STUDENT HANDBOOK

MSC. ADVANCED PRACTICE

Lynne Harrison
Course Leader

SCHOOL OF HEALTH SCIENCES

(This Course Student Handbook must be read alongside the School Student handbook and the
School Study Skills Handbook)

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

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

- Our values:
  - The pursuit of excellence in all that we do.
  - Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
  - The advancement and protection of knowledge, freedom of speech and enquiry.
  - Supporting the health, safety and wellbeing of all.

Student Charter

The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [Read the full Student Charter](#)

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- Experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- Contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.
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1. INTRODUCTION TO THE COURSE

1.1 WELCOME TO THE COURSE

Welcome to the University of Central Lancashire and in particular, the School of Health Sciences. Members of the teaching team are looking forward to working with you as you move through your Master’s degree. This handbook is relevant to all students undertaking the MSc Advanced Practice. It contains information that will assist you in completing your course.

This course is aimed at registered practitioners who are moving towards or working in roles within clinical practice that demand, the acquisition of advanced clinical skills, autonomy in decision making and engaging in service improvement activities to develop and expand service provision for patients/clients, service users and carers. As a result you are embarking on a very exciting journey which will provide you with opportunities for personal and professional growth and development.

The course might seem complicated or overwhelming at first glance and you will have been given lots of information to assimilate in a short space of time. Don't worry completing a masters degree is a marathon not a sprint and there are lots of ‘feeding stations’ (aka help and support mechanisms) to help you on the way. The course handbook is designed as a ‘route map’ to help you get started and to find your way through your course to the finish line.

The course will be regularly reviewed by the University and the Course Management Team to ensure that it meets the needs and demands of current practice. Your views are important and you will be asked to take part in course reviews and evaluation in a variety of different ways. If you have any points that you wish to raise regarding the course at any point, please refer them to me in the first instance and I will ensure that your views are directed to the appropriate person or committee.

Enjoy this experience, just like a marathon runner you will experience highs and lows, peaks and troughs but passing the finishing line will bring a huge sense of achievement and you and others will be able to recognise your impact on service provision and patient care.

Best Wishes

Lynne Harrison, Senior Lecturer – Acute, Operative and Critical Care
1.2 RATIONALE, AIMS AND LEARNING OUTCOMES OF THE COURSE

The NHS is undergoing constant change and the need for practitioners who are knowledgeable and skilled in their field of practice, but also adaptable and flexible remains a constant factor. We have taken into account all the developing agendas around the concept of advanced practice for healthcare practitioners and have designed a programme that responds to these agendas as well as taking account of the needs of clinicians and healthcare providers as they strive to provide high quality care/services for patients/clients.

There are three important policy/guidance documents which have helped to develop this programme of study to ensure its functionality: Department of Health (2010) Advanced Level Nursing: A Position Statement; RCN Domains and Competencies for Advanced Nurse Practitioners (2010); and specifically for the North West a position statement to guide the development of Advanced Practitioners, the NW Strategic Health Authority NHS (2009) Concordat Agreement for the Development of Advanced Practice.

Health Education North West (HENW) are key stakeholders in the design and commissioning of this course. They work directly with health care providers and HEI’s to ensure education fits with workforce plans to provide practitioners that are fit for practice, purpose and the award.

References
Royal of College of Nursing (2010) Domains and Competencies for Advanced Nurse Practitioners

1.2.1 COURSE AIMS

The aim of the MSc Advanced Practice programme is to prepare and develop health and social care practitioners who can lead and develop contemporary practice. The programme is designed to enable students to:

- Function at an advanced level of practice making independent clinical decisions within the boundaries of relevant professional frameworks and organisational governance structures.
- Demonstrate their capacity for critical enquiry, analysis and transference of knowledge to practice in responding complex issues and challenges.
- Become confident, independent and collegiate change agents leading strategic and sustainable service improvements and organisational change.
- Promote collaborative, interdisciplinary and interagency working practices to achieve the best outcome for patients/clients and carers.
- Demonstrate effective self-management, team working and leadership skills.
- Engage with work based learning to acquire and develop proficient life-long learning skills.

The aims for this course are located in the Programme Specification (appendix A).

Two exit awards have been built into the course, these awards offer opportunities for students to gain a recognised academic qualification if circumstances mean they cannot contain and complete the full master’s degree. To be offered these awards the module listed much have been successfully competed.

PG Dip Enhanced Clinical Practice Requires 120 credits at Level 7 and must include NU4142 or NU4067, NU4141, NU4138, NU073.

PG Cert Enhanced Clinical Practice Requires 60 credits at Level 7 and must include NU4141 and NU4142 or NU4067.
1.2.2 COURSE LEARNING OUTCOMES

On successful completion of the course you will have achieved all the individual module learning outcomes from a practice and theoretical perspective. Collectively the modules build depth and breadth to your learning and development, leading to achievement of the course learning outcomes. The learning outcomes for this course are located in the Programme Specification (appendix A).

1.3 COURSE TEAM

The MSc Advanced Practice has a dedicated team of staff who will support you through the master’s course. The team at UCLan consist of a number of lecturers who have a wide range of expertise and experience. These members of staff have specific roles and responsibilities in helping you through the course.

1.3.1 COURSE TEAM

This course has a designated course leader. The course leader provides academic leadership and is responsible for the effective operation of the course. Your course leader will be able to help if you have any concerns, worries, or need to make changes to your programme of study. Your Course Leader is Lynne Harrison.

The course content is ‘packaged’ into modules and each module has a named person who is responsible for the delivery and management of the module. You will find that lecturers teach across modules and wherever possible, staff with specific and specialised interests will take part in the modules. The table below provides contact details and particular interests and background.

