



## Course Handbook

BSc (Hons) Nursing Top up Degree 2020/21  
Full time Campus based Preston  
Course Leader: Susan Anderson  
School of Sport and 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



Welcome to the BSc (Hons) 'top-up' degree which is part of the Faculty of Health and Well Being, School of Sport and Health Sciences CPD Framework. This top up degree is for first level registered nurses, wishing to develop their knowledge and skills, whilst working towards an academic qualification. You will find that this degree offers you a wide range of choices, encouraging you to select and plan the route that meets your individual personal and professional needs. This full time course spans one

academic year.

This course handbook offers you an overview of the award, and provides important information and contact details for help and support throughout your studies. Detailed information about each module is outlined in separate module information packs.

As course leader I would like to wish you well in your studies,

Susan Anderson

Senior Lecturer & Course Leader

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](mailto:SAnderson3@uclan.ac.uk) Brook Building Room 351

Your 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.

Module Leader: The course content is 'packaged' into modules and each module has a named person who is responsible for the delivery and management of the module. This individual has expertise in the module content and may be involved in research into this subject area. The module leader role is to deliver and assess the module they carry responsibility for and is 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 as to the requirements for the module and achievement in the assessment. The module leader will also liaise with the course leader.

You will find detailed information about module titles including module leader names and contact details on the course web site at <http://www.uclan.ac.uk/schools/resource-hub/pqf.php> You should use this list to identify which lecturers you should speak with if you have any queries about your module, or studying a module in the future.

Study Supervisor: Group supervision is undertaken on most modules. The study supervisor is specifically allocated to you when you undertake your final module.

If you cannot contact a lecturer on the telephone for urgent issues, call the Hub telephone number and they will either locate the lecturer or put you in touch with a suitable contact. Please use email wherever possible in contacting a lecturer, although they may not be able to respond to you immediately.

### **1.3 Expertise of staff**

The course team is made up of module leaders who are engaged in relevant research or other scholarly activity within the topics they are delivering. Within the team, there are staff who have a variety of professional backgrounds and support students from these disciplines.

During 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**

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

### **1.5 Administration details**

Course Administration Service provides academic administration support for students and staff and are located in the following hub which 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.

#### **Brook Building**

Telephone: 01772 891992/891993

Email: [BrookHub@uclan.ac.uk](mailto: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.

You should expect a reply within 3 working days excluding weekends and bank holidays. You will also need to access blackboard for information regarding your modules and any current announcements to keep up to date with communications from your module leader.

### **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 external examiner to the programme is Helen Franks from the Faculty of Education, Health and Wellbeing at University of Salford. 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 individual modules. Other external examiners will also examine work from specialist modules across the programme. Feedback from previous years has been positive with the standard of work being identified as across the range of marks with some excellent work being achieved by students within specific modules. Work has been recommended for publication by some students who will be working towards this in due course.

## Course team

Name	Office	Tel	E-mail
Susan	Brook 351	01772 892659	<a href="mailto:Sanderson3@uclan.ac">Sanderson3@uclan.ac</a>
Debi	Brook 318	01772 894584	djspencer1@uclan.ac.

## 2. Structure of the course

### 2.1 Overall structure

The yearlong BSc top-up degree has two compulsory modules and four option modules. 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 is 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.

#### Example Only

Year 1			
Semester 1	Semester 1	Semester 2	Semester 2
Option Module	Option Module	Option Module	Option Module
20 credits	20 credits	20 credits	20 credits
<b>NU3047 Valuing Research</b>			
20 credits (compulsory)			
<b>NU3593 Dissertation (Compulsory)</b>			

### BSc (Hons) Nursing

#### Compulsory elements

The compulsory elements of the BSc (Hons) 'top-up' degree are NU3047 Valuing Research and NU3593 Dissertation

## 2.2 Option Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

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 the 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.

Modules available on the programme are extensive. These fall into clinical specialities and professional development themes. You will need to look at the modules which directly relate to your professional role. The course is continually developing and new modules are added throughout the year so please check the web site below for up to date listings and availability. See programme Specification attached.

Further information on modules are available at <http://www.uclan.ac.uk/schools/resource-hub/pqf.php>

## 2.3 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

## 2.4 Module Registration Options

Discussions about your progression through the course normally throughout the year.

