



Course Handbook

BSc (Hons) Pre-registration Nursing

Academic Year 2019-20 (all intakes)

Course Leaders:

Claire Bewsher (Adult Nursing)
Martin Earley (Children's Nursing)
Kevin Wright (Mental Health Nursing)

School of Nursing

Faculty of Health and Well-being



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.

COURSE SUBJECT TO CHANGE

This course is subject to formal course review and reapproval by the University during 2018/19 as part of its normal cycle of regular review (a process called Periodic Review). Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if required, reasonable support to transfer to another provider. The expected timetable for completion of this reapproval process is August 2019

Contents

- 1.1 Rationale, aims and learning outcomes of the course
- 1.2 Course Team
- 1.3 Expertise of staff
- 1.4 Academic Advisor
 - 1.4.1 Home group
 - 1.4.2 Names, contact details of members of my home group
- 1.5 Administration details
- 1.6 Communication
- 1.7 External Examiner
- 2. Structure of the course
 - 2.1 Overall structure
 - 2.2 Modules available
 - 2.3 Course requirements
 - 2.3.1 Progression Information
 - 2.4 Study Time
 - 2.4.1 Weekly Timetable
 - 2.4.2 Expected hours of study
 - 2.5 Data Protection
- 3. Approaches to teaching and learning
 - 3.1 Expertise of staff
 - 3.2 Learning and teaching methods
 - 3.3 Study skills
 - 3.4 Learning resources
 - 3.4.1 Learning Information Services (Lis)
 - 3.4.2 Electronic Resources

- 3.5 Personal development planning
- 4. Student Support
 - 4.1 Academic Advisors
 - 4.2 Student Support, Guidance & Conduct
 - 4.3 Students with disabilities
 - 4.4 Students' Union One Stop Shop
- 5. Assessment
 - 5.1 Assessment Strategy
 - 5.1 Assessment in Practice
 - 5.2 Referencing
 - 5.3 Confidential material
- 6. Classification of Awards
- 7. Student Feedback
 - 7.1 Student Staff Liaison Committee meetings (SSLCs)
- 8. Appendices
 - 8.1 Programme Specification

Welcome to the course

Dear student

Welcome to the School of Nursing within the College of Health and Well-being 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. It does mean, however, that you are making a huge commitment both personally and financially; we know, we did it too! 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, and 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.

Dr Karen Wright

Head of School of Nursing

1.1 Rationale, aims and learning outcomes of the course



The course aims to produce first level qualified nurses who have developed a systematic knowledge base and a sound portfolio of clinical and interpersonal skills. Cognitive, problem solving and decision making skills that inform sound managerial abilities will facilitate an accelerated career path for those who wish it, as well as enabling graduates to practice effectively in a variety of care settings. To achieve this, the course will enable the students to:

- Meet the NMC generic and field competencies and essential skills clusters for entry to the Register (NMC 2010) as a first level nurse specialising in Adult, or Children or Mental Health.
- Meet the QAA Benchmark Statements for the Healthcare Professional and Nursing (QAA 2001).
- Meet the course learning outcomes, make the transition towards becoming a professional nurse and achieve the award of BSc (Hons) Pre-Registration Nursing (Adult) OR (Mental Health) OR (Children).
- Meet the QUIPP and Department of Health Outcomes Framework.

1.2 Course Team

The course content is 'packaged' into modules and each module has a named person responsible for the delivery and management of the module, this person is known as the 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. They will advise and guide you as to the requirements for the module and achievement in the assessment(s). The module leader will also liaise with the course leader.

Each module leader will provide a framework or structure to support student learning within the subject field. The module leader is responsible for the overall quality of the module and will write an evaluation report at the end of each module. Each module leader will ensure that the module Virtual Learning Environment is maintained and developed to facilitate student information about the module and the student learning experience.

Each award; BSc (Hons) Pre-registration Nursing (Adult) or (Children's) or (Mental Health), will have a course leader who will manage the course for three years. Each intake will have a year lead who will manage the day to day running of the course for each year of the programme.

Children's Nursing	Adult Nursing	Mental Health
Martin Earley Course Leader Children's Nursing 01772 8951055 MEarley@uclan.ac.uk	Claire Bewsher Course Leader Adult Nursing 01772 895141 CLBewsher1@uclan.ac.uk	Kevin Wright Course Leader Mental Health 01772 895482 KWright8@uclan.ac.uk
Year 1 Lead Katie Rowson 01772 894582 KRowson1@uclan.ac.uk	Year 1 Lead Yvonne Whiteley 01772 893795 YWhiteley@uclan.ac.uk	Year 1 Lead Nick Bohannon 01772 893709 NBohannon@uclan.ac.uk
Year 2 Lead Carol Blackmore 01772 895522 CBlackmore@uclan.ac.uk	Year 2 Lead Tara Brookes 01772 893610 TPBrookes@uclan.ac.uk	Year 2 Lead Alison Elliott 01772 895133 AElliott1@uclan.ac.uk
Year 3 Lead Karen Blake 01772 893721 KBlake@uclan.ac.uk	Year 3 Lead Sam Pollitt 01772 893624 SJPollitt@uclan.ac.uk	Year 3 Lead Sharon Pagett 01772 895530 SPagett@uclan.ac.uk
Telephone numbers: 01772 89 _____ 89 this is the stem for all UCLAN numbers, the last 4 digits are the tutors extension number		
E mail: Always use your UCLan email. e.g. jbloggs@uclan.ac.uk We do not use 'full stops' in the name, you will have a similar address.		

1.3 Expertise of staff

The vast majority of academic staff teaching on the programme are registered nurses within the field of Adult or Children or Mental Health Nursing and are 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

Each student is allocated an Academic Advisor/Home Group Tutor within the first week of the course. In the unlikely event that you have not been allocated an academic advisor then please contact the Hub 01772891992 email: brookhub@uclan.ac.uk

Your academic advisor will support you and other members of your Home Group throughout the three year programme. The academic advisor will also meet with you on an individual basis to monitor your progress and assist with any personal issues arising. You must always take your Practice Assessment Document with you to the Home group meetings and to meetings with your academic advisor.

Take a look at the academic advisor list and make a note of your academic advisor here....

Academic Advisor Name	
Building & Room Number	
Telephone Number	01772 89_____ <i>89 this is the stem for all UCLan numbers, the last 4 digits are the tutors extension number</i>
Email <i>Always use your UCLan Email address</i>	e.g. jbloggs@uclan.ac.uk <i>We do not use 'full stops' in the name, you will have a similar address.</i>

1.4.1 Home group

You will be allocated to a small group of students: 20-25 in a group. This is your **home group**. It will be led by your **academic advisor** for all the three years of the course. Time will be allocated during study time at Preston for you to meet before and after practice experiences with your home group and **it is important that you turn up and take part** - giving support and receiving support from other students who are going through many of the same experiences that you are.

Year 1 – Home Group meetings

1.
2.
3.
4.



1.5 Administration details

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

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

Allen Building

Medicine
Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Foster Building

Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building

Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@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.

In addition to this you may be contacted through the post, Virtual Learning Environment or via text message and there are several notice-boards with information throughout the School of Nursing. Students may expect a reply to their email within three working days in line with the University email use policy. The email may not respond in full at that point but explain that a tutor is unable to respond in full but will as soon as is able. Office hours will vary with each member of staff however appointments can be made via telephone or email.

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. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

External Examiners for the BSc (Hons) Pre-Registration Nursing:

Mental Health Field:

- Paul Henderson (Edge Hill University)

Adult Field:

- Mike Brownsell (University of Chester)
- Linda Garbutt (Manchester Metropolitan University)
- Margaret Herlihy (Middlesex University)
- Mel Newton (Teesside University)

Children's Field:

- Robert Kennedy (University of Salford)

External examiner reports are discussed at Staff Student Liaison Meetings and are published on Blackboard.



2. Structure of the course

2.1 Overall structure

There is an optional foundation entry programme available for students before beginning this course. The programme specification for this course is available in section 8 of this handbook.

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, the majority of modules are standard size (20 credits) with a few half (10 credits) or double modules (40 credits). Overall you study for 120 credits a year - 360 credits over 3 years.

The BSc (Hons) Pre-registration Nursing 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 whole programme over three years has been carefully designed to provide you with the knowledge, skills and professional attributes expected of nurses today.

You will be studying with other students who are intending to register on the same part of the nursing register as yourself – especially in year 2 but you will find that you are with students from other fields at times and occasionally with other pre-registration practitioners such as paramedics and operating department practitioners. The National Health Service (NHS) is an exciting and challenging employer and you will always be working with other healthcare professionals - doctors, physiotherapists, and social workers etc. who are just as interested in caring for individuals and their families as you are.

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).

All hours in University and practice are based on a 40 hour week (this includes 2.5 hours per week of personal reflection either in theory or in the practice context). This may mean an early morning or afternoon start to your study in university and in practice and a late evening finish. You will also be expected to work some weekends and nights in practice

The academic year begins in September and ends in August each year

In practice: there will be two main allocations to practice a year. Within each practice allocation, there are mentors and practice education facilitators (PEF) based in the NHS trusts, who help run the programme, are developing different types of experiences for you – we call these ‘hub-and-spoke’ placements - shorter circuits within your main placement. You will work in hospitals and community settings within the Trusts that you have been allocated to.

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 get to understand how hospitals and primary care practitioners deliver care to people day and night. You will also be expected to work some night duty - normally during year 2 or 3 - for at least two weeks. You can do more if you wish. You will also have to work weekends and some bank holidays in practice.