1.3.2 MODULE LEADER

Each module has a designated module leader. The module leader provides module leadership and is responsible for the effective operation of the module. Your module leader will advise you of the module calendar, such as timetable and assessment submission dates and is your first port of call if you need to discuss any matters in specifically related to the module.

In total each module is equivalent to 200 learning hours, this takes into account a number of learning activities including attendance at University, directed study/reading, private or group study, formative exercises, clinical learning experiences and work towards assessment. The assessment submission dates take into account all the work that you need to do in during the course and are carefully chosen to help you plan and achieve your work within the deadlines.
Module Leaders for core modules

<table>
<thead>
<tr>
<th>Name and Contact Details</th>
<th>Module Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynne Harrison</td>
<td>NU4138 Advanced Work-based Practice Project: Design and Construction</td>
</tr>
<tr>
<td>Email: <a href="mailto:Lharrison2@uclan.ac.uk">Lharrison2@uclan.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Direct dial: 01772 893617</td>
<td></td>
</tr>
<tr>
<td>Office location: GR219</td>
<td>NU4139 Advanced Work-based Practice Project: Deliver and Implementation</td>
</tr>
<tr>
<td>Sarla Gandhi</td>
<td>NU4140 Advanced Work-based Practice Project: Evaluation</td>
</tr>
<tr>
<td>Email: <a href="mailto:Sgandhi4@uclan.ac.uk">Sgandhi4@uclan.ac.uk</a></td>
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<tr>
<td>Direct dial : 01772 893623</td>
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<td>Office location: BB243</td>
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<tr>
<td>Jane Rutt-Howard</td>
<td>NU4141 Deconstructing the Consultation</td>
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<tr>
<td>Email: <a href="mailto:JRutt-howard@uclan.ac.uk">JRutt-howard@uclan.ac.uk</a></td>
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<tr>
<td>Direct dial: 01772 895557</td>
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<tr>
<td>Office location: GR209</td>
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<tr>
<td>Jacque Harte</td>
<td>NU4142 Advanced Patient Assessment and Diagnostic Skills</td>
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<tr>
<td>Email: <a href="mailto:Jharte@uclan.ac.uk">Jharte@uclan.ac.uk</a></td>
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<tr>
<td>Direct dial: 01772 895191</td>
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<tr>
<td>Office location: BB351</td>
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<tr>
<td>Arija Parker</td>
<td>NU4067 Advanced Paediatric Assessment and Diagnostic Skills</td>
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<tr>
<td>Email: <a href="mailto:ANparker@uclan.ac.uk">ANparker@uclan.ac.uk</a></td>
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<td>Direct dial: 01772 893636</td>
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<td>Office location: BB337</td>
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<tr>
<td>Ralph Leavey</td>
<td>NU4073 Evidence for Practice</td>
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<tr>
<td>Email: <a href="mailto:Rleavey@uclan.ac.uk">Rleavey@uclan.ac.uk</a></td>
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<td>Direct dial: 01772 89365526</td>
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**Tripartite Model**

This course is built on a philosophy of Work Based Learning. It is designed to promote the development of effective relationship between a student (employee), employer (manager) and the education provider. This tripartite relationship supports and facilitates:

- A partnership between the student, lecturers and managers to ensure that learning activity is focused and targeted to role evolution for the student and the needs of the employer.
- Involvement of health care users and health care organisations as sources of evidence of learning and outcome.
• Promotion of cultural change through collegial relationships and the development of learning environments which support the student’s growth, progression and development.

**Manager**
The manager provides the key to the educational culture and environment of the employing organisation. Assisting the student to negotiate a clinical learning partnership in practice and enabling practice and education to interact in a facilitative and supportive manner. Your line manager can help engineer learning opportunities, provide on-going support and assist in assessment.

**Mentor**
A Practice-Based Mentor is a registered clinician with the necessary skills and qualifications, who will work with the student in an environment that will expose them to a caseload that will allow development of the advanced clinical skills. If you choose/are assigned a medical mentor, you are encouraged to have an additional nursing supporter to encourage a hybrid approach to learning that sits between the medical and nursing models. Mentors may be identified as persons who hold the respect of colleagues and managers with regard to their clinical and educational skills and awareness. Essential criteria for Mentor include the commitment to the maximisation of the students learning, recent and appropriate professional development.

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**1.4 ACADEMIC ADVISOR**

At the start of your course, you will be allocated an academic advisor who will support you during your studies. Your academic advisor will be a very experienced member of staff who will be able to offer you appropriate support and guidance to assist you in meeting your learning needs. S/he will also be the supervisors of your Advanced Work-Based Practice Project. Your academic advisor will also be one of the keys in the facilitation of your work-based learning activities.

Your academic advisor is............................................................

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**1.5 SCHOOL OFFICE ADMINISTRATION DETAILS**

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

The hub telephone number is 01772 891992 or 01772 891993

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

This is an important communication centre for the School. Messages can be left and staff will be pleased to answer your general queries. If you want something that could be described as ‘administrative’, then this is a good place to start.

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**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. The school seeks to take encourage a positive approach to communication.
As well as using email the School utilises a variety of methods to communicate with you such as by post, Blackboard, notice-boards and mobile phones. It is thus important for you to inform us immediately of any change of address or mobile phone number so that we can update our records accordingly. This is your responsibility and we cannot be held responsible for any communication failure if you have not informed us of changes.

Please note that allowing for other commitments such as annual leave, staff aim to reply to your email within 3 working days of its receipt. Academic staff are involved in a range of activities, for example they teach across a number of different courses; make placement visits across the Northwest; attend a number of meetings in and outside the University; carry out their own research; and as a result, you should not expect an instant response.

