Course Handbook
BSc (Hons) Nursing with RN (Adult)
BSc (Hons) Nursing with RN (Mental Health)
BSc (Hons) Nursing with RN (Children and Young People)
Academic Year: 2019 / 20

Course Leaders

Dr Hazel Dickinson (Adult Nursing)
Martin Earley (Children and Young People’s Nursing)
Eve Potts (Mental Health Nursing)

School of Nursing
Faculty of Health & Wellbeing

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 Head of School. This applies to the materials in their entirety and to any part of the materials.
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1. Welcome to the course

Dear student

Welcome to the School of Nursing within the Faculty of Health and Wellbeing at the University of Central Lancashire.

There are approximately 37,000 students and staff here at UCLan, so you are joining a well-established community, all of whom aim for the same thing... a great learning experience for all and, ultimately, graduate employment. Our aim is to develop practitioners who have caring and compassion as central tenets of their educational experience and, with our clinical partners, we will strive to help you develop skills in practice as well as an extensive knowledge base.

Here in the School of Nursing we can be certain that our students can secure graduate employment as, unlike many graduates, you attain both an academic degree and a professional qualification. You will be pleased to hear that we are exceptional in this regard and have virtually 100% graduate employability in the School of Nursing. It does mean, however, that you are making a huge commitment both personally and financially; we know, we did it too! You are gaining a degree and a professional qualification. We also know how daunting it can be to study at university, but we are friendly bunch who simply want you to be the best you can be, both academically and in practice.

I could use this space to tell you about our outstanding resources, our leading-edge research and our dedicated team of lecturers, but those things speak for themselves and will have already influenced your choice to come to UCLan. I could tell you about the great support that we can provide and signpost you to these; I could tell you about the many opportunities that will be afforded you whilst you are here, but all that will reveal itself within the pages of this handbook, the communications you receive from your lecturers and course leaders, and the partnerships that you will engage in during clinical practice. So, I would urge you to immerse yourself in your studies, make the most of all that is available, develop an enquiring mind, a commitment to hard work and a willingness to make a difference. However, if you feel that you are struggling, personally or academically, please let us know as soon and we will listen and do our utmost to support you and to help you make good, healthy decisions. We need you to be prepared to do your best and we will support your progression to a fulfilling and life-changing career.

I am delighted that you have chosen the University of Central Lancashire for your studies and would like to wish you every success in your journey of learning, discovery and personal development.

Professor Karen Wright

Head of School of Nursing
1.1 Rationale, aims and learning outcomes of the course

The course aims to enable students to develop and acquire the understanding, knowledge and skills in order to meet the required standards of proficiency (NMC, 2018) to be eligible to apply to join the NMC professional register in order to practice as registered nurses. To achieve this, the course will provide opportunities for students to:

- develop cognitive, problem solving and decision making skills in relation to the 7 platforms of proficiency (NMC 2018) that inform compassionate person-centred nursing practice.
- practise effectively within a professional values base within a variety of care settings and teams.
- work in partnership with local service user and carer stakeholders to model good practice and enhance academic and practice learning.
- demonstrate the communication, relationship management skills and nursing procedures (NMC 2018) in order to provide safe nursing care.
- critically evaluate current nursing and health care research and practice.
- demonstrate a comprehensive understanding of techniques applicable to scholarship commensurate with a graduate.

Completion of the course will enable the successful student to:

- meet the NMC Future Nurse: Standards of proficiency for registered nurses and associated Annexes in order to be eligible to apply for entry to the NMC professional register in chosen field of nursing practice.
- meet the course learning outcomes in order to make the transition to professional nurse and achieve the award of BSc (Hons) Nursing with Registered Nurse (Adult) OR (Mental Health) OR (Children and Young People).
- have with a capacity for critical thinking and analysis that will enable contribution to the advancement of future nursing practice.
- demonstrate proficiency in working in partnership with service users, carers and other professionals and stakeholders in providing the best possible health outcomes for people.


1.2 Course Team

The course content is ‘packaged’ into theory and practice modules with each module having a module leader. 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. In addition, Year Leads support the course leader in ensuring that the experience you receive is of high quality. Below is a list of key contacts for your course.
<table>
<thead>
<tr>
<th>Adult</th>
<th>Children and Young People</th>
<th>Mental Health</th>
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<tbody>
<tr>
<td><strong>Dr Hazel Dickinson</strong></td>
<td><strong>Martin Earley</strong></td>
<td><strong>Eve Potts</strong></td>
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<tr>
<td>Course Leader</td>
<td>Course Leader</td>
<td>Course Leader</td>
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<tr>
<td>01772 893691 <strong><a href="mailto:Hdickinson1@uclan.ac.uk">Hdickinson1@uclan.ac.uk</a></strong></td>
<td>01772 895105 <strong><a href="mailto:MEarley@uclan.ac.uk">MEarley@uclan.ac.uk</a></strong></td>
<td>01772 895134 <strong><a href="mailto:epotts@uclan.ac.uk">epotts@uclan.ac.uk</a></strong></td>
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<tr>
<td><strong>Tara Brookes</strong></td>
<td><strong>Katie Warburton</strong></td>
<td><strong>Nick Bohannon</strong></td>
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<tr>
<td>Year 1 Lead</td>
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<tr>
<td>01772 893610 <strong><a href="mailto:TPBrookes@uclan.ac.uk">TPBrookes@uclan.ac.uk</a></strong></td>
<td>01772 894582 <strong><a href="mailto:KWarburton2@uclan.ac.uk">KWarburton2@uclan.ac.uk</a></strong></td>
<td>01772 893709 <strong><a href="mailto:NBohannon@uclan.ac.uk">NBohannon@uclan.ac.uk</a></strong></td>
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<tr>
<td><strong>Angela Irving</strong></td>
<td><strong>Carol Blackmore</strong></td>
<td><strong>Tracey Kearns</strong></td>
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<tr>
<td>Year 2 Lead</td>
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<td>01772 895114 <strong><a href="mailto:Alrving1@uclan.ac.uk">Alrving1@uclan.ac.uk</a></strong></td>
<td>01772 895522 <strong><a href="mailto:CBlackmore@uclan.ac.uk">CBlackmore@uclan.ac.uk</a></strong></td>
<td>01772 895103 <strong><a href="mailto:tkearns@uclan.ac.uk">tkearns@uclan.ac.uk</a></strong></td>
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<tr>
<td><strong>Alison Luckett</strong></td>
<td><strong>Karen Blake</strong></td>
<td><strong>Sharon Pagett</strong></td>
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<tr>
<td>Year 3 Lead</td>
<td>Year 3 Lead</td>
<td>Year 3 Lead</td>
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<td>01772 895131 <strong><a href="mailto:ALuckett1@uclan.ac.uk">ALuckett1@uclan.ac.uk</a></strong></td>
<td>01772 893721 <strong><a href="mailto:KBlake@uclan.ac.uk">KBlake@uclan.ac.uk</a></strong></td>
<td>01772 895530 <strong><a href="mailto:SPagett@uclan.ac.uk">SPagett@uclan.ac.uk</a></strong></td>
</tr>
<tr>
<td><strong>Carolyn Williams</strong></td>
<td><strong>Rachael Game</strong></td>
<td><strong>Sarah Trail</strong></td>
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<tr>
<td>Principal Lecturer</td>
<td>Principal Lecturer</td>
<td>Principal Lecturer</td>
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<tr>
<td>01772 893633 <strong><a href="mailto:cwilliams@uclan.ac.uk">cwilliams@uclan.ac.uk</a></strong></td>
<td>01772 895521 <strong><a href="mailto:RGame@uclan.ac.uk">RGame@uclan.ac.uk</a></strong></td>
<td>01772 895104 <strong><a href="mailto:sltrail@uclan.ac.uk">sltrail@uclan.ac.uk</a></strong></td>
</tr>
<tr>
<td><strong>Ivan McGlen</strong></td>
<td><strong>Joanne Keeling</strong></td>
<td></td>
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<tr>
<td>Principal Lecturer</td>
<td>Pre-registration Nursing</td>
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<tr>
<td>01772 893777 <strong><a href="mailto:imcglen@uclan.ac.uk">imcglen@uclan.ac.uk</a></strong></td>
<td>Education Manager &amp; Inter-</td>
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<td>professional Education Lead.</td>
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<tr>
<td></td>
<td>01772 893840 <strong><a href="mailto:JKeeling1@uclan.ac.uk">JKeeling1@uclan.ac.uk</a></strong></td>
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</tbody>
</table>