Practice allocation

Over each year we have nursing students in their first, second and third year of their course; and part time students. We allocate placements to other students working towards a range of professional qualifications. We have developed a placement circuit across:

- [Ashton, Wigan, Wrightington & Leigh](#)
- [Blackburn & Accrington \(East Lancs\)](#)
- [Blackpool, Fylde & Wyre \(North Lancs\)](#)
- [Burnley & Rossendale \(East Lancs\)](#)
- [Preston, Chorley & South Ribble \(Central Lancs\)](#)
- [Southport & Ormskirk](#)

This is kept under annual review, with new wards, units and teams becoming available throughout the year. All details relating to placements and attendance can be found on

http://www.uclan.ac.uk/students/study/schools/school_of_health/plsu/index.php

2:2 Modules available

Key:

**Generic
Modules**

Adult Field

Children's
Field

Mental
Health Field

Year 1:

Module number and name	Credits	Module aim
NU1009 Fundamental Skills for Nursing Practice	50	<ul style="list-style-type: none"> To establish the core and fundamental nursing skills required to engage with the care of people with health and social care needs To introduce you to the principles of clinical pharmacology and practical medicines management applied to health care, and encourage you to develop your numeracy skills.
NU1103 Contemporary Influences on Health	30	<ul style="list-style-type: none"> To enable you to explore the social, political and cultural factors that influence health and to understand the contribution of nursing to the health of their patients and local communities
NU1104 Ethics Law and Professionalism	20	<ul style="list-style-type: none"> To develop an understanding of ethical, legal and professional aspects of healthcare practice within diverse health and social care settings
NU1602 Concepts of Human Anatomy and Physiology	20	<ul style="list-style-type: none"> To enable you to identify and develop fundamental study skills required to be successful in academic study

Year 2:

Module number and name	Credits	Module aim
NU2212 Body Systems, Health and Long Term Conditions	20	<ul style="list-style-type: none"> To develop your knowledge and skills in the delivery of nursing care to adults, requiring treatment and services during their lifespan, based on an understanding of the causes and implications of long term conditions.
NU2213 Body Systems , Health and Acute Illness	40	<ul style="list-style-type: none"> To develop your knowledge and skills in the delivery of nursing care to adults, requiring treatment and services during their lifespan, based on an understanding of the causes and implications of acute conditions.
NU2214 Nursing the Older Person	20	<ul style="list-style-type: none"> To enable you to explore the concepts of ageing and examine contemporary approaches to person-centred nursing of older people. It will emphasise the importance of collaborative working across health and social care as well as the older person's uniqueness as an individual by examining the impact of normal ageing on physical and psychological wellbeing together with the cultural and social influences within modern society.
NU2215 Public Health and Well Being	20	<ul style="list-style-type: none"> To enhance your understanding of the health needs of people in contemporary society, through addressing the environment within which people experience illness and require care, support and advice. You will examine public health strategies that will enable you, as future health care practitioners to promote health, prevent disease and prolong valued life for your patients, families and communities.
NU2216 Medicines Management for Adult Nursing	20	<ul style="list-style-type: none"> To develop your understanding of the fundamentals of pharmacology and the therapeutic effects of major drug groups on the body. You will also build on your numeracy and drug calculation skills.

Year 2

Module number and name	Credits	Module aim
NU2218 Developing Children & Young People's Nursing Practice	40	<ul style="list-style-type: none"> To gain insight into Anatomy and Physiology and the related Pathophysiology, using underpinning evidence to enable you to provide appropriate, safe nursing care for the child, young person and family across care settings.
NU2219 Promoting the Mental Health and Wellbeing of Children and Young People	40	<ul style="list-style-type: none"> To develop your knowledge of psychological and social factors that impact on the development of children and young people. You will gain an insight into the promotion of mental health and well-being and the associated care and management they may require
NU2220 Complex Care in the Community: The Family Experience	20	<ul style="list-style-type: none"> To enable you to explore the complex care management of children/ young people working in partnerships with the child, family, carers and other professionals in diverse care settings.
NU2221 Medicines Management for Children's Nursing	10	<ul style="list-style-type: none"> To develop your knowledge and skills of pharmacology and safe administration of medicines relating to children and young people.
NU2222 Developmental anatomy and Physiology for Children's Nursing	10	<ul style="list-style-type: none"> To explore the anatomical and physiological development of the child from conception to birth, considering the factors affecting this development and the possible consequence of deviations from the expected 'norm'.

Year 2

Module number and name	Credits	Module aim
NU2223 Fundamentals Of Mental Health Nursing	20	<ul style="list-style-type: none"> To Assist You To Acquire And Practice Fundamental Principles Of Engagement With A Range Of People With Mental Health Needs
NU2224 Principles And Skills Of Mental Health Assessment And Care Planning	40	<ul style="list-style-type: none"> To Develop The Core Skills, Knowledge, Attitudes And Behaviours Essential For Conducting A Systematic Mental Health Assessment, Formulation, And Developing A Recovery Focused Care Plan With The Service User.
NU2225 Mental Health, Law And Policy	20	<ul style="list-style-type: none"> To Develop A Critical Understanding Of The Legal Framework And Policy Drivers Which Applies To The Field Of Mental Health Practice.
NU2226 Values-Based Practice	20	<ul style="list-style-type: none"> To Assist You To Examine The Values Base Of Mental Health Nursing And Controversial Issues In Mental Health Care In Order To Enhance Practice Through Reflection On Their Own Values And Beliefs
NU2044 Physiology, Pathophysiology, Anatomy And Medicines Management For Mental Health Nursing (PPAM)	20	<ul style="list-style-type: none"> To Have An Understanding Of Anatomy And Physiology Associated With The Pathology Of Mental Health Disorders And Help People To Make Informed Choices About Pharmacological And Physical Treatments, By Providing Education And Information On The Benefits And Unwanted Effects, Choices And Alternatives Through The Safe Administration Of Medicines (In Accordance With NMC Standards For Pre-Registration Nursing Education 2010)

Year 3:

Module number and name	Credits	Module aim
NU33163 Toolkit for Professional Registration	60	<ul style="list-style-type: none"> • To aid your transition to professional working life. The module will facilitate your understanding of the social, economic and political pressures that influence health and social care, whilst supporting your ability to be autonomous in the management of your work, care delivery and professional standards. • to equip you to develop an evidence- based culture in practice.

Module number and name	Credits	Module aim
NU3164 Medicines Management for Adult Nursing with applied Anatomy, Physiology and Pathophysiology	20	<ul style="list-style-type: none"> • To develop knowledge of the anatomy, physiology and pathophysiology associated with disorders of the renal, endocrine and immune systems and the relevant medications used to treat them. • Develop knowledge and practice to ensure safe administration of medicines in accordance with NMC Standards for pre-registration nursing education 2010.
NU3359 Nursing the Acutely Ill Adult	20	<ul style="list-style-type: none"> • To build on your existing knowledge and skills in order to be able to conduct the on-going assessment and treatment of acutely ill adults in primary and secondary care settings. The module will also explore and enhance knowledge in relation to end of life issues.
Option module	20	dependent upon module

Year 3

Module number and name	Credits	Module aim
NU3343 Nursing the Acutely Ill Child	20	<ul style="list-style-type: none"> To enhance your knowledge and skills in relation to the on-going assessment and treatment of acutely ill children in acute care settings, managing referrals and continued care and/or end of life issues.
NU3344 Applied Anatomy, Physiology and Pathophysiology for Children's Nurses	10	<ul style="list-style-type: none"> To individually utilise your knowledge of anatomy and physiology in order to demonstrate an in-depth understanding of the pathophysiology and investigative tests related to a less common childhood condition.
NU3345 Medicines Management: Preparation for Registration – Child	10	<ul style="list-style-type: none"> To prepare you for becoming a first level registered children's nurse who is competent and confident with medicine administration and able to deal with complex situations relating to medicine management.
Option module	20	dependent upon module

Module number and name	Credits	Module aim
NU3341 Management of Physical Health within Mental Health	20	<ul style="list-style-type: none"> to provide you with the opportunity to develop your knowledge and understanding of the unmet physical health needs of those with enduring mental illness. To facilitate the development of strategies for managing the physical health needs of clients and the contribution of other agencies in the promotion of physical health.
NU3342 Therapeutic Interventions in Mental Health Care	20	<ul style="list-style-type: none"> to provide you with a critical overview of approaches to care and therapy for people with a range of mental health needs
Option module	20	dependent upon module

Course structure

You will be provided with a course planner. This will outline the sequencing of both theory and clinical placement for the entire duration of your course. This planner will also include when, and for how long, you will take annual leave.



2.2 Course requirements

In order to achieve the named award (BSc (Hons) Pre-registration Nursing) 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 (and one option module) at level 6 (equivalent to year 3)

We use two important documents to develop your programme of study and to provide a focus for your practice assessments. These documents will be available on your course Virtual Learning Environment site and can be found on the Nursing and Midwifery website as well: <http://www.nmc-uk.org/>. The documents are:

1. **NMC (2010) Standards for pre-registration nursing education**
2. **Essential Skills Clusters (ESCs) for Pre-registration Nursing Programmes**

The standards of proficiency define the overarching principles of being able to practise as a nurse; the context in which they are achieved defines the scope of professional practice Applicants for entry to the nurses' part of the register must achieve the standards of proficiency in the practice of adult nursing, mental health nursing, learning disabilities nursing or children's nursing.

The ESCs are UK-wide generic skills statements set out under broad headings that identify skills to support the achievement of the existing NMC outcomes for entry to the branch, and the proficiencies for entry to the register. We have used these to develop your Practice Assessment Document and to identify the learning outcomes in practice and the nature of assessment in practice

Another important document that you should download, read and use throughout the course is ¹**The Code: Professional Standards of Practice and Behaviour for nurses and midwives**

The Code deals with what it means to be a nurse in the 21st century. It covers our standards and values as nurses and our relationships with those receiving care and our colleagues.

http://www.uclan.ac.uk/students/study/schools/school_of_health/plsu/professions_subject_disciplines.php#Nursing

¹ Nursing and Midwifery Council (2015). *The Code: Professional standards of practice and behaviour for nurses and midwives*. London, England: Nursing and Midwifery Council.

2.3.1 Module Registration Options

Discussions about your progression through the course normally take place before the end of each academic year. All modules assessments need to be attempted and passed in order to progress through the course. There are also practice elements which need to be achieved including Direct Observations of Nursing Activities (DONAs), competencies, skills and a minimum amount of hours spent in clinical practice.

Please refer to the School of Nursing Student Handbook. This compliments information provided for you in the University's Student regulations.

It is important that you understand the progression and award regulations, as this course is unique in the University. We have to consider your suitability to be awarded the BSc (Hons) Pre-registration Nursing degree and at the same time your suitability to register with the Nursing and Midwifery Council.

2.4 Study Time

2.4.1 Weekly Timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

20 credits is 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.

Your hours of commitment required in a typical working week in University and practice are 40 hours (2.5 hours of this are for completion of material demonstrating experience across a range of fields).

2.4.3 Attendance Requirements



The NMC requires you to study and learn for 4,600 hours of practice in an equal split in the University and in Clinical Practice as mentioned in section 2.1.