We recognise that email will be a key method by which you communicate with staff and staff with you whilst at the university. There is an UCLan policy for the Use and Administration of Email Services and the advice below on how to make the most effective use of this method of communication is adapted from this and will help to ensure that your emails are dealt with as quickly as possible.

Do
• use appropriate language, be professional and courteous.
• send the email directly to the person who you want a response from.
• make it clear when other people are cc'd into the email that the message indicates why. E.g., i am copying in my course leader so that they are also aware of this situation.
• keep messages brief and to the point
• ensure the subject line clearly indicates the focus of the email
• indicate early in your message the purpose of your email
• indicate clearly any expected action required by the recipient e.g., ‘please can i arrange a meeting with you about my assignment’ is better than ‘i am struggling with my assignment’
• include all the relevant information to enable staff to respond to you in an efficient manner. E.g., ‘please can you ring me about ……., my number is 0123456789, i am available after 2pm most days…..’ is better than ‘please can you ring me about …….’
• resend the email if you have had no response after 3 working days. If you still receive no response then bring this to the attention of another member of staff, e.g., cohort or course leader. This member of staff will then address the matter with the original member of staff.
• remember that email is not private.

Don't
• have conversations by email – pick up the phone or go and speak in person.
• routinely use cc and reply all – the unnecessary copying in of a range of people decreases the likelihood of an efficient response and increases email load for academic staff.
• forward on emails when they were intended only to be read by you.
• use email to discuss confidential information.
• send emails in anger – take time to consider how best to communicate.
• use capitals – it looks like you are shouting.
• use email to avoid personal contact.
• forward chain letters or junk mail.
1.7 EXTERNAL EXAMINER

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

Dr. Helen Rushforth
Senior Lecturer
University of Southampton

2. STRUCTURE OF THE COURSE

The course is composed of 9 modules (or equivalent), all of which must be at level 7 (Masters Level). There are a number of core modules, 7 (140 credits) and 2 (40 credits) of optional modules. A core module is a module that is a prescribed module on the course i.e. students must study and pass core modules. Optional modules offer students the opportunity to build a course to meet their individual learning needs and that fits with the demands of service, their role and employing organisation. The most popular optional module choice is non-medical prescribing as this is usually a core competency for an Advanced Practitioner post.

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

Designing your course
Support will be offered to ensure that choices made during the course will be related to the development of your knowledge and skills enabling you to

- focus on improving services to patients
- consider the development of care and clinical pathways within your field
- access organisational and management support
- build on your core skills, competencies and areas of expertise
- complement the work of clinical teams
- adopt evidence-based approaches to care and service delivery
- reflect the needs and wishes of patients and service users

Students who are funded to take the course by the Workforce Modernisation Team commission are expected to complete the programme within 2 years. Self-funding students or those students who purchase the course via other funding streams can take up to 5 years to complete the course.

Example of a 2 year route.
Year 1
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<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer period</th>
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<tr>
<td>Deconstructing the Consultation (20 credits)</td>
<td>Advanced Patient Assessment and Diagnostic Skills (40 credits) Or NU4067 Advanced Paediatric Assessment and Diagnostic Skills (40 credits)</td>
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<td>Advanced Patient Assessment and Diagnostic Skills (contd)</td>
<td>Non-medical prescribing (40 credits - Option)</td>
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<td>Advanced Work-based Practice project: Delivery and implementation (20 credits)</td>
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Example of a 2 year route suitable for a practitioner who already possess a non-medical prescribing course

**Year 1**

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- Advanced Patient Assessment and Diagnostic Skills (40 credits)  
  Or  
- **NU4067**  
  Advanced Paediatric Assessment and Diagnostic Skills (40 credits)

### NU4138
- Advanced Work-based Practice project: Design and construction (20 credits)

### NU4138
- Advanced Work-based Practice project: Design and construction (contd)

### NU4073
- Evidence for Practice (20 credits)

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### Year 2

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<td><strong>Jan - Apr</strong></td>
<td><strong>NU4139</strong> Advanced Work-based Practice project: Delivery and implementation (20 credits)</td>
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</table>
| **NU4142**  
  Advanced Patient Assessment and Diagnostic Skills (contd)  
  Or  
  **NU4067**  
  Advanced Paediatric Assessment and Diagnostic Skills (contd) | **NU4139** Advanced Work-based Practice project: Delivery and implementation (20 credits) contd. | **NU4143** Advanced care management at the end of life. (20 credits) |
| **NU4139** Advanced Work-based Practice project: Delivery and implementation (20 credits) | **NU4140** Advanced Work-based Practice project: Evaluation (20 credits) |  

Example of a 3 year route.
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### Year 2

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<tr>
<td>Advanced Patient Assessment and Diagnostic Skills (contd)</td>
<td>Evidence for Practice (20 credits)</td>
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<td>Or NU4067</td>
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<tr>
<td>Advanced Paediatric Assessment and Diagnostic Skills (contd)</td>
<td>Advanced Work-based Practice project: Design and Construction (20 credits)</td>
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<td>Advanced Work-based Practice project: Design and Construction (20 credits)</td>
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### Year 3

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<th>Semester 1</th>
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<th>Summer period</th>
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<td>Sept – Dec</td>
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<td>NU4139</td>
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<td>Advanced Work-based Practice project: Delivery and Implementation (20 credits)</td>
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Accreditation of Prior and Experiential Learning
The Accreditation of Prior Learning (APL) is a process that enables people of all ages and backgrounds to receive recognition and formal credit for learning acquired in the past through formal study and through work and other life experiences (UCLan Student Affairs Service 2006). If you believe you have prior accredited learning and/or experience that may be relevant to the modules within his course contact the course leader in the first instance.