1.3 Expertise of staff

The majority of academic staff teaching on the course are registered nurses within the field of Adult or Children or Mental Health Nursing and are registrants on the Nursing and Midwifery Council Register. We occasionally bring in subject experts who are not nurses where their specialist knowledge can enhance your learning experience.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic 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, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Campus Administration Services provides academic administration support for
students and staff and are located in the following hub, which opens 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 (2nd Floor)
Nursing
Telephone: 01772 891992 / 891993
Email: BrookHub@uclan.ac.uk

UCLan Burnley
Princess Way, Room C106
Opening times: 8.45am – 5pm Monday to Thursday, 8.45am – 4pm Friday
telephone: 01772 475500 email: burnleyhub@uclan.ac.uk

UCLan Westlakes Campus
Samuel Lindow Building
Westlakes Science and Technology Park
Moor Row
Cumbria
CA24 3JY
Tel: +44 (0)1946 517200

1.6 Communication

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

Please ensure you set up an email signature:

Name
Student Number
Cohort
Home Group
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 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.

**Mental Health Field:**
- Paul Henderson (Edge Hill University)
- Stephen Bates (Bradford University)
- Mark Gillespie (University of the West of Scotland)

**Adult Field:**
- Sarah Lee (University of Essex)
- Nery’s Bolton (Open University)
- Deborah Rainey (Queens University)
- Gill Truscott (Bangor University)

**Children and Young People’s Field:**
- Robert Kennedy (University of Salford)

2. Structure of the course

2.1 Overall structure

The course specification is available in Section 8 of this handbook. Entry to the BSc (Hons) degree remains dependent upon a successful values based interview and meeting the entry requirements of the University.

All taught courses 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. You must complete 120 credits per year to progress and there is no compensation in theory or practice as per Professional Body (The Nursing and Midwifery Council) requirements.

The BSc (Hons) Nursing with Registered Nurse (Adult, Children and Young People or Mental Health) is a three-year degree that is approved by the Nursing and Midwifery Council. Because you are studying on a degree and will register as a nurse if you are successful in your study, the course has been carefully co-designed with the student body, practice partners, researchers and service users and carers to provide you with the knowledge,
skills and professional attributes that will enable you to meet nursing proficiencies as required by the Nursing and Midwifery Council. These proficiencies are expected of nurses today and in the future and will form the basis of your professional practice. We deliver the pre-registration nursing programmes at UCLan campuses in Preston, Burnley and Westlakes.

How will you spend your time?

The NMC requires you to study and learn for 4,600 hours (2300 in practice and 2300 in theory) and as such this course will give you the opportunity to meet this requirement.

All hours in University and practice are based on a 37.5 hour week in which you will be required to attend scheduled campus activities and engage with directed and self-directed study as an active learner.

On campus: Teaching and learning methods will reflect an “active learning” approach in which you are engaged in meaningful activity and are at the centre of your own learning. This is in keeping with an adult learning philosophy and the course aims and learning outcomes.

A range of learning and teaching methods will be employed, including:

- Discussions and seminars
- Keynote lectures
- Enquiry Based Learning (EBL)
- Debate
- Digitally based resources and directed study and reading
- Supervised practice within the practice environment

Learning and teaching methods will include the service user and carer experience and voice wherever possible.

In practice placement: there will be three practice allocations in Year One and two allocations in Year Two, and three in Year Three. Within each practice allocation, you will be supported by supervisors, practice assessors, practice education facilitators (PEF) and academic staff. There is always travel involved to get to placements and you will need to work the shift times and patterns of the placement – just as you will in full employment at the end of the course. Part of the placement experience is to help you to understand how nursing care is delivered to people experiencing a range of needs in a range of settings. You will also learn and work with other professionals to enable you to gain a good understanding of how different professionals work together to deliver quality care for people. When in practice placement pre-registration students remain “supernumerary” and this means that you will not be counted in the staffing numbers as a member of staff. This ensures that your time spent in practice placement is protected and you are able to learn and apply your learning from theory into practice. However, it does not mean that you cannot participate in nursing care under the direction and supervision of your supervisors. If you feel that your time is not being protected and that you are being asked to be counted in staffing numbers, you should notify the Practice Education Facilitator/link lecturer and/or your academic advisor and course leader immediately.
You are expected to complete the shift patterns / rota allocated by your supervisor(s) in your practice placement area. You will be expected to work some night duty for at least two weeks: you can do more if you wish. You will also have to work weekends and some bank holidays whilst in practice. This will enable you to experience the 24-hour cycle of care and prepare you to join the profession of nursing.

Skills and Simulated Practice: You will have the opportunity to engage in skills development and simulated practice within our skills and simulation environments. This will enable you to practice the skills that you will be expected to reach proficiency in. It will also enable you to identify where you need to focus your personal and professional development plans.

Practice allocation

We allocate practice placements that will give you a broad range of practice experience so that you can experience nursing care from a range of different perspectives. As you progress through the course you will find that your practice will inform your theoretical work and vice-versa in increasing levels of complexity. Within the course there is the option for a specialist placement in Year 3 which includes the option of a placement overseas.

In order that you are able to go into the practice environment caring for real people, you will be required to complete a Disclosure and Barring Service check and an Occupational Health check prior to entering the practice environment: this is a condition of all offers to study on the course. This is to ensure that you are fit and healthy and do not pose a risk to the public. If you do not complete these checks in a timely manner you may not be cleared to participate in practice learning and may be required to withdraw or interrupt from your studies and re-join the course at a later date once your clearances are confirmed.
## 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. Modules may be allocated up to a maximum of 120 credits per module.

