretion of the Course/School Assessment Board a student may be allowed to nominate an alternative module as the retaken module subject to any specific course requirements.
- Retaken (or alternative) modules are regarded as reassessed modules and the maximum mark which may be awarded is 40%.
- A module may not be retaken more than once
- No student is permitted to retake a module which has been passed.
- In-course reassessment of individual elements of a module is permitted where specified in course regulations. In such cases the final mark awarded for the module will reflect the degree of reassessment allowed

Should you decide to exit the award before completing 120 credits, there will be no award made. You will receive a transcript of the modules and grades achieved for your portfolio/records.

5.2 Notification of assignments and examination arrangements

You will be given this information in the Module packs

5.3 Referencing

See School of Sport & Health Sciences Student Study Skills Handbook.

5.4 Confidential material

You are required to ensure you conform to professional requirements regarding confidentiality and anonymity at all time in assessed work, whether this be related to patients/clients/carers or practitioners.

5.5 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to your module leader.

Authorisation of the late submission of work requires written permission.

Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable considering your circumstances ([Academic Regulations](#)).

You should complete and submit an [extension request form](#), with any supporting evidence, to your Hub. **The extension form must be submitted no later than 24 hours before assignment is due to be submitted**

Further information is available on the Student Portal at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

5.5.1 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see [Academic Regulations](#) and [Assessment Handbook](#)).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students.

The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see [Academic Regulations](#)).

Further information is available on the Student Portal at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan.

You must apply no later than 3 days after any examination or assessment submission date.

Do not wait until you receive your assessment results to submit a claim.

It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester.

All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstance_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances.

N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

5.5.2 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work: If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.

Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.

Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.6 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#)). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

Since there is distance learning provision within this course the following may also apply:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own. If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#).

Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).

Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.

Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.

Re-presentation is an attempt to gain credit twice for the same piece of work.

Module assessment submission may use Turnitin, which is an on line submission site for academic assessments. This will be accessed in your module blackboard site and full instructions will be provided by your module leader. Further advice can be sought from the course leader at any time throughout your programme.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

the penalty will be 0% for the element of assessment, and an overall fail for the module.

The plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.

When it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

The appropriate penalty will be 0% for the module with no opportunity for re-assessment.

This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.

5.8 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#):

Section I. **You cannot appeal simply because you disagree with the mark given.**

The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, **for good reason**, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for

support and guidance.

6. Course regulations

6.1 Course requirements

The following criteria apply. Students must be :

- A qualified nurse in their own country
- UK Diploma level study, or equivalent level of study
- Students must present evidence of academic attainment equivalent to 120 credits at Level 5; this will be evaluated by the course leader and you may be asked for further information to support your application.
- English language IELTSs with a requirement for a minimal score of 7.0 in all components for overseas students.

Please note there is no Accreditation of Prior Learning or Accreditation of Prior Experiential Learning (APL / APEL) that can be applied to this course, except in the case of students holding a pass in a UK level 6 mentorship module or equivalent, which can be counted as 1 optional module

6.2 Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#) Section H. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

In simple terms an undergraduate honours degree classification is based on the highest classification

The Average Percentage Mark (APM) of your level 6 modules (generally taken in years 2 and 3 of a full time course) weighted 30:70.

Or

2. Your Average Percentage Mark in year 3 only (ie your level 6 modules)

If the APM is near a borderline, 'at the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:

1. A minimum of 3 modules (60 credits) at level 6 are in the classification band **and**
2. The APM is no lower than 2 percentage points below that required for the higher classification.'

In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the placement component, the dissertation/project or other factors which have been published to students

7. Student voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide ongoing advice and support, and encourage your involvement in all feedback opportunities.

They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means, The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union website](#) or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk

7.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held.

The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

Update on actions completed since the last meeting

Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.

Review of enrolment / induction experience;

Course organisation and management (from each individual year group, and the course overall);

Experience of modules - teaching, assessment, feedback;

Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;

Other aspects of University life relevant to student experience e.g. learning resources, IT, library;

Any other issues raised by students or staff.

7.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the

service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information [Complaints Procedure](#) .