You are required to attend all timetabled learning activities for each module. Notification of illness or non-attendance must be made to the hub email – brookhubattendance@uclan.ac.uk or by telephoning the hub on 01772 891993.

Authorisation of exceptional requests for leave of absence must be made to your cohort/course leader. You can monitor your own attendance via the Student Attendance Monitoring (SAM) via 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.

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.

2.5 Data Protection

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

3. Approaches to teaching and learning

3.1 Expertise of staff

Subject expertise will be used across the whole curriculum. All Lecturers & Senior Lecturers are educated to at least degree level and at the highest PhD level. Academic staff within the School of Nursing are required to hold a relevant professional qualification e.g. Registered Nurse, if they are actively engaged in delivering courses. All Lecturers complete the Post Graduate Certificate in Higher Education if they do not already hold a teaching qualification. Senior Lecturers are required to hold a recordable teaching qualification that is approved by the NMC.

The Practice Education Facilitators study to Masters Level prior to taking on the role or as part of role development. Many mentors are graduates. Staff profiles are maintained by annual clinical audit of the placement areas.

All lecturers and senior lecturers link with clinical areas within the UCLan School of Nursing clinical Placement circuit. All link lecturers have designated time per week to carry out this function. A number hold honorary contracts with local health and social care providers. The School of Nursing has identified lecturers who support students during their clinical placements.

The module is the basis of organisation within the curriculum and allows for a number of practical developments to take place that enhance the student learning experience and increases the effectiveness of programme delivery. Although the module is the basis for the course, the planning team have carefully organised the timetable to ensure that the student experience is relatively seamless across each year. This 'whole' year approach will enable module teams to integrate their approach through collaborative timetabling and planning activities and enable students to create links across subject matters and draw on a wide variety of knowledge to inform assessment.

Throughout the course, feedback to students on a consistent and constant basis is a key aspect of our approach to teaching and learning. Formative feedback opportunities to individuals, groups and cohorts are used informally. Summative feedback which is formal is given for every completed assignment throughout each year to individuals and groups to enhance student learning.

3.2 Learning and teaching methods

The University has an established learning and teaching strategy that influences and shapes the delivery of the course. 'Learning' comes first in the title of this strategy to show its importance in the daily activity of the University. Lecturing and clinical staff will help you *to learn*. Entering into a new area of knowledge requires you *to learn*. Looking this up in a thesaurus 'learn' can be replaced with: 'Study' – 'be taught', 'be trained', 'become skilled at', 'gain knowledge of'. Equally, the word 'find-out' instead of 'learn' reflects a more personal approach – 'discover', 'realize', 'gather', 'understand'. You will *'learn'* through interacting with lecturers and clinical staff, attending lectures and training sessions, but also through personal development – you will *'find out'*. Bringing learning to the forefront of what we, the lecturers and clinical staff, and you the students do facilitates a mutually supportive learning relationship.

You should not only learn you should discover how you learn best. The curriculum has been designed to offer you, and to facilitate your development of, a range of learning experiences from which you can continue to learn well and independently. This will equip you to be a lifelong, independent learner. There is, however, little point in doing this if you cannot apply your learning and this requires the use of a range of thinking skills. The number of thinking skills needed to apply learning greatly exceeds the number needed just to learn. Therefore, the course will facilitate you to develop both your capacity and performance in thinking as well as in learning.

Such approaches in the University will include reflection, critical reading, problem based learning activities, directed study, discussion groups, role playing and use of videos. 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 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. You will work with COMENSUS staff in the classroom, and in assessments in skills labs, and they often attend meetings throughout the School.

What can I do to make the most of my studies?

Active studentship

Socrates, the Greek philosopher, is famous for saying that he was wise only because he knew how little he knew. What he did supremely well, it seems, was to pay attention to what others said and to ask probing questions to expose gaps or weaknesses in their arguments. This is a major part of active participation as a student. Just sitting back in lectures and seminars and expecting everything to be handed to you on a plate, will not result in you gaining a full appreciation of your subject; nor will it stand you in good stead in the tough market for sharp-thinking graduates. If your mind is buzzing, you will always be coming up with more questions, which is just as it should be — the more powerful telescopes become, the more stars appear.

Virtual learning environments

The course team aim to develop a community of learners and we recommend that you engage with the virtual learning environment throughout the course. The use of the discussion boards for example 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.

Netiquette - a set of rules for behaving properly online
<http://www.albion.com/netiquette/introduction.html>

- Rule 1: Remember the human
- Rule 2: Adhere to the same standards of behaviour online that you follow in real life
- Rule 3: Know where you are in cyberspace
- Rule 4: Respect other people's time and bandwidth
- Rule 5: Make yourself look good online
- Rule 6: Share expert knowledge
- Rule 7: Help keep flame wars under control
- Rule 8: Respect other people's privacy
- Rule 9: Don't abuse your power
- Rule 10: Be forgiving of other people's mistakes

The same rules apply within Social Media- We use Facebook as a means of helping students to get to know one another before they start on the course and this has proved to be a useful approach. Sometimes students set up Facebook sites for their personal use and invite their friends – but remember that Professional Behaviour extends to these sites as well, as to text messages and Tweeting too!

3.3 Study skills

Help with study skills

You should be planning your work and revisit your plan on a regular basis. Nursing is complex as you will be learning in practice, in the classroom and in clinical skills labs. You need to attend timetables assignment preparation sessions.

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 learning – or your *learning style*. There are many web sites available to help you with this. Check out your Virtual Learning Environment site, buy a book or do a general search on the internet.

You will have help with this during different modules and the development of your learning styles and skills is an important part of personal development planning.

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>

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 programme 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:

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

Some other useful study skills sites:

<http://www.rlf.org.uk/fellowshipscheme/writing/>
<http://www.palgrave.com/skills4study/studyskills/>
<http://www.studyskills.soton.ac.uk/>

Maths: <http://www.mathcentre.ac.uk/>
<http://www.snap.nhs.uk/>

Don't forget the Library!

The Library can help you with using the library for research and IT skills. Contact them via customer support on 01772 895355 or email them using the form available at: <http://www.uclan.ac.uk/lis/>

Library opening times are available at the following link: http://www.uclan.ac.uk/students/library/opening_times.php

Library Focus is an appointment-based service in the Library. It is designed to give targeted and timely assistance to all students who need help with Library resources. As a general rule, you can book a half-hour appointment for help with:

- finding library resources beyond the catalogue
- selecting a database
- locating an e-journal article
- searching a database
- using e-books
- referencing your work
- and more

The Library Focus service is available Monday to Friday, between 11m and 3 pm. If you require an appointment outside of these hours please email at libraryfocus@uclan.ac.uk

You can book yourself a 30 minute appointment using mail to: libraryfocus@uclan.ac.uk

Student Services

Student Services covers a number of closely related and centrally based functions at the University provided by the Student Affairs Service. Working closely with colleagues across the University, the aim of Student Services is 'to provide specialist and general support and guidance to enable students to maximise their potential and enhance their experience while at University'. The Student Services web site includes information about The University:

- [Health Centre](#)
- [Pre-School Centre](#)
- [Multi-Faith Centre](#)
- [Counselling Service](#)
- [Disability Services](#)
- [Access to Learning Fund](#)
- [Independent Academic Advice](#)



3.4 Learning resources

3.4.1 Learning Information Services (Lis)

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

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals, 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 programme 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.

3.5 Personal development planning

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/or 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. PDP will be encouraged during your course from day 1 to the end of the course. Once you have completed the course you will be expected to utilise PDP as a qualified nurse to organise your on-going professional development.

All modules enable you to gradually develop skills that will transfer and be of use to you during your career. For example IT skills are developed at level 4, as are communication and

interpersonal skills. Problem solving and decision-making skills begin to be developed at 5 and are enhanced at level 6. Presentational skills are developed through module assignments and also through activities such as shift handovers in clinical practice. Multi – professional working is an important aspect of nursing and you will develop skills from the start of the course to assist you with this. These skills will be enhanced during the internship period at the end of the course, which helps your transition from student to qualified nurse and is where you will bring together and consolidate your skills.

There are key skills that you will be expected to develop during the course i.e. literacy, numeracy, information retrieval and analysis, communication, interpersonal, team working skills as well as a wide range of practical skills. As you progress through the course, additional skills such as self and supervisory management and problem solving skills will be developed. These all come together during your final module where you will use all the skills developed during the course in both your academic and clinical work. You will be expected to use the e- portfolio throughout the course to demonstrate how your skills have developed during the course.



3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. 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

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



4.1 Academic Advisors

Your academic advisor will support you and other members of your Home Group throughout the three year programme. The academic advisor will also meet with you on an individual basis to monitor your progress and assist with any personal issues arising. You must always take your Practice Assessment Document with you to the Home group meetings and to meetings with your academic advisor.

You can get also get help and information from:

Placement Learning Support Unit (PLSU)

Staff in the PLSU, work closely with academic staff in order to ensure that the requirements of your programme 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 PLSU links with Practice Education Facilitators and mentors, course and module leaders 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.
http://www.uclan.ac.uk/students/study/schools/school_of_health/plsu/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 mentors as well as providing information and data about student learning activities. They are also responsible for developing and maintaining the live data base of mentors and mentor update activity in the Trust. You will meet different Practice Education Facilitators throughout your course.

Mentors in practice

Mentors 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 - including skills, attitudes and behaviours.
- Providing evidence as required by programme providers of student achievement or lack of achievement.
- Liaising with others (e.g. mentors, sign-off mentors, practice facilitators, practice teachers, academic advisors, programme leaders) to provide feedback, identify any concerns about the student's performance and agree action as appropriate.
- Providing evidence for, or acting as, sign-off mentors with regard to making decisions about achievement of proficiency at the end of a programme

You will have a mentor on each placement and s/he will work with you and act as your assessor at the end of each placement

Mentors undertake post registration preparation for their role and attend mentor updates that are regularly held locally in the clinical areas. Data regarding mentors and their updates is maintained on the live data base within each Trust. Mentor preparation and support meets defined Nursing and Midwifery Standards.

NB Supporting documentation: **Practice Assessment Document** – this document will be given to you at the start of the academic year. It is a document for you to maintain throughout the year.