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Aims</th>
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<tbody>
<tr>
<td>Nursing Practice 1 (L4 60 credits)</td>
<td>The module aims to provide students the opportunity to develop nursing skills, values and practice within the real world practice setting, in order to meet the standards of proficiency and associated skills for Part 1 of the programme and those expected of the future nurse (NMC 2018). Students will have the opportunity to demonstrate reflection upon the personal learning journey in order to consider and develop plans for future personal and professional learning and development.</td>
</tr>
<tr>
<td>Society, Health and Nursing Care (L4 60 credits)</td>
<td>The module aims to provide students with a broad appreciation of health and social care and the meaning and purpose of professional nursing practice. Students undertaking this module will have the opportunity to consider thought-provoking concepts based on the nature and scope of determinants of health, and the effects of these on the health behaviours and beliefs of individuals. Students will gain an appreciation of the role of the nurse in providing care to people in a variety of settings. The module aims to provide students with opportunities for knowledge acquisition through collaborative discussion and debate and individual focused work that expands their skill base in preparedness for professional practice.</td>
</tr>
<tr>
<td>Essentials of Adult Nursing 1 (L5 30 credits)</td>
<td>The module aims to provide students with the opportunity to develop the core skills, knowledge, attitudes and behaviours essential for caring for adults experiencing acute health difficulties. Students will...</td>
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<tr>
<td>Essentials of Adult Nursing 2 (L5 30 credits)</td>
<td>The module aims to build on Essentials of Adult Nursing 1 and provide students with the opportunity to develop the enhanced knowledge and skills essential for caring for adults experiencing complex health difficulties. Students will develop an appreciation of the importance of comprehensive person-centred care-delivery with particular focus on the evidence base, with relevance to complex health difficulties and co-morbidities. Students will have the opportunity to explore service organisation and delivery and appreciate the value of inter-professional working in providing safe and effective interventions to Adults requiring care.</td>
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<tr>
<td>Developing Practice in Adult Nursing (L5 30 credits)</td>
<td>The module aims to provide students the opportunity to develop nursing skills, values and practice within simulation and the Adult nursing practice setting, in order to meet the standards of proficiency and associated skills for Part 2 of the programme and those expected of the future nurse (NMC 2018). Students will be given the opportunity to demonstrate reflection upon the personal learning journey in order to describe plans for future personal and professional learning and development.</td>
</tr>
<tr>
<td>Adult Nursing Practice 2 (L5 30 credits)</td>
<td>The aim of the module is to provide students the opportunity to achieve nursing skills, values and practice in the real world practice setting, in order to meet the</td>
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<td>Module</td>
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<tr>
<td>Essentials of Children and Young People’s Nursing 1 (L5 30 credits)</td>
<td>The module aims to provide students with the opportunity to develop the core skills, knowledge, attitudes and behaviours essential for caring for the child or young person experiencing acute health difficulties and the family/carers. Students will develop an appreciation of the importance of comprehensive child/young person’s assessment and care planning with particular focus on the evidence base relevant to the nursing process and child or young person’s nursing care. Students will have the opportunity to explore professional values and attitudes and how these contribute to being an accountable Children and Young People’s nursing professional with reference to The Code (NMC 2018).</td>
</tr>
<tr>
<td>Essentials of Children and Young People’s Nursing 2 (L5 30 credits)</td>
<td>The module aims to build on Essentials of Children and Young People’s Nursing 1 and provide students with the opportunity to develop the enhanced knowledge and skills essential for caring for children, young people and families experiencing complex health difficulties. Students will develop an appreciation of the importance of comprehensive family-centred care-delivery with particular focus on the evidence base, with relevance to complex health difficulties and co-morbidities. Students will have the opportunity to explore service organisation and delivery and appreciate the value of inter-professional working in providing safe and effective interventions to children/young people and their families requiring care.</td>
</tr>
<tr>
<td>Developing Practice in Children and Young People’s Nursing (L5 30 credits)</td>
<td>The module aims to provide students the opportunity to develop nursing skills, values and practice within simulation and the Children and Young People’s nursing practice setting, in order to meet the standards of proficiency and associated skills for Part 2 of the programme and those expected of the future Adult nurse (NMC 2018).</td>
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<tr>
<td>Skills for Part 2 of the programme and those expected of the future nurse (NMC 2018). Students will be given the opportunity to demonstrate reflection upon the personal learning journey in order to describe plans for future personal and professional learning and development.</td>
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<tr>
<td><strong>Children and Young People’s Nursing Practice 2 (L5 30 credits)</strong></td>
<td>The aim of the module is to provide students the opportunity to achieve nursing skills, values and practice in the real world practice setting, in order to meet the standards of proficiency and associated skills for Part 2 of the programme and those expected of the future Children and Young People’s nurse (NMC 2018).</td>
</tr>
<tr>
<td><strong>Essentials of Mental Health Nursing 1 (L5 30 credits)</strong></td>
<td>The module aims to provide students with the opportunity to develop the core skills, knowledge, attitudes and behaviours essential for caring for people experiencing acute mental health difficulties. Students will develop an appreciation of the importance of comprehensive person-centred assessment and care planning with particular focus on the evidence base relevant to the nursing process and mental health nursing care. Students will have the opportunity to explore professional values and attitudes and how these contribute to being an accountable mental health nursing professional with reference to The Code (NMC 2018).</td>
</tr>
<tr>
<td><strong>Essentials of Mental Health Nursing 2 (L5 30 credits)</strong></td>
<td>The module aims to build on Essentials of Mental Health Nursing 1 and provide students with the opportunity to develop the enhanced knowledge and skills essential for caring for people experiencing complex mental health difficulties. Students will develop an appreciation of the importance of comprehensive person-centred care-delivery with particular focus on the evidence base, with relevance to complex mental health difficulties and co-morbidities. Students will have the opportunity to explore service organisation and delivery and appreciate the value of inter-</td>
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<td>Course Title</td>
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<tr>
<td>Developing Practice in Mental Health Nursing (L5 30 credits)</td>
<td>The module aims to provide students the opportunity to develop nursing skills, values and practice within simulation and the Mental Health nursing practice setting, in order to meet the standards of proficiency and associated skills for Part 2 of the programme and those expected of the future nurse (NMC 2018). Students will be given the opportunity to demonstrate reflection upon the personal learning journey in order to describe plans for future personal and professional learning and development.</td>
</tr>
<tr>
<td>Mental Health Nursing Practice 2 (L5 30 credits)</td>
<td>The aim of the module is to provide students the opportunity to achieve nursing skills, values and practice in the real world practice setting, in order to meet the standards of proficiency and associated skills for Part 2 of the programme and those expected of the future Mental Health nurse (NMC 2018).</td>
</tr>
<tr>
<td>Research and Innovation for Nursing Practice (L6 60 credits)</td>
<td>The module will provide students with the opportunity to demonstrate understanding of research skills in order to critically analyse, safely use, share and apply research findings to promote and inform best nursing practice within their chosen field. Additionally students will study leadership and change management theory in order to enhance their own professional practice and improve safety and quality of care.</td>
</tr>
<tr>
<td>Adult Nursing Practice 3 (L6 60 credits)</td>
<td>The module aims to provide students the opportunity to develop nursing skills, values and practice within the real world practice setting, in order to meet the standards of proficiency and associated skills for Part 3 of the programme and those expected at the point of registration as an Adult Nurse (NMC 2018). Students will be given the opportunity to demonstrate reflection upon the personal learning journey in order to</td>
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<tr>
<td>Course Title</td>
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<tr>
<td>Children and Young People's Nursing Practice 3 (L6 60 credits)</td>
<td>The module aims to provide students the opportunity to develop nursing skills, values and practice within the real world practice setting, in order to meet the standards of proficiency and associated skills for Part 3 of the programme and those expected at the point of registration as a Children and Young People's Nurse (NMC 2018). Students will be given the opportunity to demonstrate reflection upon the personal learning journey in order to describe plans for future personal and professional learning and development.</td>
</tr>
<tr>
<td>Mental Health Nursing Practice 3 (L6 60 credits)</td>
<td>The module aims to provide students the opportunity to develop nursing skills, values and practice within the real world practice setting, in order to meet the standards of proficiency and associated skills for Part 3 of the programme and those expected at the point of registration as a Mental Health Nurse (NMC 2018). Students will be given the opportunity to demonstrate reflection upon the personal learning journey in order to describe plans for future personal and professional learning and development.</td>
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</table>
2.3 Course requirements

In order to achieve the named award and meet the NMC standards of proficiency for first level nurses, and register as a nurse specialising in Adult or Children or Mental Health Nursing you must:

- undertake all and pass all core modules at level 4 (equivalent to year 1);
- undertake all and pass all core modules at level 5 (equivalent to year 2)
- undertake all and pass all core modules at level 6 (equivalent to year 3)

We use a number of important documents to develop your course of study and to provide a focus for your practice assessments:


2.4 Module Registration Options

Discussions about your progression through the course will occur at least 3 times per academic year with your Academic Adviser. All module assessments need to be passed in order to progress through the course. There are also practice proficiencies that need to be achieved and you will need to complete and accrue 2300 hours of practice learning as required by the Nursing and Midwifery Council in order to be eligible for registration. If you are successful and complete the course, you will need to register your qualification with the Nursing and Midwifery Council within 5 years in order to practise. If you do not register within 5 years, you will be required to complete further education and practice before being eligible for registration.