2.2 MODULES AVAILABLE

Core Modules
NU4141 Deconstructing the Consultation
The aim of the module is to enable the practitioner to explore the nature of a typical consultation: process and content. It is to also facilitate the investigation of the dynamic tension between ‘self’ and ‘the self as practitioner’ so that students have an increased understanding of their role in patient health outcomes.

NU4142 Advanced Patient Assessment & Diagnostic Skills
The aim of this module is to equip students with knowledge and skills required to conduct effective patient assessments, across the age continuum, with particular focus on pathophysiology, history taking and physical examination in reaching differential diagnoses.

Or

NU4067 Advanced Paediatric Assessment & Diagnostic Skills
The aim of the module is to equip students with knowledge and skills required to conduct safe & effective paediatric assessments, across that age continuum. There will be a particular focus on pathophysiology, history taking, physical examination and clinical decision making in reaching differential diagnoses.

NU4073 Evidence for Practice
This module aims to underpin the delivery of evidence-based health care, by helping
students acquire the knowledge and skills to find, appraise and evaluate the best evidence from research to answer a specific clinical question.

**NU4138 Advanced work-based practice project: Design and construction**

The aim of the module is to support students to negotiate, design and construct a detailed proposal to implement and evaluate an advanced work-based service improvement project. The module will provide an opportunity for students to apply and use creative approaches to support an exploration and diagnosis of issues and challenges arising from practice and to apply improvement science and methods in problem-solving.

**NU4139 Advanced work-based practice project: Delivery and Implementation**

The aim of the module is to support students in the delivery and implementation of their advanced work-based service improvement project. The module will provide an opportunity for students to lead the implementation of a service improvement / re-design project.

**NU4140 Advanced work-based practice project: Evaluation**

The aim of the module is to facilitate the evaluation of students advanced work-based service improvement projects. This evaluation will consider project outcomes, processes and the student’s learning experience.

In addition to the above core modules students have the opportunity to select optional modules to account for 40 credits. The selection is made from the modules available at level 7 from the schools portfolio. Please note not all modules are offered each year and some modules may not be offered due to insufficient numbers of students. If a student does not already have a non-medical prescribing module/qualification should be a priority, however, is this dependent on the base profession (currently this option is only available to nurses, pharmacists and physiotherapists) and ratification by the employer. You should discuss the options available to you with your Personal Tutor or Course Leader.

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**2.2.1 PROGRESSION**

Students will have normally made some decisions about the length of time that they wish to take the course over, however, sometimes initial plans cannot be maintained. Students who are accessing the course via a Health Education North West commission would normally be expected to complete the course over a two year period. For other students this time scale may be extended to a maximum of 5 years. Decisions regarding the speed of progression may be influenced by funding and / or personal circumstances. You should discuss your plans with your Personal Tutor or Course Leader in February of each year of study.

**2.3 STUDY TIME**

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**2.3.1 TIMETABLE**

You access your timetables online at [http://www.uclan.ac.uk/students/timetable.php](http://www.uclan.ac.uk/students/timetable.php)

At this link you will see your personal timetable. This will be made available to you once you have fully completed your student enrolment process including obtaining your UCLan corporate card (username and password) from the library.

**NB timetables will not be available from any other place.**
You must review your timetable on a regular basis in order to keep up to date with any changes e.g. room allocations. You should get to know the building codes e.g. Greenbank Building is Gr. The University is well signposted and you should be able to find your way around quite easily. Car parking can be a problem. You should consider purchasing car parking permits for your University study days or explore group travel or travel by train/bus as an option.

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**2.3.2 Expected Hours of Study**

The normal amount of work involved in achieving a successful outcome to your studies is to study 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. The emphasis within the programme will be upon the creation of an adult learning environment with a student-centred approach as the team feels this is essential to facilitate your development as an independent learner. You have, as mature practicing professionals, much to contribute to the learning process. It is believed that an interactive and creative experience, facilitated through team teaching will enable you to mobilise your own strategies to identify independent perspectives and develop conceptual understanding of practice with a critical perspective. You will be given time within the course to reflect and informally discuss your expectations, views and experiences.

A balanced approach to teaching and learning and assessment in theory and practice is achieved through supporting and guiding you in the development of a structured approach to help you achieve the course outcomes. Each module is designed to encompass approximately 200 hours of learning. On average modules usually have between 36 and 45 hours of contact or attendance time/20 credits. Therefore, University attendance for module sessions is a small component of your total learning.

For example:

**Advanced Work Based Practice Project: Delivery and Implementation, 20 credits = 200 hours.** 36 of these hours are direct contact time in University. Therefore it is expected that 164 hours will be spend in private study or work based learning activity. As a crude calculation: 164 hours divided by 28 weeks (2 semesters) = 6 hours/week approximately.

**Advanced Patient Assessment & Diagnostic Skills, 40 credits = 400 hours.** This module has 90 hours of classroom contact leaving 310 hours for private study at home or in the library, and time in clinical practice gaining and fine tuning your physical examination skills. Based on a 45 week year this accounts for 6.5 hours/week. It is possible that you may wish or need to spend more that the suggested 400 hours to meet the learning outcomes and standards required to fulfil the assessment needs.

For greater detail to this expected learning, please refer to the module descriptor which can be found in each of the module information packs.

Take time during the first few weeks of the programme to consider the demands which will be placed upon you and how you are going to be in a prime position to meet them. Take time to talk to your family or other important people in your life. Also, liaise early with your Manager to plan your time in clinical practice so your full potential can be realised.

**Theoretical Learning:**

This is a complex activity requiring work and effort on the part of student, lecturer and your mentor/manager.