4.2 Student Support, Guidance & Conduct

There are several sources of information that are accessible through the University web pages. It is important that you look at them each year as the University and School update and check them each year. The key sources of information are:

University Regulations On the University Web Site:
http://www.uclan.ac.uk/information/services/sas/quality/regulations/aca_regs.php

School of Nursing Student Handbook This handbook provides you with a lot of useful information about how the course will be managed. This is where you will find useful guidance and information on a wide range of topics for example, marking criteria, what to do if you are ill, what to do if you need more time to submit a piece of work.

Module Information Packs Each module has its own information pack that you will have access to when you commence each module and are available from the module Virtual Learning Environment sites. This will contain the module activities, including relevant reading, the module timetable, information on the module team, assessment submission dates and guidelines for the assessments etc.
Use Virtual Learning Environment and log into your modules and course site:

Regulations for the Conduct of Students <http://www.uclan.ac.uk/regulations/>
The Guide to Student Regulations is issued to all students as part of your First Year Student Handbook and provides information on the University regulations by which you agree to abide as part of the UCLan student community.
The web address at which each Regulation can be found in full is included in the Guide:

[Preface to the Student Guide to Regulations](#)
[Equal Opportunity: Harassment Policy](#)

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 programme 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 (2015) *The Code: Professional standards of practice and behaviour for nurses and midwives*, which governs your behaviour as a student nurse.

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

You will be working towards these standards during your pre-registration programme. 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 programme and in your personal life**, may have an impact on:

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

What does this mean on a day to day basis?

The School of Nursing provides a reference for you at the end of the course. The reference details the amount of sickness and absence you have in practice and in the university.

At UCLan some of the key issues are:

- Your attendance is monitored for each day in practice and each day of timetabled activity. Employers may be reluctant to employ students with a poor record of attendance.
- Please make sure you know how to report sickness. If you do not report in sick you will be noted as absent.
- We have a classroom code – If you are 10 minutes or more, late, for a timed session, you will be marked absent. You must not enter the room late and create a disturbance. Wait until the break.
- You should try not to disrupt the classroom – e.g. use the toilets before or after a session - don't interrupt the class by leaving and returning; switch off mobiles. If you have to have access in relation to child care for example, keep it on vibrate, and if you have to leave, inform the lecturer who will note your reason for leaving; do not talk over the lecturer and disrupt the learning of other students. Pay due regard to others at all times – keep quiet and listen to the discussion and teaching in the classroom or group; participate in discussion and support other students.
- When wearing uniform for skills labs sessions you will be 'obvious' to other people who will notice noisy behaviour, poor social behaviour and smoking in public.
- If you have a declared disability and wish to tape record a session, you must inform the lecturer at the start of the session and gain their permission

In practice

- You are expected to conduct yourself in 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 Practice Learning Support Unit as well as the ward/manager of your placement
- You must always wear your uniform correctly and pay attention to personal hygiene (see appendix 3 Getting the best from your placement)

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.

The School of Nursing can convene a Fitness for Practice Panel that will include practice representation, to consider any unprofessional or unsafe behaviour. You may be asked to leave the course.

Please refer to the School of Nursing Student Handbook 2016-17 (Section A12.4.5) that links you to the University Fitness for Practice regulations

4.3 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - <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.

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 otherwise have 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.

School Disability Contact	Ivan McGlen Principle Lecturer Imcglen@uclan.ac.uk
Telephone / Text Phone	01772 893777
Fax	01772 892939
Email	disability@uclan.ac.uk

Assessment arrangements for students with a disability

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

4.4 Students' Union One Stop Shop

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

Self-help with common issues

For some students, coming to University, or starting a new course can bring up issues or problems that you did not expect. It can also exacerbate existing problems. UCLan offers a counselling service for students, but you may want to take a look at the self-help leaflets available on line in the first instance.

https://www.uclan.ac.uk/students/health/counselling/common_issues.php

You may find this page helpful in searching out more information; identifying or managing issues that concern you. Although self-help can be very useful in 'sorting out' problems it is not always a substitute for counselling. Sometimes 'sorting out' means asking someone to help and you can book an appointment from this web page with Counselling Services.

Student 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

Sports activities

The Students' Union organises sport through an extensive club structure, organised by the Sport and Recreation office in the Union Building. Many clubs are affiliated to BUSA and regional leagues. Students can join as many clubs as they want from those represented at Fresher's Fayre during Induction Week.

Sir Tom Finney Sports Centre is an indoor facility on the main University campus:

http://www.uclan.ac.uk/about_us/facilities/sir_tom_finney_sports_centre.php

Preston Sports Arena:

<http://www.uclan.ac.uk/sport/arena/index.html>

Becoming a student rep

We manage each intake of students as a 'cohort'. Each cohort is asked to nominate student representatives for Adult, Children and Mental Health fields, one per homegroup. These 'reps' will be members of the Students Representatives Committee. This is chaired and managed by the course representatives, lecturing staff only attend on an invited basis. This is an important role and if you would like to undertake this activity - put your name forward. It is important that you use your cohort rep to pass on information, provide feedback and support their work.

Student representatives meet with staff once a month and are often asked to attend other University events or committees. This is the last Thursday of every month so if you have any information for your rep or want to contribute please make sure that you have the information required in good time.

If you have any questions about becoming a course rep then feel free to [email Lyndsey Bradley](mailto:lyndsey.bradley@uclan.ac.uk) the Union's education officer, and a former course and school representative, who will be happy to tell you more: <mailto:sueducation@uclan.ac.uk>

The Student Information Centre

The 'i': http://www.uclan.ac.uk/information/services/sss/the_i/index.php

The Student Information Centre - known as The "i" - provides a wide range of information, support and advice, operating along the lines of a One Stop Shop. It is one of many initiatives developed as a direct result of UCLan's philosophy to place students first.

The 'i' can be found in the Library on the ground floor, making all the essential services more accessible to students. At UCLan, The 'i' is more than a facility – it is a concept which has spread across all our campuses.

The 'i' boasts a team of experienced staff who are familiar with most of the issues students want to know about. Many of our staff are former UCLan students with an in depth knowledge of the University. Alternatively you can use the PCs where self-help information is available in a relaxed and comfortable cyber area.

You can contact The "i" by telephone:-

- Tel: 01772 895000
- Minicom: 01772 895006

Outside these times you can email The "i" at <mailto:TI@uclan.ac.uk>, they aim to respond within 3 working days.

Also use the UCLAN Student Lobby: <http://www.uclan.ac.uk/students/>

Finding your way around

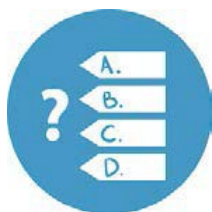
You should have received information by email telling you where to report on the first day. It is always confusing in a new place, so use the maps of the University campus at Preston to find your way around. You will be based on the Preston Campus mainly over four Buildings:

1. Brook Building
2. Greenbank Building... this is where you will find the clinical skills labs
3. Harrington Building – one of the main cafeterias is here on the ground floor.
4. Vernon Building – this has a small cafeteria and vending machines

We are mainly located in the northern end of the campus (purple zone on the campus map). The University has to find classrooms for a lot of students so some sessions may be based in other parts of the University, e.g. Darwin Building - so keep the maps handy until you know your way around.

Preston Campus Map: http://www.uclan.ac.uk/visit/assets/preston_city_campus_map.PDF

5. Assessment



5.1 Assessment Strategy

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

Year 1: First step to registration

All students enrolled on the degree programme will study together (adult, mental health and children's nurses). You will have a complete timetable for the whole year, and you will find that sessions are related across modules. It is important that you remember the module codes and titles for different assessments and we will provide you with information at key points in the year

Year 1 study is important
If you do not pass the modules you cannot move on to study in year 2
End of Year 1 = Progression Point

Year 1 has been developed to help you learn how to be a nurse and to understand the things that practitioners do and think about in their work. It is mapped to two key documents that describe the standards or level of practice expected of you at the end of year 1:

- a) NMC end of year 1 proficiencies
- b) NMC Essential skills clusters

You will be working with these documents in class and in practice, with the support of your tutors and mentors in practice.

In year 1 you have to pass the following modules

Module Number	Title	Credits	Field
NU1009	Fundamental Skills for Nursing Practice	50	All
NU1103	Contemporary Influences on Health	30	All
NU1104	Ethics, Law and Professionalism	20	All
NU1105	Introduction to Medicines Management	10	All
NU1602	Concepts of Human Anatomy and Physiology	20	All

The learning outcomes are set at level 1(L4) and once you have settled into learning at University you should be able to meet each set of module learning outcomes.

One credit is generally equivalent to 10 hours of student learning effort. So a 20 credit module requires 200 hours of student learning effort. This is taken into account through class contact, directed study, private study and assessment / assignment work. The modules student learning effort hours reflect the NMC requirements of 2,600 hours of theory across 3 years.

Take a look at your schedule on the Virtual Learning Environment - this shows you the schedule of all the modules each year:

- You will be able to see the modules as they run over a semester and the whole year
- When practice placements are scheduled
- When the holidays fall

Each module leader will provide you with a module information pack that will give you information about the module and most importantly the module assessment – what you have to do to pass the module. This information will include guidelines as to what we expect and you will be attending professional development workshops that will specifically be providing you with help for each of the assessments you undertake e.g. if you have an essay to write, the workshop will be helping you learn how to write an essay, understand the marking criteria we use and how to present your work. All submission information will be in the module information pack.

The module information pack will be on line in our Virtual Learning Environment. When you enrol, you are given access to a space online that has been set up for the course and for each module you are taking, year by year. Virtual Learning Environment is the main way that we will contact you and talk to you when you are not in the classroom. You should log on daily when in University and check it every few days from home when you are in practice.

We will also be using email to contact you - especially if we have had to make a room change or there is a problem with a planned activity.

Year 1 assessment activity: Theory assessment

Module Code	Module Title	Credits	Assessment
NU1009	Fundamental Skills for Nursing Practice	50	Year 1 practice assessment (placement 1) Year 1 practice assessment (placement 2) 1.5 hr examination Portfolio (Validating the Nurse – Part 1)
NU1103	Contemporary Influences on Health	30	Written Assignment 2500 words
NU1104	Ethics, Law and Professionalism	20	Written Assignment 2500 words
NU1602	Concepts of Human Anatomy & Physiology	20	Examination

We try to give you your assignment date towards the end of each module. This gives you time to consider the teaching and learning you have experienced and plan your assignment work. Exact dates and times will be given to you at the start of each module along with instructions for submission and guidelines to get you started. You should start thinking about your assignment at the beginning of each module as you will be able to access help and support from your home group, professional development workshops, module teaching and learning activities, Virtual Learning Environment and directed study. You also have timetabled private study time.