As this course leads not only to an academic qualification but also to a professional qualification, we need to assess your fitness to practise and ultimately your suitability to join the Nursing and Midwifery Council register very carefully. This involves you making annual declarations as to your good health and character and informing us immediately if anything occurs or changes that may affect this, such as being the subject of investigatory or criminal proceedings. As a student nurse, you will be expected to abide by The Code (NMC 2018) and to act in a professional and respectful manner at all times. This is in preparation of you being an ambassador for the nursing profession in your professional career.

Assessment in Practice

The overall aim of assessment of practice within the pre-registration nursing courses is to
ensure that students develop the skills, related knowledge and professional behaviours necessary to be fit for practice.

It is important that patients (service users / clients) be informed of their right to consent to and refuse the presence of a student nurse during a consultation or the delivery of care.

You will be required to meet the practice proficiencies for each part of the course as specified in the practice assessment documentation. You will be required to complete accurate records of your progress in the Ongoing Achievement Record and ensure that you engage in personal and professional development planning so that you can develop a portfolio of evidence. This will stand you in good stead as a registrant when you will be required to revalidate your qualification every 3 years.

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled onto the course, through the Student Portal.

Please make a point of always checking your UCLan email as module leaders will use this to contact you regarding any changes. **We will not use home / personal emails to contact you.**

The academic and practical elements of your course are full-time based on a 37.5 hour week.

2.5.2 Expected hours of study

37.5 per timetabled week including scheduled sessions and directed/self-directed study.

2.5.3 Attendance Requirements

You will be expected to fully engage with your course and to study for 37.5 hours per week whether in theory or practice placement.

Sickness: If you are sick and need to be absent you are required to let your supervisor know if in a practice module or the Brook Hub if you are expected on campus.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Your course has been designed with the underpinning philosophy of an “active learning” approach – you may find it useful to read about this approach and constructivist theories from scholars such as Piaget and Dewey. An active learning approach means that your
learning opportunities on this course will include reflection, critical reading, enquiry based
learning activities, directed study, discussion groups, role playing and use of digital
resources. The rationale for choice of these methods of learning and teaching/facilitation is
that as a nurse you need more than knowledge in order to work in professional practice and
deliver person-centred compassionate care. You will need to develop skills of leadership,
management, problem solving, critical thinking and resilience as well as refine traits such
as confidence, kindness and genuineness – read Aristotle to learn more! At UCLan we wish
to prepare you for the working world and to be an inspiring registered nurse, so we feel it is
important for you to practice these skills and traits as a student nurse.

If you are not sure how to manage particular teaching and learning approaches, you should
always take the opportunity to use WISER, use the module guidelines and related study
skills links and talk to the module leader. In practice modules you will still experience
reflection, critical reading, problem based learning (with 'real' patients) and discussion. You
will also be able to take opportunities offered by in-house training, ward rounds, case
conferences along with shadowing staff, observation and participation in practice.

We have a strong service-user team (COMENSUS), made up of individuals with an interest
in supporting nurse education. These people have health problems themselves and/or act
as carers for family members. The School of Nursing has a dedicated advisory and
involvement group (SoNIAG) comprised of COMENSUS volunteers and academic staff.
This group will have involvement in your learning and provide advice and support on
curricula and assessment.

**Virtual learning environments**

The course team aims to develop a community of learners and we recommend that you
engage with the virtual learning environment throughout the course. The use of the digital
resources will strengthen the sense of belonging to your course and the ability to share
problems, experiences, resources etc. with other learners, and will harbour a sense of
confidence.

**Please remember that Professional Behaviour extends to all forms of communication
whether it be in person or online.**

You can access the guidance on social media issued by the NMC

**3.2 Study skills**

You should be planning your work and revisiting your plan on a regular basis. Nursing is
complex as you will be learning in practice, on campus and in skills labs. You need to attend
timetabled assignment preparation supervision and make full use of the support services
available within the University.

Even if you do not think that you need help with learning, spend some time early in the year
to think about the types of assignments that have been set and your preferred approach to
studying. There are many websites available to help you with this. Check out your Virtual
Learning Environment site, buy a book or do a general search on the internet.
Your academic adviser will also monitor your development of appropriate study skills.

*Walk-In Study Enhancement through Review (WISER)*

The WISER team are available for drop in and one to one tutorial consultations. This is available to all students during term-time to focus on specific and individual needs: [http://www.uclan.ac.uk/students/study/wiser/index.php](http://www.uclan.ac.uk/students/study/wiser/index.php)

**WISER Workshops (Workshop Interactions for Study Enhancement and Review)**

The WISER workshops are held on topics of direct relevance to students' study needs. They are available to all students who are not on any study skills course already and can be booked in advance. These sessions are not credited or linked to any modules but are available weekly in semesters 1 and 2. They are available on various topics including:

- Reading and listening to lectures
- Note-taking and note-making strategies (e.g. mind-mapping)
- Oral presentations
- Essay and Report Writing

**Some other useful study skills sites:**
[http://www.studyskills.soton.ac.uk/](http://www.studyskills.soton.ac.uk/)

**Maths**

[http://www.mathcentre.ac.uk](http://www.mathcentre.ac.uk)

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### 3.3 Learning resources

#### 3.3.1 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.

#### 3.3.2 Electronic Resources

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

**Information technology**

The on-line Virtual Learning Environment (VLE), known as Blackboard, is used to support and enhance teaching and learning. Once logged onto this area you can access all of the modules listed under your name without having to log into each module separately.

You can access information about your modules (module description, timetable etc.) and
look for messages from your module or course leader. Each module leader will discuss the use of Virtual Learning Environment with you on the first day of their module.

Remember that you can access the University from your home computer. ‘Remote Access’ is a University I.T. system that allows users to remotely access the University network over the Internet. Click the Virtual Learning Environment icon on your university homepage.

**Online Guides**

You have access to the online IT guides available online via LIS, these relate to setting up email, configuring iPads or Android tablets to the university systems. The step-by-step approach is very useful.

### 3.4 Personal development planning (PDP)

You will meet with your Academic Adviser to discuss your career aspirations and support with your PDP.

Personal Development Planning (PDP) is a process designed to assist you to get the most from your time at University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and achievements and plan for your personal, educational and career development. By becoming actively involved in PDP you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development.

### 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:

- 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.

**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
4. Student Support

4.1 Academic Advisors

Your academic advisor will support you throughout the three-year course. The academic advisor will meet with you on an individual basis to monitor your progress and assist with any personal issues arising.