Theoretical learning comprises:

Class attendance (class contact time is made up of 7.5 hours/day).
Directed study/reading
Formative assessment activity, preparation for classroom based activities.

Private (personal) study
Preparation of assignments
Reflection in action and upon action
Discussion and debate
Course learning and assessment profile
Personal Development Planning (PDP)

Practice/Work based Learning:

This is an infinitely more complex, subtle and effective activity requiring active commitment on the part of student, lecturer and mentor/manager. Practice learning supports:

• Development of competency in the skills required to obtain a history and complete a full physical examination to arrive at a differential diagnosis, order investigations and develop a management plan.

• The development of a broader awareness of the structure and function of complex organisation.

• Recognition of the wide variety of roles that are required to ensure an organisation is managed efficiently and effectively.

• Lead the implementation of an innovation in practice and experience the impact of change within complex healthcare organisations

• Application of theory in practice, establishing firm connections between theory and clinical practice.

• Evidence of being critical of personal actions in practice

• Deeper explanations and integration of course concepts

• Development of a broad range of communication skills

2.3.3 ATTENDANCE REQUIREMENTS

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the Head of School or nominee (usually the module leader). Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties.

We expect 100% attendance at University, however, we realise that this may be a problem due to sickness or unavoidable personal issues. University attendance is monitored and a report is submitted to your clinical manager. At the start of each lesson you will register. If you are sick and decide not to come in to University, you must inform the Module Leader and your Clinical Manager. Students are recommended to identify a ‘buddy’ who will collect information / hand-outs from sessions you may miss.

Some programmes may monitor attendance using the Student Attendance Monitoring System (SAM). However it is important to note that 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 UCLan Regulations for the Conduct of Students.

http://www.uclan.ac.uk/aqasu/academic_regulations.php

If you miss 20% or more of the classroom sessions, you will need to submit additional work to demonstrate to the module leader that you have kept up to date with module sessions/content.

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.

Each time you are in class, you will need to bring your UCLan card to scan in for the register; you must remember that the University has a responsibility to keep information up to date and that you must only scan your own card for the register. To enter any other cards would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations. Students can check their attendance record via myUCLan.

Students should report non-attendance to the hub email – BrookHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891993.

2.3.4 SPONSORED STUDENTS

In addition to the University attendance requirements students undertaking post-registration courses, (i.e. Learning Beyond Registration) sponsored by NHS Trusts or Health Education North West, are still required to follow the normal procedures for reporting sickness to their employers.

It is important to note that there is an information exchange agreement with NHS Trusts for those students learning beyond registration e.g. those who are NHS Sponsored / Funded which denotes that:

“Where students do not attend for 2 concurrent timetabled sessions, the Service Level Agreement Lead in each individual Trust will be contacted so that the student can be supported in the completion of their studies.”

2.4 DATA PROTECTION

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

3.1 EXPERTISE OF STAFF

The teaching/supervision team that provide input into the course have many years of experience in both clinical practice and education. The team are professionally active through a variety of activities e.g. working in direct clinical practice, speaking at and attending conferences and meetings, publications. Current research interests / scholarly activity by the team include exploring the experiences of work based learning, factors that enhance or inhibit innovation in practice, experienced based design.

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’, ‘realise’, ‘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, lectures, discussion groups, and group and team working. You will be given a learning and assessment framework with information and forms to help you plan your development and learning.

3.2.1 COURSE LEARNING STRATEGIES

The learning pyramid reflects the experience of teachers across the world – students retain information better through practice! This course uses all approaches, but has a strong emphasis on bringing together the knowledge, skills and techniques and professional behaviours needed for practice and letting you learn safely in clinical skills laboratories and in practice. Traditional teaching and learning methods will help you gain fundamental knowledge and skills while more innovative ‘teaming’ methods will help you develop higher order cognitive skills such as critical thinking and problem-solving. These are all skills that you will need to develop expertise and enhance you.
The Learning Pyramid

Work-based learning is centred around reflection on work practice. It is not just about acquiring knowledge and a set of technical skills, but a case of reviewing and learning from experience. A work-based learning approach views learning as arising from action and problem-solving within work contexts and being centred on live projects and challenges to individuals and organisations. Work-based learning also sees the creation of knowledge as a shared and collective activity, one in which people discuss ideas and share problems and solutions. Work-based learning requires not only the acquisition of new knowledge, but the acquisition of the ability to learn how to learn (Gray 2001 p4).

Work-based learning focuses on knowing ‘how to’:
- With an emphasis on learning and mentoring, transferable skills and competencies
- Providing you with the experience necessary to carry out routine tasks and to identify non-routine or unpredictable situations
- Requiring you to develop reflective skills, to reflect on actions and develop and refine your own situated conceptual models
- Emphasises working with others in multifunctional teams

Dewar et al (2003) list what they consider to be the 4 main characteristics of work-based learning:
- It involves a tripartite relationship between the employing organisation, the education institution and the student. The employer and the educational institution both contribute to the student’s learning process. – learning contracts
- Work activities and professional roles are the starting point of work-based learning and therefore structured learning is fundamentally relevant to the activities of the workplace. This means that the way in which a student uses their existing knowledge and skills and theoretical structures and research is directly relevant to the particular work-based task being undertaken. – course assignments – case studies, reflective assessments, advanced work-based practice project

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• Work–based learning provides a structure to support student autonomy. The student is responsible for identifying their own learning requirements and for planning and implementing the course of action to meet them. The academic and workplace supervisors facilitate learning, but “ownership” of learning belongs with the adult learner. In effect, the student designs their own course content that is relevant to the work that they are doing or wish to do. – clinical skill acquisition, course assignments – reflective assignments, learning contracts, advanced work-based practice project