Year 1 Assessment schedule: as for 2017-18

You will start to hand work in from modules in semester 1. You will have had time allocated for private study so make the best use of this throughout the first semester.

Detailed dates and times for submission will be given to you in your module information via the module Virtual Learning Environment site.

See Appendix 5 at the end of this handbook. There are templates that you might want to use to keep a note of your submission dates and to work out the best use of your time for study and assignment preparation

Key Message:

Be organised and plan your work.

Note agreed assessment dates.

Use an assessment dairy to monitor your workload.

Read the practice assessment before and during each placement.

Use private study time and directed study to read:

- Recommended books and book chapters will be given to you in class and in module information packs.
- Nursing journals – the library has a large collection – hard copy or online
- Recommended research papers or journal articles as indicated by lecturers

Look at the range of books available in the library and in bookshops- decide which books will support core learning about nursing, anatomy and physiology, care delivery etc.

Year 2: Focusing on (Adult) or (Children’s) or (Mental Health) Nursing.

The modules in year 2 are:

Module Number	Title	Credits	Field
NU2212	Body Systems, Health and Long Term Conditions	20	Adult
NU2213	Body Systems, Health and Acute Illness	40	Adult
NU2214	Nursing the Older Person	20	Adult
NU2215	Public Health and Well-Being	20	Adult
NU2216	Medicines Management for Adult Nursing	20	Adult
NU2218	Developing Children & Young People’s Nursing Practice	40	Children
NU2219	Promoting the Mental Health and Wellbeing of Children and Young People	40	Children
NU2220	Complex Care in the Community: The Family Experience	20	Children
NU2221	Medicines Management for Children’s Nursing	10	Children
NU2222	Developmental Anatomy and Physiology for Children’s Nursing	10	Children
NU2223	Fundamentals of Mental Health Nursing	20	Mental Health
NU2224	Principles and Skills of Mental Health Assessment and Care Planning	40	Mental Health
NU2225	Mental Health Law and Policy	20	Mental Health
NU2226	Values-based Practice	20	Mental Health
NU2044	Physiology, Pathophysiology, Anatomy and Medicines Management for Mental Health Nursing (PPAM)	20	Mental Health

You will find each module descriptor on the relevant module Virtual Learning Environment site. Make sure that you have read each module descriptor relevant to each year of study.

Assessments in year 2

Practice assessment: this is explained in more detail further on within this handbook.

- At the end of every practice assessment you will be submitting an *assessment of a nursing activity*. This must have been assessed by your mentor by an agreed date within the placement circuit. There are two a year.
- At the end of year 2 you must also submit your *assessment of competence documentation* and your *skills log* – signed off by yourself and your mentor.

Practice assessment is 'attached' to one specific module a year within your field programme

DONA: Direct Observation of Nursing Activity at the end of each placement

PAD: Practice Assessment Document

OSCE: Objective Structured Clinical Examination (usually held in clinical skills labs)

PDP: Personal Development Plan

MCQ: Multiple choice questions

Year 2 module Assessments: Adult Nursing

Module Code	Module Title	Credits	Assessment
NU2212	Body Systems, Health & Long Term Conditions	20	Written Assignment 3000 words
NU2213	Body Systems, Health & Acute Illness	40	Examination Summative Assessment of Practice (PAD), Validating the Nurse part 2
NU2214	Nursing the Older Person	20	Written assignment 2000 words
NU2215	Public Health and Well Being	20	Story Board
NU2216	Medicines Management for Adult Nursing	20	3000 word written assignment

Year 2 module Assessments: Children's Nursing

Module Code	Module Title	Credits	Assessment
NU2222	Developmental Anatomy and Physiology for Children's Nursing	10	1 hour written examination
NU2220	Complex Care in the Community: the Family Experience	20	3000 word storyboard
NU2218	Developing Children and Young People's Nursing Practice	40	OSCE/Viva and Assessment of Practice(PAD) Portfolio (Validating the Nurse – Part 2)
NU2219	Promoting the Mental Health of Children and Young People	40	3500 word written assignment
NU2221	Medicines Management for Children's Nursing	10	2000 word essay

Year 2 module Assessment: Mental Health Nursing

Module Code	Module Title	Credits	Assessment
NU2223	Fundamentals of Mental Health Nursing	20	3000 word story board
NU2224	Principles and Skills of Mental Health Assessment and Care Planning	40	4000 word (equivalent) case file Assessment of nursing activity
NU2225	Mental Health Law and Policy	20	3000 word written assignment
NU2226	Values Based Practice	20	Poster presentation and oral justification
NU2044	Physiology, Pathophysiology, Anatomy and Medicines Management for Mental Health Nursing (PPAM)	20	Written examination X 2

Year 3 Modules:

Module	Title	Credit	Field
NU3163	Toolkit for Professional Registration	60	All
NU3348	Medicines Management for Adult Nursing with applied Anatomy, Physiology and Pathophysiology	20	Adult
NU3359	Nursing the Acutely Ill Adult	20	Adult
NU3343	Nursing the Acutely Ill Child	20	Children
NU3344	Applied Anatomy, Physiology and Pathophysiology for Children's Nurses	10	Children
NU3345	Medicines Management: Preparation for Registration – Child	10	Children
NU3341	Management of Physical Health within Mental Health	20	Mental Health
NU3342	Therapeutic Interventions in Mental Health Care	20	Mental Health

Assessments in year 3

Please refer to each module Virtual Learning Environment site to note the date for submission of assigned work.

Year 3 Module Assessments: Adult or Children's or Mental Health (Core Modules):

Module	Module Title	Credit	Assessment
NU3163	Toolkit for Professional Registration	60	5000 word essay Assessment of clinical practice (placement 5) Assessment of clinical practice (placement 6) Validating the Nurse (Part 3)
	Option module	20	Various dependent on module choice

Year 3 Module Assessments: Adult Nursing

Module	Module Title	Credits	Assessment
NU3164	Medicines Management for Adult Nursing with applied Anatomy, Physiology and Pathophysiology	20	1 hour written examination 30 unseen minute numeracy examination Direct observation of Nursing practice- medicines management - Assessed in clinical practice
NU3359	Nursing the Acutely Ill Adult	20	Summative OSCE – 30 minutes

Year 3 Module Assessments: Children's Nursing

Module	Module Title	Credits	Assessment
NU3345	Medicines Management: Preparation for Registration – Child	10	1 hour seen examination 30 minute unseen numeracy examination Direct observation of Nursing practice- medicines management - Assessed in clinical practice
NU3343	Nursing the acutely ill child	20	OSCE (20 minutes) Viva (20 minutes)
NU3344	Applied Anatomy, Physiology and Pathophysiology for Children's Nurses	10	30 minute presentation

Year 3 Module Assessments: Mental Health Nursing

Module	Module Title	Credits	Assessment
NU3342	Therapeutic Interventions in Mental Health Care	20	3000 word written assignment Assessment of nursing activity - Assessment in practice
NU3341	Management of Physical Health within Mental Health	20	2 written examinations (30 minute and 60 minute)

Year 3 Option Modules:

Full module descriptors will be posted on your course site during year 2. You will complete **one** option module in year 3.

Module	Title	Credits
NU3115	Facilitating Stress Management in Health and Social Care	20
NU3153	Principles of dementia care	20
NU3159	Care of the Highly Dependent Child	20
NU3182	Enhancing User and Carer Experiences- Helping Staff Develop User and Carer Led Services	20
NU3194	Care Management at the End of Life	20
NU3226	Care of the child with cancer	20
NU3253	Change for Children: Essentials for all those Working with Children and Young People	20
NU3307	Solution Focused Interventions	20
NU3326	Infection Prevention and Control; providing harm free care	20
NU3064	The Art of Nursing	20
NU3069	Medical Law	20
NU3116	Care of the child with cancer	20
NU3146	Care of the Diabetic Client	20
NU3152	An introduction to working with Children and Adolescents with Mental Health Difficulties	20
NU3161	Enhancing capability for working with personality disorder	20
NU3360	Moral Dilemmas in Health Care	20
NU3365	Transcultural Health Care	20
NU3366	Caring in the Acute Hospital Environment	20
NU3630	Introduction to the Concepts of Community Practice	20

5.1 Assessment in Practice

The overall aim of assessment of practice within the pre-registration nursing programmes is to ensure that students develop the skills, related knowledge and professional behaviours necessary to be fit for practice. Assessment of practice for all students during the BSc (Hons) Pre-registration Nursing programmes embraces two components:

1. **Direct Observation of Nursing Activities (DONAs):** During each placement, mentors are required to directly observe students carry out selected nursing activities, and assess their ability to undertake those activities. Activities for Direct Observation represent key aspects of nursing care. Activities are common to all students in Year One, and Field specific in Years Two and Three. The aim of this aspect of assessment of practice is to ensure that students receive detailed feedback on their ability to carry out significant nursing activities, and that mentors have a detailed understanding of students' ability to work with patients/clients and use that understanding to inform their overall assessment of the student's competence.
2. **Progression point criteria:** Students must be assessed during each year as having achieved competence in all performance criteria as outlined in the progression point criteria for Pre-registration Nursing Programmes (NMC, 2010). Assessment of competence & skills is formative on Placement One and summative on Placement Two.

These aspects of assessment of practice come together to ensure the student's overall **competence**, as defined by the NMC (2010):

“a combination of skills, knowledge and attitudes, values and technical abilities that underpin safe and effective nursing practice” (Adapted from Queensland Nursing Council 2009, cited in Standards for pre-registration nursing education NMC 2010)

Should the student not successfully achieve a DONA by the end of the designated placement, the mentor must complete the relevant forms, outlining clearly the reasons for non-achievement. The Link Lecturer and the Course/Cohort Leader must be informed immediately. The Course/Cohort Leader must hold a meeting with the student to draw up a remedial action plan that the student will take to the next placement, where he/she will be reassessed on the outstanding DONA (in addition to the practice assessment tasks for that placement). **Failure to achieve any DONA on reassessment will result in immediate discontinuation from the course.**

During each placement the student will work with mentors and other placement staff to achieve competence in **all performance criteria set out in the Competency & Skills Profile.**

SUMMATIVE Assessment of Competence and Skills will occur each year, and the mentor for each Placement will discuss this aspect of assessment with the student and ensure that suitable learning opportunities are available to the student for assessment of competence to take place. At the end of the placement the appropriate documentation must be completed.