4.2 Work Based Learning Team (WBLT)

Staff in the WBLT work closely with academic staff to ensure that the requirements of your course of study can be met in clinical practice. Scheduling and planning for all pre-registration students (nurses, paramedics, midwives, physiotherapists, etc.) is a complex and ongoing activity. The WBLT links with Practice Education Facilitators and practice supervisors and assessors. Course Leaders and Link Lecturers to ensure that you have an appropriate clinical learning experience.

The staff can advise you on your placement should any problems arise and you will inform them of any sickness and absence during your course.

https://www.uclan.ac.uk/students/support/health-wellbeing/wblt/index.php

Practice Education Facilitators

Key responsibilities are to provide support within the clinical area developing and facilitating the practice-learning environment. They work with and support practice supervisors and assessors as well as providing information and data about student learning activities. You will meet different Practice Education Facilitators throughout your course.

Supervisors and assessors in practice

Supervisors and assessors are responsible and accountable for:

- Organising and co-ordinating student learning activities in practice.
- Supervising students in learning situations and providing them with constructive feedback on their achievements.
- Setting and monitoring achievement of realistic learning objectives.
- Assessing total performance in liaison with academic assessors including skills, attitudes and behaviours.
- Providing evidence as required by course providers of student achievement or lack of achievement.
- Liaising with others (practice education facilitators, practice teachers, academic advisors, course leaders) to provide feedback, identify any concerns about the student’s performance and agree action as appropriate.

Nurse Educators

Registered nurses who support clinical skills teaching within the University and upon referral in clinical practice placements.
**Academic Assessor**

The AA will be a member of the academic staff who will work with the Practice Assessor to ascertain whether the student has met the proficiencies as set by the NMC.

**Link Lecturers**

A member of the academic team allocated to a practice area to act as liaison and to support the student experience

NB Supporting documentation: Practice Assessment Document and Ongoing Achievement Record – this document will be available electronically at the start of the academic year. It is a document for you to maintain throughout the year.

**4.3 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 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.

You have enrolled on an education and training course that will prepare you to enter a profession that carries with it great privilege and responsibility. The three year course will be a period of personal development and change as you are exposed to new ideas, new experiences and particular approaches to work.

You must read and understand the NMC (2018) The Code: Professional standards of practice and behaviour for nurses and midwives, which governs your behaviour as a student nurse.


You will be working towards these standards during your pre-registration course. If you have an effective registration with a regulatory body, you must adhere to that regulatory body’s code as well as the NMC’s Guidance.

Your conduct as a nursing student is based on the four core principles set out in the code:

1. Prioritise People
2. Practise effectively
3. Preserve safety
4. Promote professionalism and trust
This does not mean only acting in this manner with patients and the public. It means acting in such a manner to friends, other students, the lecturing staff, administrative staff, support staff at the university and in all health and social care settings.

Throughout your course you will learn about the behaviour and conduct that the public expects from nurses. You will develop and be assessed on the knowledge, skills and attitude you need to become a registered nurse.

Your behaviour and conduct, both during your course and in your personal life, may have an impact on:

- your fitness to practise
- your ability to complete your course
- the willingness of the University to sign the declaration of good health and good character for you to become a registered nurse or midwife.

In practice:

- You are expected to conduct yourself in a manner that demonstrates suitability to entry onto the professional register for Nurses, Midwives and Health Visitors. You are expected to practice in accordance with The Code.
- You must adhere to the policies and procedures of the placement provider at all times.
- Issues about role boundaries and maintaining the therapeutic nature of relationships are key examples where students have at times felt confused or unsure. If you are unsure how to respond to a request from a patient/client, or you feel that your relationship with a patient/client is in danger of refocusing on a social rather than a therapeutic basis, please talk about these things with your mentor, the practice education facilitator, the manager of the service, your academic advisor or the link lecturer. Do not leave things to progress to a point where it becomes difficult to talk to others as this may leave you in a vulnerable position.
- Your attendance is monitored for each shift on the rota. Your absence and lateness for work is noted and will form part of your record of attendance. If you are ill and taking sick leave you must phone the ward/manager or supervisor of your placement to let them know.
- You must always wear your uniform correctly and pay attention to personal hygiene.

**Good health** is necessary to undertake practice as a nurse. Good health means that a person must be capable of safe and effective practice without supervision. It does not mean the absence of any disability or health condition. Many disabled people and those with long-term health conditions are able to practise with or without adjustments to support their practice.

**Good character** is important as nurses must be honest and trustworthy. Good character is based on a person’s conduct, behaviour and attitude. It also takes account of any convictions and cautions that are not considered to be compatible with professional registration and that might bring the profession into disrepute. A person’s character must be sufficiently good for them to be capable of safe and effective practice without supervision.
**Fitness to practise** means having the skills, knowledge, good health and good character to do your job safely and effectively. Your fitness to practise as a student will be assessed throughout the course and, if there are ever concerns, these will be investigated and addressed by the University through the Fitness to Practise procedure.

Please refer to the School of Nursing Student [Fitness for Practice regulations](#).

### 4.4 Students with disabilities

| School Disability Lead | Ivan McGlen  
<table>
<thead>
<tr>
<th>Principal Lecturer</th>
<th><a href="mailto:lmcglen@uclan.ac.uk">lmcglen@uclan.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone / Text Phone</td>
<td>01772 893777</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:disability@uclan.ac.uk">disability@uclan.ac.uk</a></td>
</tr>
</tbody>
</table>

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.

The University is firmly committed to providing the widest possible access and to removing barriers to those with disabilities and / or learning difficulties while maintaining confidentiality. A formal process is in place to undertake an assessment of the student’s needs and students are strongly encouraged to disclose a disability or learning difficulty.

- Disclosure means that you tell us that you have a disability, for example, when you fill in your application form or see an Adviser. We want to make sure that the information you give us is useful to you and us, is protected, and is kept safe.
- Whenever the University knows about a student’s disability, we will try to make reasonable adjustments. If your disclosure gives full and open information, that will ensure we can make appropriate adjustments.
- After you have made your disclosure and told us about your disability, we will make every effort to make sure that you will not be at a disadvantage because of your disability.
- The University understands that some of your disclosure may involve sensitive information. We have a system and procedures to make sure all personal information about you and your disability is secure.
- Sometimes, for your benefit, the University may need to share some of your information. If so, we will consult you fully.
- Following disclosure, staff will make every effort to provide reasonable adjustments to ensure that students are not placed at a substantial disadvantage in comparison with persons that are not disabled.
- Where a student does not disclose and where the University might not be reasonably expected to know about a student’s disability and / or learning difficulty
the University might not make adjustments that it would have otherwise made.

- Students are also encouraged to contact Disability Advisory Services at least 6 weeks before an examination or other assessment to discuss what arrangements might be made to try to ensure that they are not placed at a substantial disadvantage in comparison with people who are not disabled.

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

4.5 Students' Union

http://www.uclansu.co.uk/
Join the nursing society, to start with!

Services within the Students' Union

- SU Advice Service
  Telephone: 01772 894880
  Email: suadvice@uclan.ac.uk

- http://www.uclansu.co.uk/opportunities/bridge student employment service located in the Students' Union
  Telephone: 01772 894894
  Email: thebridge@uclan.ac.uk

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff in a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment

5.1 Assessment Strategy

The assessment strategy is designed to determine that you have met the necessary standards as set by the NMC (2018) and are varied in nature for example assignments, exams and story boards.
5.2 Notification of assignments and examination arrangements

Module leaders will supply individual module assessment guidelines and you can access assignment support through your module supervisor.