• Work-based learning accredits the PROCESS of learning rather than just the product, thus although assessment may look at what the student has achieved in terms of actions taken and tasks completed, its primary focus is on what the student has learned along the way – learning outcomes, assessment strategies, portfolio development

<table>
<thead>
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<th>Key Characteristics of Work-Based Learning</th>
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3.2.2 STUDENT LEARNING ACTIVITIES

As adult learners with a considerable amount of clinical and life experiences, it is anticipated that learning will essentially comprise of building upon your existing knowledge and to develop further into your levels of advanced practice. Throughout the programme students will be coached to become insightful learners integrating knowledge of evidence based practice with the practical skills of assessment and diagnosis. It will be about reflecting upon your current practice and seeking ways of enhancing this further, be it via increasing your underpinning theory / evidence based practice or by complementing this with additional physical examination skills, mirroring those of our medical counterparts.

This philosophy of this course is the belief that the student, brings with them knowledge, practice skills and expertise that can be further developed to facilitate their own professional development and expertise and to improve the quality of care available for clients and patients in health care settings. The elements of the course are therefore the acquisition of theoretical and practical clinical skills underpinned with a pathophysiological dimension, critical appraisal of practice delivery and the development of strategies and rationales for managing and improving practice. The diversity of
experience, both staff and student's, enables the use of a variety of approaches to teaching and learning particularly the use of seminars, workshops, practical exercises in simulated settings, case studies, group activities, video analysis, lectures and web based learning.

Students will be expected to arrive to lectures having read around the subject area thereby facilitating purposeful discussion and critique.

The emphasis within the programme will be upon the creation of an adult learning environment with a student-centred approach as the team feels this is essential to facilitate your development as an independent learner. You have, as mature practicing professionals, much to contribute to the learning process. It is believed that an interactive and creative experience, facilitated through team teaching will enable you to mobilise your own strategies to identify independent perspectives and develop conceptual understanding of practice with a critical perspective. You will be given time within the course to reflect and informally discuss your expectations, views and experiences.

Support in clinical practice will be negotiated prior to your enrolment on the programme, as it is an essential element in the development of your physical examination skills. You must identify and obtain the support of a Mentor or a group of Mentors who will usually be a doctor or an Advanced Practitioner who is prepared to assist you in the development of history taking skills and physical examination in the clinical arena, i.e. consultation skills.

**Active Learning**

Active learning refers to learning activities employed during your course to enrich your learning experience. It involves activities such as enquiry-based learning, scenario-based learning, writing, skills learning in the University skills laboratories and in practice, and case study analysis. The aims of active learning activities are to develop your competency in a number of skills which are important in your professional life:

- Problem-solving
- Self-directed learning
- Small group learning
- Critical thinking skills
- Integration of different parts of the curriculum

**Student learning activities**

1. Learning through getting ready
2. Learning from Sources
3. Learning by doing
4. Learning from feedback
5. Learning by thinking ahead

Revision
Why is Getting Ready important?
In theory, Getting Ready activates prior knowledge, orients you to a web of connections about the topic, and establishes anticipatory structures.

Why is Learning from Sources important?
In theory, Learning from Sources is important because new information actively encoded in relation to prior knowledge and potential application in practice, provides an expanded knowledge base for thoughtful action.

Why is Learning by doing important?
In theory, Learning by Doing is important because active use of knowledge in diverse, thought demanding tasks yields a rich, empowering, and flexible knowledge base.

Why is Learning from Feedback important?
In theory, learning depends on frequent informative feedback; learners need to think through and use feedback to guide and deepen their understanding as they continue to engage in the tasks.

Why is Learning by Thinking Ahead important?
In theory, reflective thinking and connection-making foster transfer of knowledge; planning further learning establishes anticipatory knowledge structures that foster learning.

How does this relate to the MSc Advanced Practice?
You will bring with you a wealth of pre-existing knowledge, skills, attributes and qualities which you will be able to draw upon throughout the course.
- You will learn a wide range of new theoretical concepts and practical skills.
- You will apply and ‘test’ this new knowledge and skills in real situations in practice.
- You will receive timely and meaningful feedback to both your written and practical work, enabling you to ‘tailor’ your personal and professional development accordingly.
- You will experience many new things and be part of many thought provoking situations, reflecting on these will aid your learning and inform your future practice

3.3 STUDY SKILLS
In order to help you fulfil your true potential in your academic studies we have devised a Personal Development Planning (PDP) programme that supports the module content throughout the course. Personal Development planning aims to develop your Information Technology skills i.e. word processing skills, information retrieval skills, internet, Blackboard and emailing skills. PDP activities will also prepare you for your assessments i.e. theoretical study skills sessions will include essay writing, preparation for examinations. Additional help with study skills can be accessed through WISER http://www.uclan.ac.uk/students/wiser/index.php

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1
3.4 LEARNING RESOURCES

3.4.1 LEARNING INFORMATION SERVICES (LIS)

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

LIS [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25_1)

The Learning and information services (LIS) offer many services to students. There are books, journals, study areas and access to PC workstations. The Online University Network provides you with onsite and remote (offsite) access to the internet, word-processing and other software applications, e-journals, e-books, e-databases, email, webmail, and Blackboard etc. Detailed information about the full range of services available can be found on their web pages [library](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25_1).

Full access to the Library is available to all Students of UCLan with a valid Corporate Card. You will need a Corporate Card to enter and borrow books from the library and to log on to the Network. Therefore it is important that you apply for your Corporate Card as soon as possible. To apply for your UCLan Corporate Card you need to bring the following to the ‘i’ based on the ground floor of the Library Building.