Students who have achieved all competences on a Placement must **maintain their** competence throughout the course in order to achieve an overall pass in their assessment of practice.

Levels of Progression:

Assessment of DONAs and achievement of competence on any placement should be carried out by the mentor through judging whether the student's performance has reached the required *level of progression* for the Year of the Course. Levels of progression have been derived from Benner's (1984) *Novice to Expert* framework. Three levels of progression have been identified, and the expected level for competence achievement and skills acquisition for each year is set out below.

YEAR ONE: NOVICE – *The student is expected to:*

- Undertake new experiences under close supervision
- Respond to instructions given by mentors and other staff, and to remain within the limits of those instructions
- Learn rules and principles and apply these in carrying out nursing activities

YEAR TWO: ADVANCED BEGINNER - *The student is expected to:*

- Demonstrate acceptable performance
- Vary approach according to the needs of individual patients/clients
- Use experience to recognise aspects of a situation and to identify important aspects
- Begin the process of identifying principles that underpin practice
- Still requires supervision

YEAR THREE: COMPETENT - *The student is expected to:*

- Be able to engage in conscious, deliberate planning, based on an analytic contemplation of a problem
- Have a feeling of mastery and the ability to cope with and manage the many contingencies of nursing
- No longer require close supervision for routine tasks
- Be aware of their limitations of knowledge/skill, and refer to other professionals appropriately
- Not expected to have speed and flexibility of a "proficient" qualified nurse

Sign-off mentors

The sign off mentor is relatively new terminology in nursing. It refers to an experienced mentor (who also meets certain criteria), who will be required to sign an affirmation that the student nurse is competent and proficient, and from a practice perspective fit for registration, at the end of the prescribed period of study. Not every nurse will be required to be a sign off mentor but each ward where students have their final placement will have a designated sign-off mentor. S/he must complete your final documentation. You can read more about this in the document, ['Standards to support learning and assessment in practice'](#) the latest version of which was issued by the NMC in 2008.

5.2 Notification of assignments and examination arrangements

It is very important that you review the guidelines for assessment in the School of Nursing Student Handbook and understand your responsibilities in the assessment process. This can be found on the BSc Virtual Learning Environment site.

Assessment is inescapable in formal education and is necessary to identify your achievements and to give you feedback about your progress. Part of the process requires that you develop skills of self-assessment and it is important that you accept this responsibility. We use very broad ranging assessment strategies that allow you to focus on your own area of interest within a particular subject. Assessment submission dates are indicated in module handbooks and also published on Blackboard module sites.

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

In order to register as a nurse you must:

1. Undertake and pass all the summative assessments for year 1 – this is a progression point and until you have successfully completed all the modules and practice assessments in year 1 you cannot progress to your field programme i.e. year 2
2. Undertake and pass all the summative assessments for year 2 – this is a progression point and until you have successfully completed all the modules and practice assessments in year 2 you cannot progress to your final year, i.e. year 3
3. You must pass all modules in year 3 and be signed off by a sign off mentor in practice by the end of year 3. Each field programme has been designed to give you every opportunity to achieve the module and course learning outcomes, but you must use your learning time effectively.

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 programme Specification)

Assessment is the key driver for many students who choose to only work for assignments; however, we have taken this into account in designing a range of assessments each year that include:

- Written work- reflective accounts, reports, essay
- Oral presentations
- Assessment of simulated practice in skills labs (OSCEs)
- Examinations – multiple choice questions, short answer questions
- Story boards and posters

And in practice:

- Observation of nursing activities

- Skills log maintenance
- Competency assessment

In order to be successful in your assessment you must plan and organise your study time; read and think about what you are reading; attend all classes and Home Groups and take part in discussions, questions and answer activities and listen!

Make sure you look at and use the Student Handbook for the School of Nursing throughout your course

Please remember to keep a copy of all your submitted work as the originals will not be returned to you

Dealing with difficulties in meeting assessment deadlines

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

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

You should complete and submit an [extension request form](#), with any supporting evidence, to your Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

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

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

Assignment feedback

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

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

5.3 Referencing

Please refer to the School Referencing Handbook

5.4 Confidential material

Please refer to the School Student Study Skills Handbook

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.

Plagiarism, Collusion, Anonymity and Confidentiality

Please refer to the documents and web sites noted at the start of the handbook

- Plagiarism and Collusion is the act of passing off someone else's ideas or work as your own (Carroll 2002)**
- Those parts of your assignment that rely directly or indirectly on the work of another should always be acknowledged by a reference in the text and in the reference list.**

Please Review: Academic Regulations section G10 and The Regulations for the Conduct of Students Section B Examination/Assessment Regulations

See also: student guide to defining and avoiding plagiarism - a PODCAST

<http://breeze01.uclan.ac.uk/plagiarismmov/>

Any material submitted for assessment must be your own work and the result of your own efforts. Any assignment must be produced specifically for the assessment. Copying from the works of another person (including Internet sources) constitutes plagiarism, which is an offence within the University's regulations. Individual Module Leaders will explain further what equates to plagiarism but it is worth noting that if plagiarism is proven in an assignment, a penalty of a referral in the module will be imposed with the opportunity for resubmission if this is at first attempt, with a capped mark of 40%.

In preparation for a professional role that is regulated for the protection and safety of the public, issues of confidentiality and anonymity have to be taken into consideration as well.

- ★ **Anonymity** refers to anonymised information “which does not, directly or indirectly identify the person (and/or organisation) to whom it relates” (Adapted from BMA 2005).
- ★ **Confidentiality** is the principle of keeping secure and secret from others, information given by or about an individual (and/or organisation) in the course of a professional relationship” (Adapted from BMA 2005).

There are both ethical and legal reasons for maintaining anonymity and confidentiality. The policy of maintaining anonymity and confidentiality applies to **all** students whether an undergraduate or post graduate student.

Exceptions

There may well be cases where exceptions to maintaining anonymity and confidentiality occur. These can include:

- Naming individuals or organisations where the information is already in the public domain, providing this material is accurate;
- Instances where you have written permission from an individual or organisation. It may be possible for you to obtain consent to use information for academic purposes. Clearly state that this is the case at the beginning of your work. Written consent forms will be retained with the academic work. If you intend to publish your work, you may need to seek further guidance from an appropriate Ethics Committee.
- You may have access to sensitive information about an organisation through your personal contact or employment, which is quite separate from your university course. In this case, you will be expected to adhere to any contractual or other agreements you have made with the organisation concerned regarding disclosure.

If you do need to refer to an organisation in your work, you can maintain anonymity by the following method:

- In the text: “ this action was in accordance with the NHS Trust’s (name withheld) infection control policy”
- In reference list: NHS Trust (name withheld) 2004 infection control policy.

If there is a breach of Anonymity and or Confidentiality, you will receive feedback from the module leader/marker and support to prevent errors in your future work

- Actions taken following a breach in anonymity and or confidentiality will depend on a number of issues and will be determined within departments/course teams.
- Issues which will be of importance may include:
 - Professional standing of course
 - Level of study of student and or stage of course
 - Extent and nature of the breach.
- Under these circumstances, it may be that the department will impose a penalty. Your module leader will work with you and the course leader to review the specific situation and involve the Head of Department/named deputy in the decision making process.

Do's

Do respect the right to privacy of an individual and/or organisation;

Do change all names to fictitious ones;

Do provide a statement with your assignment that all information has been anonymised;

Do reference work accurately if information is already in the public domain;

Do support your discussions with reference to published work.

Do seek guidance and advice where you are unsure.

Don'ts

Don't name an individual or organisation; (unless it is already in the public domain)

Don't include identifiable stationery in your work, such as letter heads, Lab forms or Xrays;

Don't give information away that could identify an individual or organisation; (unless it is already in the public domain)

Don't include photographs that can identify a person or place;

Don't make unsupported accusations;

Subjective or judgemental opinions about an employer or placement provider (even when not identifiable) are not normally acceptable. This may mean that your opinion may not be able to be kept confidential under the Freedom of Information Act and will lead to further discussion
NB: Please note that by seeking guidance from your academic advisor/module tutor, you have the opportunity to ensure the work is not in breach of the guidance.

Using Turnitin

TurnitinUK is an Internet based service that enables lecturers to carry out an electronic comparison of student work against a variety of electronic sources, including other students' work. TurnitinUK does NOT detect plagiarism – it simply matches copied or non-original text in student work. The plagiarism detection process requires a follow-up investigation by the lecturer to determine whether plagiarism and academic misconduct has actually occurred or if the student has correctly referenced their source(s).

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.

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)

Student voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the 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.

Student Staff Liaison Committee Meetings (SSLC)

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

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

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

Course representative

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

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

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

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

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](#)

Appendices

8.1 Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

1. Awarding Institution / Body	University of Central Lancashire Nursing and Midwifery Council [NMC]
2. Teaching Institution and Location of Delivery	Preston Campus
3. University School/Centre	School of Nursing
4. External Accreditation	Nursing and Midwifery Council
5. Title of Final Award	BSc (Hons) Pre-Registration Nursing (Adult) OR, (Children), OR (Mental Health)
6. Modes of Attendance offered	Full Time
7. UCAS Code	Adult – B740 Child – B730 Mental Health – B760
8. Relevant Subject Benchmarking Group(s)	Nursing and Midwifery Council – Standards for Pre-Registration Nursing (2010) Care Quality Commission QIPP Workstreams Essential Skills Clusters (NMC, 2010) QAA Benchmark statement- Nursing (2001)
9. Other external influences	NHS North West NHS Outcomes Framework (Dec 2010), Energise For Excellence (2011) Framework for Action on Interprofessional Education and Collaborative Practice (WHO 2010). No Health without Mental Health (2011)