Each assignment or activity is marked - we therefore refer to this as **summative assessment**. Each assignment reflects one or more module learning outcomes (that in turn reflect the assessment of course learning outcomes – see the course Specification). You will also have the opportunity to participate in formative assessment where you are not formally assessed. This will enable you to practise for your summative assessment and gain feedback from your peers and academic staff.

To successfully pass the course you will be required to pass all module assessments in both theory and practice – no compensation is permitted as per Nursing and Midwifery Council Standards.

**Submission / exam dates will be confirmed at the beginning of each academic year.**

5.3 Referencing

Please refer to the School Referencing Handbook the American Psychological Association Referencing Guide

[https://intranet.uclan.ac.uk/ou/health/learning-repository/StudentAccessibleFiles/APA%20Referencing%20Guide.pdf#search=APA](https://intranet.uclan.ac.uk/ou/health/learning-repository/StudentAccessibleFiles/APA%20Referencing%20Guide.pdf#search=APA)

5.4 Confidential material

You must adhere to all University, practice and NMC requirements when accessing confidential materials. Any breach must be reported immediately.

5.5 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.

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 reassessment. 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.

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 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.

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 advisory arrangements and The Card;

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• Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
• Any other issues raised by students or staff.
8. Appendices

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

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire Nursing and Midwifery Council (NMC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire Preston Campus Burnley Campus Westlakes Campus</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>Nursing and Midwifery Council (NMC)</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>BSc (Hons) Nursing with Registered Nurse (RN) (Adult) or BSc (Hons) Nursing with Registered Nurse (RN) (Children and Young People) or BSc (Hons) Nursing with Registered Nurse (RN) (Mental Health)</td>
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<tr>
<td>6. Modes of Attendance offered</td>
<td>Full time</td>
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<tr>
<td>7a) UCAS Code</td>
<td></td>
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<tr>
<td>7b) JACS and HECOS Code</td>
<td>B740 Adult Nursing B730 Children and Young People’s Nursing B760 Mental Health Nursing 100279 Adult Nursing 100280 Children and Young People’s Nursing 100287 Mental Health Nursing</td>
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### 8. Relevant Subject Benchmarking Group(s)

<table>
<thead>
<tr>
<th>Relevant Subject Benchmarking Group(s)</th>
<th>Future nurse: Standards of proficiency for registered nurses – NMC May 2018</th>
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<tbody>
<tr>
<td></td>
<td>Part 1 Standards framework for nursing and midwifery education – NMC May 2018</td>
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<td></td>
<td>Part 2 Standards for student supervision and assessment – NMC May 2018</td>
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<td>Part 3 Standards for pre-registration nursing programmes – NMC May 2018</td>
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<td>Part 3 Standards for prescribing programmes – NMC May 2018</td>
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<td>Care Quality Commission ()</td>
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<td>QAA Quality Code (2018)</td>
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<td>Dementia Core Skills Education and Training Framework (October 2015)</td>
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### 9. Other external influences

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<thead>
<tr>
<th>Other external influences</th>
<th>Health Education England</th>
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<tbody>
<tr>
<td></td>
<td>Framework for Action on Interprofessional Education and Collaborative Practice (WHO 2010).</td>
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<tr>
<td></td>
<td>Making Every Contact Count (MECC) (2016)</td>
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<td>No Health without Mental Health (2011)</td>
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<td>Closing the Gap (DoH, 2014)</td>
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<td>Francis Report (2013)</td>
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<td>Keogh Review (2013)</td>
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<td>Education Outcomes Framework (2013)</td>
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<td>Leading Change Adding Value (2016)</td>
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</table>

### 10. Date of production/revision of this form

March 2019

### 11. Aims of the Programme

The programme aims to enable students to develop and acquire the understanding, knowledge and skills in order to meet the required standards of proficiency (NMC, 2018) to be eligible to apply to join the NMC professional register in order to practice as registered nurses. To achieve this, the programme will provide opportunities for students to:
• develop cognitive, problem solving and decision making skills in relation to the 7 platforms of proficiency (NMC 2018) that inform compassionate person centred nursing practice.
• practice effectively within a professional values base within a variety of care settings and teams.
• Work in partnership with local service user and carer stakeholders to model good practice and enhance academic and practice learning.
• demonstrate the communication, relationship management skills and nursing procedures (NMC 2018) in order to provide safe nursing care.
• critically evaluate current nursing and health care research and practice.
• demonstrate a comprehensive understanding of techniques applicable to scholarship commensurate with a graduate.

Completion of the programme will enable the successful student to:
• meet the NMC Future Nurse: Standards of proficiency for registered nurses and associated Annexes in order to be eligible to apply for entry to the NMC professional register in chosen field of nursing practice.
• meet the programme learning outcomes in order to make the transition to professional nurse and achieve the award of BSc (Hons) Nursing with Registered Nurse (Adult) OR (Mental Health) OR (Children and Young People).
• have with a capacity for critical thinking and analysis that will enable contribution to the advancement of future nursing practice.
• Demonstrate proficiency in working in partnership with service users, carers and other professionals and stakeholders in providing the best possible health outcomes for people.


12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Analyse knowledge and information from relevant health and social-care related disciplines in order to deliver professional, compassionate person-centred care to people across the age continuum, including safeguarding of vulnerable individuals.
A2. Evaluate the predisposing and social factors which relate to health and ill health in order to promote recovery and well-being with people and families.
A3. Articulate a sound understanding of the nature and values of professional nursing in the context of changing public health and social care agendas.
A4. Analyse health care teams, care organisation and care delivery across different sectors.
A5. Reflect on the impact of economic, political and social factors which influence health, social care and research in relation to nursing practice.

Teaching and Learning Methods
Teaching and learning methods will reflect an “active learning” approach in which students are engaged in meaningful activity and are at the centre of their own learning. This is in keeping with an adult learning philosophy and the programme aims and learning outcomes.

A range of learning and teaching methods will be employed, including:

- Discussions and seminars
- Keynote lectures
- Enquiry Based Learning (EBL)
- Debate
- Digitally based resources and directed study and reading
- Simulation
- Nursing skills development
- Supervised practice within the practice environment

Learning and teaching methods will include the service user and carer experience and voice wherever possible.

**Assessment methods**

Assessment is mapped to the curriculum and occurs throughout the programme to determine student progression. A range of formative and summative assessment methods are used including:

- Peer assessment and feedback
- Practice/simulation based observational assessment
- Presentations including poster presentations
- Student negotiated project
- Reflective narratives
- Examination
- Written assignments

Assessment methods will include service user and carer contribution wherever possible.

**B. Subject-specific skills**

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

B1. Adapt interpersonal skills to engage with a variety of people, in order to deliver compassionate person-centred nursing care.

B2. Critically analyse the diverse needs, values and beliefs of individuals, groups and communities when providing and reviewing nursing care.

B3. Critically adapt principles of health education and promotion with individuals, groups and communities within a variety of contexts.

B4. Establish, maintain and promote the safety of individuals and groups taking into account environmental, social and personal factors.

B5. Demonstrate competent practice in assessing, formulating, delivering and evaluating evidence-based care and interventions for and with people to promote recovery, health and well-being.

B6. Interpret and manipulate clinical information in order to inform and critique nursing practice and care delivery.

B7. Work in partnership with inter-professional groups and as part of a team, supporting and leading decision making in collaboration with people and their families.