- an official document with your signature such as Passport, Driving Licence, Bank Card
- UCLan green enrolment form

Corporate Cards can normally be created while you wait and are valid for use within 24 hours. It is important that you keep your Corporate Card safe and with you at all times.

In term time, the library is open 24/7; during holiday periods the opening hours are slightly reduced.

3.4.2 ELECTRONIC RESOURCES

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Module Leaders will also upload relevant links / policy documents on the module Blackboard site.

**Accessing the Network**

Your network ID and Password

Your UCLan Network ID is printed on your University Corporate Card. Your ID to login to the UCLan Network is the same as the first part of your UCLan email address e.g. EAPresley. The default password for new accounts on the UCLan Network is the 14 digit barcode number printed on the card. You will be prompted to change your password when you login.

**Email**
You are given an e-mail address once you enrol with the library. Your university library identification number can be found on the reverse of your library card. Your initial(s) and surname (and a number if you have more than one person registered with the same initials and surname e.g. EAPresley2) @uclan.ac.uk will make up your University e-mail address. Your course leader will contact you via this address and you should check it regularly.

**Blackboard**

**Using Blackboard**

Blackboard is the brand name for the on-line Virtual Learning Environment (VLE) that UCLan has implemented to support and enhance teaching and learning. You can access Blackboard via the university homepage by clicking on the student tab.

Blackboard is the brand name for the University’s on-line Managed Learning Environment (MLE) to support and enhance teaching and learning. All University students have been allocated an area known as their Blackboard module space. Once logged into your Blackboard area you can access all of the modules listed under your name.

**Passwords**

Some of the LLRS services require additional passwords for access such as Athens, Blackboard, Webmail, and study skills. Information about accessing these services, initial access codes and setting up your passwords can be found at:

http://www.uclan.ac.uk/students/it/passwords.php

**Remote or Offsite Access**

‘Remote Access’ is a University I.T. system that allows users to remotely access the University network over the Internet. Remote access is accessible almost 24 hours a day, with only a 10 minute break at 4 am every morning to restart the servers. Details on accessing remote services can be found at http://www.uclan.ac.uk/students/it/access_from_home.php

**PC Workstations**

You can access computers on the University campus, computer terminals can be found in:

- The main library building
- The Cyber Cafe in Greenbank building
- Harrington Building
- Computer laboratories throughout the campus

There are many useful information sheets and booklets available in the library which will guide you through the library and its services. Please log onto http://www.uclan.ac.uk/students/library/nursing_guide.php to look at guides and resources for the School of Health. If you need to contact a librarian Mike Hargreaves is the health and nursing specialist. He can be contacted on 01772 892308 or via email: mhargreaves@uclan.ac.uk
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.

Personal Development Planning

PDP provides an opportunity for you to develop your capacity for learning by encouraging an on-going cycle of:

- self-reflection on why and how you are learning
- identification of your ‘next steps’ through target setting and action planning
- monitoring and recording of your academic learning, personal development, your skills development and career management.

For example, you should Reflect, Action Plan and Record your Progress for each module that you take, this may include consideration of clinical experience and clinical skills associated with the module. You may also be achieving skills or may have gained awards outside of university, which should also be recorded.

The main benefits you will achieve by participating in the PDP process are that you will become more:

- self-aware, self-confident, reflective and self-directed in your learning
- able to plan and take responsibility for your own learning
- able to articulate personal goals and evaluate progress and achievement
- able to link your current learning to a wider context and to your future development.

Therefore by actively participating in PDP you will take control of your own learning and personal development and you will find that you become increasingly able to work autonomously through the development of critical self-awareness. Another important aspect of PDP is that it integrates personal development with academic activity and helps you to become more self-aware. It also helps you recognise value and further develop core skills such as personal and interpersonal skills, problem solving and team working.

PDP Process

PDP is an on-going process undertaken through each level of your course. What you need to know about PDP activities included within your course will be outlined during the course induction and at commencement of each subsequent academic year. Self-evaluation on completion of modules and each year of your course will be integral to the process.
**PDP Progress File**

As part of PDP you should build a PDP Progress File, or portfolio – consider using the university Pebbelpad to build your portfolio. The file or portfolio should contain records of your progress and achievements during each module, each semester and year of the course. You can collate a wide range of material for this file during your course as well as from experiences outside the university, which contribute to your personal, academic and professional development (e.g. voluntary work, awards, employment).

**Content of Progress File**

A range of suggested contents for this file are outlined below:

- **Action Plans**
- **Reflective Logs**
- **Self-evaluations**
- **Notes from Personal Tutor meetings**
- **Records of Achievement**: (Study and Key skills from use of Learning Resource and Key skills Websites, Course - Marking Feedback Sheets, Learning Contracts and Clinical Assessment Records, Personal Records, Wider personal achievements)
- **Transcripts**
- **Course Handbook**
- **Module Pack/Handbook for each module undertaken**
- **Learning evidence** e.g. handouts; reading list; literature search findings
- **Learning notes**
- **Attendance-Sickness/Absence record**
- **Personal Curriculum Vitae**
- **Copy of references**
- **Job application**
- **Continuing Professional Development Plans**
- **Professional PDP requirements**
At the end of your course you will have a complete Progress File which consists of an overall record of achievement including:

- A student **transcript** setting out details of your practice and academic learning. The student transcript is generated by the university and will be provided for you at the end of the course.

- A **personal development record** summarising your overall development, including the skills and the qualities acquired during your course/unit plus goals for continuing learning and professional development at the point of completion. It is your responsibility, with the support of the personal tutor, to produce the personal development record.

You will find your completed progress file useful for a range of additional purposes – for example, you can draw on it when you apply for jobs and you can use it as a building block for Continuing Professional Development and PDP within your current or future professional roles.