	<p>Closing the Gap (DoH, 2014) Willis Commission Report (2012) Francis Report (2013) Keogh Review (2013) Education Outcomes Framework (2013) Leading Change Adding Value (2016)</p>
10. Date of production/revision of this form	<p>May 2012 Revised April 2015 Revised June 2015 Revised May 2016</p>
11. Aims of the Programme	
<p>The Course aims to produce first level qualified nurses who have developed a systematic knowledge base and a sound portfolio of clinical and interpersonal skills. Cognitive, problem solving and decision making skills that inform sound managerial abilities will facilitate chosen career pathways, as well as enabling graduates to practice effectively within a professional values base in a variety of care settings. To achieve this, the course will enable the students to:</p> <ul style="list-style-type: none"> • Meet the NMC generic and field competencies and essential skills clusters for entry to the Register (NMC 2010) as a first level nurse specialising in Adult, or Children or Mental Health. • Meet the QAA Benchmark Statements for the Healthcare Professional and Nursing (QAA 2001) • Meet the course learning outcomes, make the transition towards becoming a professional nurse and achieve the award of BSc (Hons) Pre-Registration Nursing (Adult) OR (Mental Health) OR (Children) • QUIPP and Department of Health Outcomes Framework 	
12. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	
<p>At the end of the programme of study the student will be able to:</p> <p>A1. Synthesise knowledge and information from relevant health and social-care related disciplines in order to deliver appropriate care to their patients across the age continuum.</p> <p>A2. Evaluate the predisposing factors which relate to ill health in order to promote recovery and well-being in their patients and families.</p> <p>A3. Articulate the nature of professional nursing in the context of changing public health and social care agendas.</p> <p>A4. Analyse health care organisation and delivery across all sectors.</p> <p>A5. Reflect on the impact of economic, political and social factors which influence health and social care in relation to nursing practice.</p>	

Teaching and Learning Methods

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:

- Lecture/discussion with application to practice and networking of ideas
- Small Group Teaching and learning activities
- Directed study and reading
- Use of Blackboard activities to provide supplemental reading, module information and community discussions
- Some modules are delivered through a blended learning approach
- Practical application within the simulated skills environment
- Supervised practice within the practice environment

Assessment methods

Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.

A range of assessment strategies are used, with the most popular being:

- Written assignments e.g. essays, case studies, reflective accounts Patch work Text
- Written examination
- Objective structure clinical examination with viva
- Presentations – oral and poster presentations
- Portfolio development – written and e-portfolio
- Storyboards
- Learning Contracts
- Dissertation

B. Subject-specific skills

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

- B1. Use their interpersonal skills to engage with people in order to deliver effective health and social care.
- B2. Analyse the diverse needs, values and beliefs of individuals, groups and communities when delivering nursing care.
- B3. Establish, maintain and promote the safety of individuals and groups taking into account environmental, social and personal factors.
- B4. Demonstrate competent practice in assessing, formulating, delivering and evaluating evidence-based care and interventions for clients to promote recovery, health and well-being.
- B5. Obtain, access interpret and disseminate a range of information in order to inform nursing practice and care delivery.
- B6. Working in partnership with inter-professional groups and as part of a team, supporting and leading health and social care decision making in collaboration with patients and their families.
- B7. Facilitate their own personal development in leadership to enhance professional practice.
- B8. Identify and utilise all opportunities to promote health well-being and prevent illness.

B9. Apply principles of health education and promotion with individuals, groups and communities, to influence health and Use their interpersonal skills to engage with people in order to deliver effective health and social care.

Teaching and Learning Methods

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:

- Lecture/discussion with application to practice and networking of ideas
- Small Group Teaching and learning activities
- Directed study and reading
- Use of Blackboard activities to provide supplemental reading, module information and community discussions
- Some modules are delivered through a blended learning approach
- Practical application within the simulated skills environment
- Supervised practice within the practice environment

Assessment methods

Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.

A range of assessment strategies are used, with the most popular being:

- Written assignments e.g. essays, case studies, reflective accounts Patchwork Text
- Written examination
- Objective structure clinical examination with viva
- Presentations – oral and poster presentations
- Portfolio development – written and e-portfolio
- Storyboards
- Learning Contracts
- Dissertation

C. Thinking Skills

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

- C1. Reflect upon their personal strengths and weaknesses and identify aspects of personal growth and development.
- C2. Apply a solution focussed approach to the resolution of unfamiliar and familiar problems within a collaborative framework.
- C3. Utilise effective strategies that will support care delivery and management throughout the patient experience of health and social care.
- C4. Respect social and cultural diversity within communities.
- C5. Have a high regards for human rights, equity and ethics.
- C6. Critically appraise issues relating to professional practice in health and social care
- C7. Apply creative and innovative approaches to service delivery and improvement using evidence based approach.
- C8. 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

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:

- Lecture/discussion with application to practice and networking of ideas
- Small Group Teaching and learning activities
- Directed study and reading
- Use of Blackboard activities to provide supplemental reading, module information and community discussions
- Some modules are delivered through a blended learning approach
- Practical application within the simulated skills environment
- Supervised practice within the practice environment

Assessment methods

Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning. A range of assessment strategies are used, with the most popular being:

- Written assignments e.g. essays, case studies, reflective accounts, Patch work Text
- Written examination
- Objective structure clinical examination with viva
- Presentations – oral and poster presentations
- Portfolio development – written and e-portfolio
- Storyboards
- Learning Contracts

D. Other skills relevant to employability and personal development

- D1. Demonstrate the ability and desire to learn for oneself and improve one's self - awareness, emotional intelligence and performance.
- D2. Communicate clearly, accurately and effectively, in writing and in person to assure quality patient care.
- D3. Use information technology when working to meet the needs of patient/clients
- D4. Work as an autonomous practitioner
- D5. Use numerical data in managing health and social care delivery
- D6. Develop a personal development plan to influence and shape their on-going professional career.
- D7. Communicate effectively using a wide range of strategies and interventions including the effective use of communication technologies.
- D8. Use leadership skills to supervise and manage others and contribute to planning, designing and improving future services.

Teaching and Learning Methods

Each module will identify appropriate learning and teaching strategies. A range of approaches are used, with the most popular being:

- Lecture/discussion with application to practice and networking of ideas
- Small Group Teaching and learning activities
- Directed study and reading

- Use of Blackboard activities to provide supplemental reading, module information and community discussions
- Some modules are delivered through a blended learning approach
- Practical application within the simulated skills environment
- Supervised practice within the practice environment

Assessment Methods

Each module will identify appropriate assessment strategies. Assessment strategies are mapped to module learning outcomes to ensure successful achievement of learning.

- Written assignments e.g. essays, case studies, reflective accounts, Patch work Text
- Written examination
- Objective structure clinical examination with viva
- Presentations – oral and poster presentations
- Portfolio development – written and e-portfolio
- Storyboards
- Learning Contracts
- Dissertation

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	Adult field			
	NU3164	Medicines Management for Adult Nursing with Applied Anatomy, Physiology and Pathophysiology	20	
	NU3359	Nursing the Acutely Ill Adult	20	
	Children field			
	NU3343	Nursing the Acutely Ill Child	20	
	NU3344	Applied Anatomy, Physiology and Pathophysiology for Children's Nurses	10	
	NU3345	Medicines Management: Preparation for Registration – Child	10	
	Mental health Field			
	NU3341	Management of Physical Health within Mental Health	20	
	NU3342	Therapeutic Interventions in Mental Health Care	20	

	All fields		
	NU3163	Toolkit for Professional Registration	60

Level 6	Option Modules – All Fields			University Exit award BSc Clinical Care Studies (without NMC registration) will be awarded when the student <ul style="list-style-type: none"> • undertake and pass all modules (120 credits) at level 4 (equivalent year1); • undertake and pass all modules (120 credits) at level 5 (equivalent to year 2) and • undertake and pass 100 credits at level 6
	NU3182	Enhancing User and Carer Experiences- Helping Staff Develop User and Carer Led Services	20	
	NU3194	Care Management at the End of Life	20	
	NU3326	Infection Prevention and Control Principles	20	
	NU3253	Change for Children: Essentials for all those Working with Children and Young People	20	
	NU3307	Solution Focused Interventions	20	
	NU3115	Facilitating Stress Management in Health and Social Care	20	
	NU3116	Care of the Child with Cancer	20	
	NU3360	Moral Dilemmas in Health Care	20	
	NU3365	Transcultural Health care	20	
	NU3366	Caring in the Acute Hospital Environment	20	
	NU3630	Introduction to the Concepts of Community Practice	20	
	NU3064	The Art of Nursing	20	
	NU3069	Medical Law	20	
NU3161	Enhancing capability for working with personality disorder	20		

	NU3146	Care of the Diabetic Client	20	
	NU3152	An introduction to working with Children and Adolescents with Mental Health Difficulties	20	
	NU3226	Care of the child with cancer	20	
	NU3153	Principles of dementia care	20	
	NU3159	Care of the Highly Dependent Child	20	

Level 5	Adult Field			University exit award Diploma of Higher Education Clinical Care Studies (without NMC registration) will be awarded when the student Undertake and passed all year 1 modules (120 credits) level 4) undertake and pass 120 credits) level 5 or 6
	NU2212	Body Systems, Health and Long Term Conditions	20	
	NU2213	Body Systems, Health and Acute Illness	40	
	NU2214	Nursing the Older Person	20	
	NU2215	Public Health and Well-Being	20	
	NU2216	Medicines Management for Adult Nursing	20	
	Children Field			
	NU2218	Developing Children & Young People's Nursing Practice	40	
	NU2219	Promoting the Mental Health and Wellbeing of Children and Young People	40	
	NU2220	Complex Care in the Community: The Family Experience	20	
	NU2221	Medicines Management for Children's Nursing	10	
	NU2222	Developmental Anatomy and Physiology for Children's Nursing	10	
	Mental Health Field			
	NU2223	Fundamentals of Mental Health Nursing	20	

	NU2224	Principles and Skills of Mental Health Assessment and Care Planning	40	
	NU2225	Mental Health Law and Policy	20	
	NU2226	Values-based Practice	20	
	NU2044	Physiology, Pathophysiology, Anatomy and Medicines Management for Mental Health Nursing (PPAM)	20	
Level 4	NU1009	Fundamental Skills for Nursing Practice	50	University exit award Certificate of Higher Education Clinical Care Studies (without NMC registration) will be awarded when the student Undertake and passed all year 1 modules (120 credits) level 4)
	NU1103	Contemporary Influences on Health	30	
	NU1104	Ethics, Law and Professionalism	20	
	NU1602	Concepts of Human Anatomy and Physiology	20	

15. Personal Development Planning

All students within the course are expected to engage in the Personal Development Process 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 (PADs) require students to demonstrate the development of nursing competencies and reflect upon their personal development. Additionally, the '*Validating the Nurse*' portfolio demonstrates the student's learning in relation to the whole person, including their 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 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

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.