B8. Facilitate personal development in leadership and change management in order to enhance professional practice and improve the safety and quality of care.
B9. Act to safeguard the public, and be responsible and accountable for safe, compassionate, person-centred, evidence based nursing that respects and maintains dignity and human rights.

**Teaching and Learning Methods**

Teaching and learning methods will reflect an “active learning” approach in which students are engaged in meaningful activity and are at the centre of their own learning. This is in keeping with an adult learning philosophy and the programme aims and learning outcomes.

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- Peer assessment and feedback
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- Presentations including poster presentations
- Student negotiated project
- Reflective narratives
- Examination
- Written assignments
- Assessment methods will include service user and carer contribution wherever possible.

**C. Thinking Skills**

- C1. Reflect upon personal strengths and areas for development and identify opportunities for personal and professional growth and development.
- C2. Apply a solution focussed approach to problem solving and clinical decision making within a collaborative, multi-agency framework.
- C3. Evaluate strategies that will support assessment of needs, care delivery and management throughout an individual’s experience of health and social care.
- C4. Demonstrate respect for the health needs of individuals within socially and culturally diverse communities.
- C5. Critically apply principles of ethics, law and professional values to nursing practice.
- C6. Appraise contemporary issues and research relating to professional practice in health and social care.
- C7. Critically review the evidence that underpins strategies used to improve services, safety and quality of care.

**Teaching and Learning Methods**
Teaching and learning methods will reflect an “active learning” approach in which students are engaged in meaningful activity and are at the centre of their own learning. This is in keeping with an adult learning philosophy and the programme aims and learning outcomes.

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Assessment methods

Assessment is mapped to the curriculum and occurs throughout the programme to determine student progression. A range of formative and summative assessment methods are used including:

Peer assessment and feedback
Presentations including poster presentations
Student negotiated project
Reflective narratives
Examination
Written assignments
Practice based/Simulation observational assessment
Assessment methods will include service user and carer contribution wherever possible.

D. Other skills relevant to employability and personal development

D2. Demonstrate numerical, literary, digital and technological skills in relation to nursing practice and decision making.
D3. Work as an autonomous learner.
D4. Develop skills of reflection and personal development planning to influence and shape life-long learning.
D5. Communicate effectively using a wide range of strategies and interventions including the effective use of communication technologies.
D6. Employ leadership skills to supervise and manage others and contribute to planning, designing and improving future services.

Teaching and Learning Methods

Teaching and learning methods will reflect an “active learning” approach in which students are engaged in meaningful activity and are at the centre of their own learning. This is in keeping with an adult learning philosophy and the programme aims and learning outcomes.

A range of learning and teaching methods will be employed, including:

Discussions and seminars
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Learning and teaching methods will include the service user and carer experience and voice wherever possible.

Assessment methods

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13. Programme Structures*

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<tr>
<th>Level</th>
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<th>Credit rating</th>
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<tr>
<td></td>
<td>NU3372</td>
<td>Children and Young Peoples Nursing</td>
<td>60</td>
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</table>

14. Awards and Credits*

Bachelor Honours Degree in Nursing with Registered Nurse (RN) (Adult)
Requires 360 credits including a minimum of 120 at Level 5 or above and 120 at Level 6 must include all modules listed under Adult Nursing plus NU1301, NU1302 and NU3373

Bachelor Honours Degree in Nursing with Registered Nurse (RN) (Children and Young People)
Requires 360 credits including a minimum of 240 at Level 5 or above and 120 at Level 6 must include all modules listed under Children and Young Peoples Nursing plus NU1301, NU1302 and NU3373

Bachelor Honours Degree in Nursing with Registered Nurse (RN) (Mental Health)
Requires 360 credits including a minimum of 240 at Level 5 or above and 120 at Level 6 must include all modules listed under Mental Health Nursing plus NU1301, NU1302 and NU3373

Bachelor Degree in Adult Healthcare
Requires 320 credits including a minimum of 120 at Level 5 or above and 60 at level 6

Bachelor Degree in Children and Young People’s Healthcare
Requires 320 credits including a minimum of 120 at Level 5 or above and 60 at level 6

Bachelor Degree in Mental Healthcare
Requires 320 credits including a minimum of 120 at Level 5 or above and 60 at level 6
## Field Specific Modules

<table>
<thead>
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<td>NU2375</td>
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### Level 4

| NU1301  | Society, Health and Nursing Care. | 60 |
| NU1302  | Nursing Practice 1 | 60 |

### Certificate of Higher Education in Healthcare

- Requires 120 credits at Level 4 or above

## 15. Personal Development Planning

All students within the course are expected to engage in the Personal Development Process (PDP) which is an integral part of the programme. PDP provides an opportunity for students to develop their capacity for learning through focusing on reflection and then reviewing and planning their learning in relation to personal, educational and career development. The placement assessment documents and ongoing record of achievement require students to demonstrate the development of nursing proficiency and reflect upon their personal development. Additionally, the ‘UCLan Nurse’ portfolio demonstrates the student’s learning in relation to the whole person, including his/her own learning journey and prepares them for the NMC revalidation process.

The overall objectives of PDP can be considered as:

- Assisting in the development of more effective, independent and confident self-directed learners
- Promoting insight into the learning process and being able to relate that learning to a wider context
- Improving general skills for study and career development and enhancement
- Articulating personal goals and evaluating progress towards achievement, and
- Encouraging the development of a positive attitude towards learning throughout working life.
The introduction of PDP at the early stages of a career as a health care professional prepares students for these expectations when they graduate and take up employment. As this course is both professional and academic, the professional code of the Nursing and Midwifery Council (2018) underpins all learning activities and creates a natural connection between practitioner development and academic learning, to develop the research informed nurse. As students pass through the course, moving from fundamental skills through to develop expertise as an autonomous practitioner, personal development is both intrinsic to the course and pivotal to their personal growth.

### 16. Admissions criteria *

*(including agreed tariffs for entry with advanced standing)*

*Correct as at date of approval. For latest information, please consult the University’s website.*

**Normal Entry requirements**

- 112-120 UCAS points
- GCSE grade 4 or above in English and Maths or equivalent
- Evidence of capacity for digital and technological literacy
- Certificated evidence of completion of general education of 12 years
- Students with non-standard qualifications will be considered on an individual basis and may be suitable to submit an RPL (Recognition of Prior Learning) Claim.

Applicants who are not from the UK are required to have an English Language Qualification as per Nursing and Midwifery Council requirements.

All offers are subject to a successful values based interview, satisfactory occupational health report and receipt of a satisfactory enhanced disclosure and barring service (DBS) certificate.

Applicants will also be required to provide satisfactory personal statement and reference (academic or employer).