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Preston
3. University School/Centre	Sport & Health Sciences
4. External Accreditation	-
5. Title of Final Award	BSc (Hons) Nursing
6. Modes of Attendance offered	Part time by elearning Full time On-campus
7. UCAS Code	
8. Relevant Subject Benchmarking Group(s)	DH (2007) <i>Towards a framework for post registration nursing careers: Consultation document</i>
9. Other external influences	DH (2004) <i>NHS Knowledge and skills framework</i> WHO (2005) <i>Preparing a Health-care workforce for the 21st Century: The Challenge of chronic conditions.</i> Geneva: WHO WHO (2007) <i>Health goals and guidelines</i>

	<p><i>The Framework for Higher Education Qualifications in England, Wales & N Ireland (2008)</i></p> <p>WHO Nursing & Midwifery Report (2008–12)</p> <p>WHO (2010) Global Survey WHO/HRH/HPN/10.4</p> <p>Francis (2013) <i>Report of the Mid-Staffordshire NHS Foundation Trust</i></p>
10. Date of production/revision of this form	<p>August 2015</p> <p>Revised May 2017</p>
11. Aims of the Programme	
<p>The BSc (Hons) Nursing top-up degree allows students to consider how nurses contribute to the local and wider health and social care agendas. This is achieved by reviewing the wider basis of nursing, facilitating examination of the diverse nature of nursing and developing cultural empathy through theoretical and contextual analysis. The course will promote sharing, understanding, respecting and valuing of nursing across boundaries and cultures.</p>	
12. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	
<p>At the end of the programme of study the student will be able to:</p> <p>A1 Review and analyse the impact of nursing roles that influence health and social care, on patients and society</p> <p>A2 Compare and evaluate nursing practices across cultures</p> <p>A3 Evaluate the influence and integration of users and carers in nursing practice</p> <p>A4 Evaluate the impact of increased knowledge on their personal and professional views of nursing</p> <p>A5 Examine health care in relation to a broader global perspective.</p>	
Teaching and Learning Methods	
<p>Each module will identify appropriate learning and teaching strategies. A range of approaches will be used e.g. case scenarios, media based health information and problem solving activities. The experiences of patients and carers using recordings, written scenarios or their involvement in class or on-line discussions. Group and individual tutorial support will be available through various means e.g. in chat rooms, discussion boards and via email. Formative assessments using an on-line MCQ exam and other self assessment methods where appropriate.</p>	

Assessment methods
Various assignments are used to demonstrate students level of knowledge and understanding including: case studies; presentations; reports and on-line MCQ exam.
B. Subject-specific skills
At the end of the programme of study the student will be able to: B1 Critically comment on how current evidence and research meets the challenges of nursing practice B2 Reflect on how culture and diversity influence expectations of health and social care B3 Evaluate how nurses contribute to international, national, regional, and local health and social care agendas B4 Review and evaluate international nursing literature, policies, political influences and practices
Teaching and Learning Methods
Students will examine and evaluate research designs, develop opinions on the quality of research and other evidence underpinning practice. By using in class discussion, chat rooms, discussion boards, case scenarios and group work students will consider the impact of age, environment of care, social, lifestyle and other influences affecting health, health practices and nursing care. The above developmental activities will enable students to identify and evaluate the impact of political and health policy implications, guidelines for practice, local national and international health care, including the impact of WHO reports.
Assessment methods
Various assignments are used including: critical review of research and other evidence, case studies, presentations and reports.
C. Thinking Skills
C1 Review and evaluate relevant information in relation to enhancing the quality of patient care C2 Analyse how current evidence underpins developments in nursing
Teaching and Learning Methods

All modules will encourage students to consider the evidence that supports nursing care. Problem based learning, case scenarios, web-based resources and other methods will aid learning and offer variety. The links between these and the provision of quality care will be evident in evaluation of the theory-practice links, nursing actions (current, potential and proposed).

Assessment methods

By examining a range of information, students will be able to express their opinion of how evidence and quality of care influence health and nursing practice, this will be evident within all written assignments. An MCQ on-line exam will be used to assess theoretical research and evidence based practice knowledge.

D. Other skills relevant to employability and personal development

At the end of the programme of study the student will be able to:

- D1. Adopt a patient-centred approach in order to organize care around the patient
- D2. Use communication skills that enable them to collaborate with others, be a partner with patients, work closely with other providers and join with communities to improve outcomes for patients
- D3. Utilise nursing skills to ensure that the safety and quality of patient care is continuously improved
- D4. Access and use information and communication technology (ICT) which can assist them in monitoring patients across time, and in using and sharing information with patients
- D5. Adopt a public health perspective in their daily work, including the provision of population-based care.
- D6. Develop and demonstrate a range of transferable skills in relation to: problem solving, ICT, literature searching, critical reading, reflective skills, life long learning skills, communication, self-awareness, understanding and respecting others.

(Adapted from: World Health Organization (2005) *Preparing a Health Care Workforce for the 21st Century: The Challenge of Chronic Conditions* WHO Geneva)

Teaching and Learning Methods

The modules enhance students ICT skills through a diverse range of on-line learning resources. Personal and employability skills are developed through a range of activities: literature searching, critical reading, awareness of own learning style and communication skills, some of these being supported and facilitated by group activities. The opportunity for networking will be encouraged to enhance understanding of others experiences, develop self awareness, and mutual respect. The use of real case examples, scenarios and involvement of

users and carers in the modules as appropriate, will enable students to view the patients' perspective and gain a deeper understanding of their experiences.