Normal Entry requirements

112 UCAS points

Plus 5 GCSE's or equivalent at grade 4-9 or above

including: Literacy KS2 or GCSE English grade 4-9

Numeracy Functional Skills 2, KS3 or GCSE Maths Grade 4-9

Other qualifications commensurate with A level examinations.

Students with non-standard qualifications will be considered on an individual basis

For applicants where English is not their first language, who have not achieved a GCSE in English Language at grade C admissions (or the school) in line with the NMC will accept IELTS examination results (academic or general) where the scores are at least 7.0 in the listening and reading sections and at least 7.0 in the writing and speaking sections, and where the overall average score is at least 7.0.

The candidate must show on their application form or demonstrate during the selection process, the following:

- Certificated evidence of completion of general education of 10 years
- Evidence of study within the last 5 years
- Two satisfactory references, one of which must be an academic reference
- Satisfactory enhanced DBS disclosure and occupational health clearance
- Demonstration of skills transferable to the role of the nurse
- Experience of health and social care provision
- Experience of working with children/ young people (if applying for children's nursing)

17. Key sources of information about the programme

- UCLan Pre-Registration Nursing Web Page
- http://www.uclan.ac.uk/schools/school_of_health/divisions/

18. Curriculum Skills Map

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																											
				Knowledge and					Subject-specific Skills									Thinking Skills								Other skills relevant to employability and personal					
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6
Level 6	NU3341	Management of Physical Health within Mental Health	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	NU3342	Therapeutic Interventions in Mental Health	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	NU3343	Nursing the Acutely Ill Child	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	NU3344	Applied Anatomy, Physiology and Pathophysiology for	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	NU3345	Medicines management – Preparation for Registration – Children	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	NU3163	Toolkit for Professional Registration	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	NU3164	Medicines Management for Adult Nursing with Applied Anatomy, Physiology and Pathophysiology	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	NU3359	Nursing the Acutely Ill Adult	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	NU3182	Enhancing User and Carer Experiences- Helping Staff Develop User and Carer Led Services	Option																									√	√	√	√
	NU3194	Care Management at the End of Life	Option																									√	√	√	√
	NU3196	Infection Prevention and Control; Improving Knowledge of Core Principles	Option																									√	√	√	√
	NU3253	Change for Children: Essentials for all those Working with Children and Young People	Option																									√	√	√	√
	NU3307	Solution Focused Interventions	Option																									√	√	√	√
	NU3116	Care of the child with cancer	Option																									√	√	√	√
	NU3115	Facilitating Stress Management in Health and Social Care	Option																									√	√	√	√
	NU3360	Moral Dilemmas in Health Care	Option																									√	√	√	√
	NU3365	Transcultural Health Care	Option																									√	√	√	√
	NU3366	Caring in the Acute Hospital Environment	Option																									√	√	√	√
	NU3630	Introduction to the Concepts of Community Practice	Option																									√	√	√	√
	NU3064	The Art of Nursing	Option																									√	√	√	√
	NU3069	Medical Law	Option																									√	√	√	√
	NU3161	Enhancing Capacity for working with Personality Disorders	Option																									√	√	√	√
	NU3146	Care of the Diabetic Client	Option																									√	√	√	√
NU3152	An introduction to working with Children and Adolescents with Mental Health Difficulties	Option																									√	√	√	√	
NU3159	Care of the Highly Dependent Child	Option																									√	√	√	√	

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					
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6
Level 5	NU2212	Body Systems, Health and Long Term Conditions	Core		√		√	√	√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√				
	NU2213	Body Systems , Health and Acute Illness	Core		√		√	√	√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√			
	NU2214	Nursing the Older Person	Core		√		√	√	√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√			
	NU2215	Public Health and Well Being	Core		√	√	√	√	√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√			
	NU2216	Medicines Management for Adult Nursing	Core						√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√			
	NU2218	Developing Children & Young People's Nursing Practice	Core		√	√	√	√	√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√	√		
	NU2219	Promoting the Mental Health and Wellbeing of Children and Young People	Core		√		√	√	√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√	√		
	NU 2220	Complex Care in the Community: The Family Experience	Core		√	√	√	√	√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√	√		
	NU2221	Medicines Management for Children's Nursing	Core						√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√	√		
	NU2222	Developmental anatomy and Physiology for Children's Nursing	Core						√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√	√		
	NU2223	Fundamentals of Mental Health Nursing	Core		√	√	√	√	√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√	√		
	NU2224	Principles and Skills of Mental Health Assessment and Care Planning	Core		√	√	√	√	√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√	√		
	NU2225	Mental Health, Law and Policy	Core						√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√	√		
	NU2226	Values-based Practice	Core						√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√	√		
	NU2044	Physiology, Pathophysiology, Anatomy and Medicines Management for Mental Health Nursing (PPAM)	Core						√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√	√		
Level 4	NU1009	Fundamental Skills for Nursing Practice	Core			√		√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√	√			
	NU1103	Contemporary Influences on Health	Core				√	√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√	√			
	NU1104	Ethics Law and Professionalism	Core			√	√	√	√	√		√	√		√	√	√	√	√	√		√	√	√	√	√	√	√	√		
NU1602	Concepts of Human Anatomy and Physiology	Core						√	√	√		√	√		√	√	√	√	√		√	√	√	√	√	√	√	√			

19. **LEARNING OUTCOMES FOR EXIT AWARDS:**

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: Certificate of Higher Education Clinical Care Studies (without NMC registration)

A. Knowledge and Understanding
B. Subject-specific skills
B1. Use their interpersonal skills to engage with people in order to deliver effective health and social care. B3. Establish, maintain and promote the safety of individuals and groups taking into account environmental, social and personal factors. B6. Working in partnership with inter-professional groups and as part of a team, supporting and leading health and social care decision making in collaboration with patients and their families. B9. Apply principles of health education and promotion with individuals, groups and communities, to influence health and Use their interpersonal skills to engage with people in order to deliver effective health and social care.
C. Thinking Skills
C1. Reflect upon their personal strengths and weaknesses and identify aspects of personal growth and development. C4. Respect social and cultural diversity within communities. C5. Have a high regards for human rights, equity and ethics.
D. Other skills relevant to employability and personal development
D1. Demonstrate the ability and desire to learn for oneself and improve one's self -awareness, emotional intelligence and performance. D2. Communicate clearly, accurately and effectively, in writing and in person to assure quality patient care. D3. Use information technology when working to meet the needs of patient/clients D5. Use numerical data in managing health and social care delivery D7. Communicate effectively using a wide range of strategies and interventions including the effective use of communication technologies.

Learning outcomes for the award of: Diploma of Higher Education Clinical Care Studies (without NMC registration)

A. Knowledge and Understanding
A2. Evaluate the predisposing factors which relate to ill health in order to promote recovery and well-being in their patients and families. A4. Analyse health care organisation and delivery across all sectors. A5. Reflect on the impact of economic, political and social factors which influence health and social care in relation to nursing practice.
B. Subject-specific skills
B1. Use their interpersonal skills to engage with people in order to deliver effective health and social care. B3. Establish, maintain and promote the safety of individuals and groups taking into account environmental, social and personal factors. B5. Obtain, access interpret and disseminate a range of information in order to inform nursing practice and care delivery. B6. Working in partnership with inter-professional groups and as part of a team, supporting and leading health and social care decision making in collaboration with patients and their families. B8. Identify and utilise all opportunities to promote health well-being and prevent illness. B9. Apply principles of health education and promotion with individuals, groups and communities, to influence health and Use their interpersonal skills to engage with people in order to deliver effective health and social care.
C. Thinking Skills
C1. Reflect upon their personal strengths and weaknesses and identify aspects of personal growth and development. C2. Apply a solution focussed approach to the resolution of unfamiliar and familiar problems within a collaborative framework. C4. Respect social and cultural diversity within communities. C5. Have a high regards for human rights, equity and ethics. C8. 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.
D. Other skills relevant to employability and personal development
D1. Demonstrate the ability and desire to learn for oneself and improve one's self -awareness, emotional intelligence and performance. D2. Communicate clearly, accurately and effectively, in writing and in person to assure quality patient care. D3. Use information technology when working to meet the needs of patient/clients D5. Use numerical data in managing health and social care delivery D7. Communicate effectively using a wide range of strategies and interventions including the effective use of communication technologies.

Learning outcomes for the award of: BSc Clinical Care Studies (without NMC registration)

A. Knowledge and Understanding
A1. Synthesise knowledge and information from relevant health and social-care related disciplines in order to deliver appropriate care to their patients across the age continuum. A2. Evaluate the predisposing factors which relate to ill health in order to promote recovery and well-being in their patients and families. A4. Analyse health care organisation and delivery across all sectors. A5. Reflect on the impact of economic, political and social factors which influence health and social care in relation to nursing practice.
B. Subject-specific skills
B1. Use their interpersonal skills to engage with people in order to deliver effective health and social care. B3. Establish, maintain and promote the safety of individuals and groups taking into account environmental, social and personal factors. B5. Obtain, access interpret and disseminate a range of information in order to inform nursing practice and care delivery. B6. Working in partnership with inter-professional groups and as part of a team, supporting and leading health and social care decision making in collaboration with patients and their families. B8. Identify and utilise all opportunities to promote health well-being and prevent illness. B9. Apply principles of health education and promotion with individuals, groups and communities, to influence health and Use their interpersonal skills to engage with people in order to deliver effective health and social care.
C. Thinking Skills
C1. Reflect upon their personal strengths and weaknesses and identify aspects of personal growth and development. C2. Apply a solution focussed approach to the resolution of unfamiliar and familiar problems within a collaborative framework. C4. Respect social and cultural diversity within communities. C5. Have a high regards for human rights, equity and ethics.

C6. Critically appraise issues relating to professional practice in health and social care
C7. Apply creative and innovative approaches to service delivery and improvement using evidence based approach.
C8. 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.
D. Other skills relevant to employability and personal development
D1. Demonstrate the ability and desire to learn for oneself and improve one's self -awareness, emotional intelligence and performance. D2. Communicate clearly, accurately and effectively, in writing and in person to assure quality patient care.
D3. Use information technology when working to meet the needs of patient/clients D5. Use numerical data in managing health and social care delivery
D7. Communicate effectively using a wide range of strategies and interventions including the effective use of communication technologies.