### 17. Key sources of information about the programme

- [https://www.uclan.ac.uk/courses/bsc_hons_pre_registration_nursing.php](https://www.uclan.ac.uk/courses/bsc_hons_pre_registration_nursing.php)
- [https://www.uclan.ac.uk/courses/bsc_hons_pre_registration_nursing_child.php](https://www.uclan.ac.uk/courses/bsc_hons_pre_registration_nursing_child.php)
- [https://www.uclan.ac.uk/courses/bsc_hons_pre_registration_nursing_mental_health.php](https://www.uclan.ac.uk/courses/bsc_hons_pre_registration_nursing_mental_health.php)
## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

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<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COM) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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</table>
19. **LEARNING OUTCOMES FOR EXIT AWARDS:**

**Learning outcomes for the award of Certificate of Higher Education in Healthcare**

Requires 120 credits at Level 4 or above

| Evidence achievement of Part 1 proficiencies, skills and values as required within the programme. |
| Demonstrate communication and relationship management skills, medicines management skills and nursing procedures commensurate with Part 1 of the programme. |
| Identify own personal and professional development needs in relation to The Code (NMC 2018). |
| Explain the determinants of health that contribute to the health beliefs and health needs of individuals and families in a variety of settings. |
| Utilise literature and research that underpins compassionate person centred care and shared decision making. |
| Recognise the bio-psychosocial determinants of health and common health conditions across the lifespan. |
| Describe how nursing care is delivered across different sectors. |
| Reflect on the role of the nurse and professional accountability in the promotion of health and prevention of ill health. |

**Learning outcomes for the award of Diploma of Higher Education in Mental healthcare or Adult healthcare/Children and young people's healthcare**

Requires 240 credits including a minimum of 120 at Level 5 or above in chosen pathway

| Evidence achievement of Part 1 proficiencies, skills and values as required within the programme. |
| Demonstrate communication and relationship management skills, medicines management skills and nursing procedures commensurate with Part 1 of the programme. |
| Identify own personal and professional development needs in relation to The Code (NMC 2018). |
| Explain the determinants of health that contribute to the health beliefs and health needs of individuals and families in a variety of settings. |
| Utilise literature and research that underpins compassionate person centred care and shared decision making. |
| Recognise the bio-psychosocial determinants of health and common health conditions across the lifespan. |
| Describe how nursing care is delivered across different sectors. |
| Reflect on the role of the nurse and professional accountability in the promotion of health and prevention of ill health. |
| Discuss the therapeutic relationship that places people at the centre of their own decision making wherever possible. |
| Demonstrate the evidence base required to care for and support people with acute mental health/physical health/children and young people's health conditions. |
| Examine a range of mental health assessment strategies and tools in order to apply them in relevant practice settings. |
| Apply the principles of risk assessment and management that reflect positive risk taking in mental health/ adult health/children and young people's health care. |
Consider the relevant legal and ethical issues when delivering and evaluating care for people with mental health/adult health/children and young people’s health difficulties.

Demonstrate application of the nursing process in caring for people with complex mental health care/adult health care/children and young person’s care needs, their families and carers.

Discuss the knowledge and skill required in order to refer people safely to other professionals within a range of health and social care organisations to deliver best person-centred health outcomes.

Ensure that legal and ethical issues, including safeguarding of vulnerable people/children and young people/adults, are taken into account when making decisions in partnership with the person, family, carers and other professionals.

Integrate knowledge of biosciences and pharmacology when engaging in the collaborative evaluation of mental health/adult health/children and young people’s health care and have the confidence to make changes to nursing care using best available evidence.

Demonstrate progression in achievement of Part 2 proficiencies, skills and values as required within the programme in the Adult/Mental Health/Children and young people’s nursing field of practice.

Demonstrate reflective skills in relation to self-awareness, emotional intelligence/resilience and personal performance.

Define and explain own development needs in relation to The Code (NMC 2018).

Demonstrate achievement of Part 2 proficiencies, skills and values as required within the programme.

Demonstrate the acquisition of communication and relationship management skills, medicines management skills and nursing procedures for safe Children and young people’s/Mental Health/Adult nursing practice commensurate with Part 2 of the programme.

**Learning outcomes for the award of BSc Adult Healthcare or Children and Young People’s healthcare or Mental Healthcare**

Requires 320 credits including a minimum of 120 at Level 5 or above and 60 at level 6 in chosen pathway

- Evidence achievement of Part 1 proficiencies, skills and values as required within the programme.
- Demonstrate communication and relationship management skills, medicines management skills and nursing procedures commensurate with Part 1 of the programme.
- Identify own personal and professional development needs in relation to The Code (NMC 2018).
- Explain the determinants of health that contribute to the health beliefs and health needs of individuals and families in a variety of settings.
- Utilise literature and research that underpins compassionate person centred care and shared decision making.
- Recognise the bio-psychosocial determinants of health and common health conditions across the lifespan.
- Describe how nursing care is delivered across different sectors.
- Reflect on the role of the nurse and professional accountability in the promotion of health and prevention of ill health.
- Discuss the therapeutic relationship that places people at the centre of their own decision making wherever possible.
- Demonstrate the evidence base required to care for and support people with acute mental health/physical health/children and young people’s health conditions.
| Examine a range of mental health assessment strategies and tools in order to apply them in relevant practice settings. |
| Apply the principles of risk assessment and management that reflect positive risk taking in mental health/adult health/children and young people’s health care. |
| Consider the relevant legal and ethical issues when delivering and evaluating care for people with mental health/adult health/children and young people’s health difficulties. |
| Demonstrate application of the nursing process in caring for people with complex mental health care/adult health care/ children and young person’s care needs, their families and carers. |
| Discuss the knowledge and skill required in order to refer people safely to other professionals within a range of health and social care organisations to deliver best person-centred health outcomes. |
| Ensure that legal and ethical issues, including safeguarding of vulnerable people/children and young people/adults, are taken into account when making decisions in partnership with the person, family, carers and other professionals. |
| Integrate knowledge of biosciences and pharmacology when engaging in the collaborative evaluation of mental health/adult health/children and young people’s health care and have the confidence to make changes to nursing care using best available evidence. |
| Demonstrate progression in achievement of Part 2 proficiencies, skills and values as required within the programme in the Adult/Mental Health/ Children and young people’s nursing field of practice. |
| Demonstrate reflective skills in relation to self-awareness, emotional intelligence/resilience and personal performance. |
| Define and explain own development needs in relation to The Code (NMC 2018). |
| Demonstrate achievement of Part 2 proficiencies, skills and values as required within the programme. |
| Demonstrate the acquisition of communication and relationship management skills, medicines management skills and nursing procedures for safe Children and young people’s/Mental Health/Adult nursing practice commensurate with Part 2 of the programme. |

* Plus for award of BSc Adult Healthcare

**Either**

- Evidence achievement of additional proficiencies, skills and values as required within the Adult Nursing programme.
- Demonstrate achievement of medicines management skills.

**Or**

- Select and define a self-initiated project.
- Show evidence of discussion and analysis through critical appraisal of appropriate evidence.
- Discuss application to innovation and/or research in contemporary nursing practice within chosen field.
- Demonstrate written and/or oral presentation skills to explain a complex idea in concise terms.

Reflect on the independent learning journey.
**Plus for award of BSc Mental Healthcare**

**Either**
- Evidence achievement of additional proficiencies, skills and values as required within the Mental Health Nursing programme.
- Demonstrate achievement of medicines management skills.
- Critically reflect on transitional personal and professional development and identify own strengths and areas for development.

**Or**
- Select and define a self-initiated project.
- Show evidence of discussion and analysis through critical appraisal of appropriate evidence.
- Discuss application to innovation and/or research in contemporary nursing practice within chosen field.
- Demonstrate written and/or oral presentation skills to explain a complex idea in concise terms.
- Reflect on the independent learning journey.

**Plus for award of BSc Children and Young People’s Healthcare**

**Either**
- Evidence achievement of additional proficiencies, skills and values as required within the Children and Young People’s Nursing programme.
- Demonstrate achievement of medicines management skills.
- Critically reflect on transitional personal and professional development and identify own strengths and areas for development.

**Or**
- Select and define a self-initiated project.
- Show evidence of discussion and analysis through critical appraisal of appropriate evidence.
- Discuss application to innovation and/or research in contemporary nursing practice within chosen field.
- Demonstrate written and/or oral presentation skills to explain a complex idea in concise terms.
- Reflect on the independent learning journey.