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

## 2.5 Study Time

### 2.5.1 Weekly timetable

Your weekly timetable will be available on the e-portal and will relate to the modules you are enrolled for. You can access this at the following link:

<https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx>

### 2.5.2 Expected hours of study

20 credits are a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Module delivery will vary depending on your choices. A standard module on campus will have 36 hours or classroom delivery and this may be in the form of study days, study ½ days etc.

Details for each module are on the web link <http://www.uclan.ac.uk/schools/health/pqf.php>

### **2.5.3 Attendance Requirements**

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your relevant module leader.

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.

Attendance is recorded using Student Attendance Monitoring (SAM) and you will need to register each session using your UCLAN card before entering each timetabled session. You can check your attendance through myUCLan.

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.

Students should report non-attendance to the hub email – [BrookHubAttendance@uclan.ac.uk](mailto:BrookHubAttendance@uclan.ac.uk) or by telephoning the hub on 01772 891993.

### **Data Protection**

All of the personal information obtained from you, other sources in connection with your studies at 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 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](mailto:DPFOIA@uclan.ac.uk).

## **Approaches to teaching and learning**

### **3.1 Learning and teaching methods**

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

### **3.2 Study skills**

See study skills information in School of Sport and Health Sciences Student Online office, accessible via your student portal. There are a variety of services to support students and these include WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

‘Ask Your Librarian’

[https://www.uclan.ac.uk/students/support/study/it\\_library\\_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as “My lecturer says I need a wider variety of sources in my references, what do I do?”  
"I need to find research articles, where do I start?"  
"How do I find the Journal of ...?"  
"How do I use RefWorks?"

### **3.3 Learning resources**

### 3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

### 3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Module and course information will be available to you on blackboard

### 3.4 Personal development planning

You are encouraged to progress with your personal and professional development plans whilst on this programme. Your course and module leader is available to support you in developing your PDP during your time on this course. For those who are registered with NMC you can use this as part of your evidence towards Re-Validation. Your course leader and module leader will be able to advise you on this.

### 3.5 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. 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:

[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.

## 4. Student Support

Explain who is available in your School / in relation to this course to support students and connect them into central services e.g. Year Tutor, Academic Advisor.

### 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 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto: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.



### **4.3 Students' Union One Stop Shop**

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <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 compulsory modules NU3047 Valuing Research (20 credits)

And

NU3593 Dissertation (20 credits)

PLUS

A further 80 credits at level 6 from the available module list for the course in order to achieve the BSc (Hons) Professional Practice.

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 8

- 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 may receive a transcript of the modules and grades achieved for your portfolio/records, at your request.

### **5.2 Notification of assignments and examination arrangements**

You will be given this information in the Module packs

### **5.3 Referencing**

The School of Sport and Health Sciences uses the APA referencing framework you can find information and guidance within your module and course spaces in blackboard.

### **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 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

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](mailto:suadvice@uclan.ac.uk) for support and guidance.

This is covered in the Student Handbook, however you may wish to alert students to specific resources available at UCLan or within your School designed to help students to understand the meaning of plagiarism and how to avoid it eg, by cross referencing to guidelines on referencing assignments effectively – School or University materials.

Explain how it works and how your students should use it. Schools may require first year students to complete a formative essay which is fed through Turnitin and discussed within seminars with relevant academic staff to help students to learn more about referencing their work.

### **5.6 How do I know that my assessed work had been marked fairly?**

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

## **6. Classification of Awards**

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

## **7 Student Feedback**

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 on-going 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 programme has responded to service needs over the past year and included new modules to enhance its provision. Other modules have been revised to meet the needs of both practitioners and employers.

The Students Union can support you in voicing your opinion, provide on-going 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.

You are encouraged to inform the course team of your experiences via the MEQ process as you progress through your programme.