Assessment methods

Written communication and presentation of information e.g. presentations on-line, report writing and examining the evidence to support students' views. When reviewing clients' needs, their health and/or care required, students will be expected to show mutual respect, empathy and understanding of the patients' experiences.

Programme Structures*

Awards and Credits*

Level	Module Code	Module Title	Credit rating	
Level 6	NU3047	Valuing research	20	Bachelor Honours Top-Up Degree Requires 120 credits at Level 6
	NU3593	Dissertation	20	
	NU3096	Multi-professional support of Learning & Assessment in Practice	20	
	NU3194	Care Management at the End of Life	20	
	NU3158	Law and Ethics in Healthcare: An Introduction	20	
	NU3268	Developing Leadership skills	20	
	NU3315	Determinants of health	20	
	NU3317	Promoting & influencing health	20	
	NU3323	Promoting Health and Wellbeing in the Older Person	20 20	
	NU3326	Infection prevention & control principles	20	
	NU3026	Management of Long term conditions	20	
	NU3365	Transcultural Health Care	20	

Personal Development Planning

Personal development for the course has been designed to support personal and professional career development and enhancement for nurses. The range of optional modules has been identified to ensure all students from different clinical backgrounds will have a choice of modules that are relevant to them.

By undertaking six modules, participating in and experiencing a range of learning and assessment strategies, students will become part of a virtual community of learners. This will lead to the development of a professional network of like-minded colleagues who may be situated across the globe.

At a personal level, this will facilitate personal growth, self-awareness and transferable skills, all of which will directly support professional life and career development. Students are expected to utilise their knowledge for the benefit of clients, peers and health care provision during the course and in the rest of their careers. All the modules can be mapped to the NHS Knowledge and Skills Framework allowing UK students to match their learning to practice requirements.

Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

The following criteria will apply;

- All candidates must be a qualified nurse in their own country
- Have successfully attained UK Diploma in Higher Education level study, or equivalent level of study
- Students will present evidence of academic attainment equivalent to 120 credits at Level 5, this will be evaluated by the course leader and you may be asked for further information to support your application.
- Must have attained English language IELTSs with a minimal score of 6 in all components for overseas students.

• Please note there is no Accreditation of Prior Learning or Accreditation of Prior Experiential Learning that can be applied to this course, except in the case of students holding a pass in a UK Level 6 mentorship module or equivalent, which can be counted as 1 optional module.

17. Key sources of information about the programme

- | |
|---|
| • UCLan undergraduate prospectus – http://www.uclan.ac.uk/information/prospective_students/courses/index.php |
| • Course fact sheet – http://www.uclan.ac.uk/old/courses/factsheets/health/ |
| • Course web site – http://www.uclan.ac.uk/courses/uq/subjects/nursing.htm |
| • Course leader: Susan Anderson |

8.2 Curriculum Skills Map

√ = where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C) Compulsory (COMP) or Option (O)	Programme Learning Outcomes																	
				Knowledge and understanding					Subject-specific Skills				Thinking Skills		Other skills relevant to employability and personal development						
				A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	D1	D2	D3	D4	D5	D6	
LEVEL 6	NU3047	Valuing research	Core		√		√		√			√	√	√			√	√	√	√	
	NU3593	Dissertation	Core	√					√			√	√	√						√	
	NU3096	Multi-professional support of Learning & Assessment in Practice	Option		√	√	√		√				√	√	√	√	√	√		√	
	NU3194	Care Management at the End of Life	Option	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	NU3158	Law and Ethics in Healthcare: An Introduction	Option	√	√		√	√	√	√	√	√	√	√	√	√					√
	NU3268	Developing leadership skills	Option	√	√	√	√	√	√	√	√	√	√	√		√	√	√			√
	NU3315	Determinants of health	Option	√	√	√		√	√	√	√	√	√	√		√				√	√
	NU3317	Promoting and influencing health	Option	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√	√
	NU3323	Promoting health and wellbeing in the older person.	Option	√	√	√	√	√	√	√	√	√	√	√	√	√				√	√
	NU3026	Management of long term conditions	Option	√			√		√	√	√	√	√	√	√	√			√	√	√
	NU3326	Infection prevention and control principles	Option	√	√	√	√	√	√	√	√	√	√	√	√	√			√	√	√
	NU3365	Transcultural Health & Social Care	Option	√	√		√	√	√	√	√	√	√	√	√	√				√	√
NU3365	Transcultural Health & Social Care	Option	√	√		√	√	√	√	√	√	√	√	√	√				√	√	