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

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.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting 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 and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

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- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

### **7.2 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

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire (Preston Campus)
<b>3. University School/Centre</b>	Health Sciences
<b>4. External Accreditation</b>	N/A
<b>5. Title of Final Award</b>	BSc (Hons) Nursing
<b>6. Modes of Attendance offered</b>	Part time by elearning Full time On-campus
<b>7a. UCAS Code</b>	N/A
<b>7b. JACS Code</b>	B700
<b>7c. HECOS Code</b>	100290
<b>8. Relevant Subject Benchmarking Group(s)</b>	DH (2007) <i>Towards a framework for post registration nursing careers: Consultation document</i>
<b>9. Other external influences</b>	<ul style="list-style-type: none"> <li>• QAA (2008) The Framework for Higher Education Qualifications In England, Wales and Northern Ireland.</li> <li>• SEEC (2016) SEEC Credit Level Descriptors for Higher Education</li> <li>• Francis (2013) Independent Inquiry into care provided by Mid-Staffordshire NHS Foundation Trust January 2005-March 2009</li> <li>• DH The NHS Outcomes Framework 2013/2014</li> <li>• NHS Knowledge and Skills Framework (2004)</li> <li>• The NHS Improvement Plan (2016)</li> </ul>
<b>10. Date of production/revision of this form</b>	December 2018
<b>11. Aims of the Programme</b>	

The aim of this degree is to allow 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 analyses. The course will promote sharing, understanding, respecting and valuing nursing across boundaries and cultures.

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

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

- A1 Review and analyse the impact of nursing roles that influence health and social care, on patients and society
- A2 Compare and evaluate nursing practices across cultures
- A3 Evaluate the influence and integration of users and carers in nursing practice
- A4 Evaluate the impact of increased knowledge on their personal and professional views of nursing
- A5 Examine health care in relation to a broader global perspective.

### **Teaching and Learning Methods**

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 lass 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.

### **Assessment methods**

Various assignments are used to demonstrate student's 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**

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

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.

### 13. Programme Structures\*

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6		<b>Compulsory</b>		<b>Bachelor of Science Degree Honours in Nursing</b>  Requires 120 credits at Level 6
	NU3047	Valuing research	20	
	NU3593	Dissertation	20	
		<b>Options</b>		
	NU3096	Multi-professional support of Learning & Assessment in Practice	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	
	NU3326	Infection prevention & control principles	20	
	NU3026	Management of Long term conditions	20	
	NU3365	Transcultural Health Care	20	
		<b>NB Options for full time students only.</b>		
	NU3194	Care Management at the End of Life	20	
	MW3062	HIV and Hepatitis	20	
	MW3028	Sexual Health from a Global Perspective	20	
MW3301	Sexual Health Promotion	20		

### 15. 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.

#### **16. 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](http://www.uclan.ac.uk/information/prospective_students/courses/index.php)
- **Health CPD**
- **University Web Site**

## 18. 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					
				A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	C 1	C 2	D 1	D 2	D 3	D 4	D 5	D 6
LEVEL 6	NU3047	Valuing research	Comp	√	√	√	√	√		√		√	√	√			√	√	√	√
	NU3593	Dissertation	Comp	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	NU3096	Multi-professional support of Learning & Assessment in Practice	O		√	√	√		√				√	√	√	√	√			√
	NU3194	Care Management at the End of Life	O	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	NU3268	Developing leadership skills	O	√	√	√	√	√	√	√	√	√	√	√		√	√	√		√
	NU3315	Determinants of health	O	√	√	√		√	√	√	√	√	√	√		√			√	√
	NU3317	Promoting and influencing health	O	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√
	NU3323	Promoting health and wellbeing in the older person.	O	√	√	√	√	√	√	√	√	√	√	√	√	√			√	√
	NU3026	Management of long term conditions	O	√			√		√	√	√	√	√	√	√	√		√	√	√
	NU3326	Infection prevention and control principles	O	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√
NU3365	Transcultural Health & Social Care	O	√	√		√	√	√	√	√	√	√	√	√	√			√	√	

<b>NB Options for full time students only.</b>																			
MW3062	HIV and Hepatitis	O	√		√	√		√	√	√	√	√	√		√	√		√	√
MW3028	Sexual Health from a Global Perspective	O	√	√		√	√	√	√	√	√		√		√		√	√	√
MW3301	Sexual Health Promotion	O	√	√	√	√		√	√	√		√	√	√	√	√		√	√