**Support available for PDP**

All students are offered information via the PDP website on the Student Office. General guidance is available from course staff and in particular personal tutors will provide support for your PDP activities. It is recommended that at your support sessions with your personal tutor that you take your PDP documents which will help provide a clear focus for discussion of your progress through the course.

**Resources available on the School of Health PDP Website**

A range of resources is available on the PDP Website and these include:

- Links to Study Skills and Key Skills
- Links to PDP Action Planning and Employability
- Professional Links
- Feedback Opportunity

You can visit the PDP website on the Student Office - all you need to access this resource is your User Name and Password.
3.6 PREPARING FOR YOUR CAREER

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your course, but an important part of it which will help you to show future employers just how valuable your course 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 be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

Careers offers a range of support for you including:

- career and employability advice and guidance appointments
- 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.

Upon completion of this course, some students have applied for and been successful in promotion in the workplace.

It’s your future: take charge of it!

4. STUDENT SUPPORT, GUIDANCE AND CONDUCT

The transition to university life and education can be a stressful time for people. If you have not studied recently, remember to take into account the fact that almost every part of your life may undergo change and this may lead to problems. If this happens to you, don’t imagine that you are on your own. If problems do arise (no matter how minor they may appear to you) try to discuss them with your personal tutor as soon as possible, as delays can make them harder to resolve.

Remember, if you have a problem that you don’t feel you can discuss with teaching staff, professional counsellors are available. We can help arrange appointments or you can consult your copy of the University’s Guide to Student Services. The Students Union also operates a Welfare Unit, which can offer advice on both personal and financial difficulties.

For further information about student services you can refer to the Student Services Handbook or access their web page: - [http://www.uclan.ac.uk/study_here/student_support.php](http://www.uclan.ac.uk/study_here/student_support.php)

4.1 ACADEMIC ADVISORS

You will also be allocated an academic advisor (who may also be the course leader). Your academic advisor is responsible for supporting you throughout the whole of your programme of study,
facilitating personal and academic growth. You need to contact them in the first instance if you have any concerns/difficulties in relation to your course of study.

4.2 STUDENT SUPPORT

There is a centralised Student and Academic Support Service which has The 'i' Student Information Centre as its first point of contact. You can obtain information on a wide range of topics including student administration such as Council Tax and letters to verify your status. The 'i' can also direct you to the right place to find information on Scholarships, Counselling, Student Finance, Mentoring, Studying Abroad, Disability Advice, Independent Academic Advice, International Advice, Multi Faith Centre, Pre School Centre, Medical Centre and general life in Preston/Burnley. The 'i' also produces a Student Organiser for new students.

Student Liaison Officers have recent experience of what it is like to be a student and can advise you of the support systems available. They work towards improving your student experience here at UCLan.

4.3 STUDENTS WITH DISABILITIES

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

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. You should inform your module leader in the first instance so that appropriate facilitation may take place. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk or the School disability contact: TBC. Please contact your course leader for advice.

4.4 HEALTH AND SAFETY

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

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

If you are signed off sick from work but wish to attend class, your module leader requires a letter from medical staff stating you are fit to attend university classes. You will not be allowed into the classroom without this confirmation.

### 4.5 CONDUCT

You will be expected to abide by the [Regulations for the Conduct of Students in the University](https://www.uclan.ac.uk). UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

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

Please follow these ‘Do’s‘ and ‘Don’ts‘ for the classroom to make learning an enjoyable and constructive experience for everyone.

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be punctual and return from breaks on time (on-campus students)</td>
<td>Waste time</td>
</tr>
<tr>
<td>Be prepared</td>
<td>Use your mobile phone – <strong>AT ALL!</strong> (on-campus students)</td>
</tr>
<tr>
<td>Be supportive to your fellow students</td>
<td>Finish off your lunch during teaching time (on-campus students)</td>
</tr>
<tr>
<td>Be respectful and value each other</td>
<td>Be discourteous</td>
</tr>
<tr>
<td>Be open and honest</td>
<td>Undermine others</td>
</tr>
<tr>
<td>Listen carefully</td>
<td>Have mini-conversations with your colleagues during class / Blackboard sessions</td>
</tr>
<tr>
<td>Maintain confidentiality</td>
<td>Discuss incidences / clients /staff members outside the classroom /Blackboard sessions</td>
</tr>
</tbody>
</table>

### 4.6 STUDENTS’ UNION

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

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

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

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

5. ASSESSMENT

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

5.1 ASSESSMENT STRATEGY

Assessments are important; they help to evaluate your learning. We believe in assessment for learning.

At the start of each module you will receive assessment information that will provide details of the assessments. If you have more than one assignment for a module, you will find that the submission dates for assessments may be staggered. You should take careful note of when you are expected to submit work. Assessments must be submitted no later than the date on your assignment briefs. 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 to your module tutor at the earliest possible opportunity.

You are responsible for your course work. No one else can plan this for you although we will give you a structured approach to achieving set goals throughout the year.

Course assessment

A number of modules are assessed in both theory and practice. Theory assessment is by written assignments, presentations, oral viva and examinations. Clinical practice where applicable, will be assessed through a variety of methods (e.g. Objective Structured Clinical Examination (OSCE) and/or the production of a supporting portfolio of evidence).

You will note in each module descriptor (see module handbooks) that all assessed elements must achieve a pass grade for the module to be successfully completed. For theoretical assignments the
pass grade is 50%, all theoretical assessments are marked and moderated in accordance with the School Health theoretical marking criteria. Practice assessments receive a PASS or REFER statement dependent upon achievement of the assessment criteria. **It is very important that you review the guidelines for assessment in the school handbook and understand your responsibilities in the assessment process.**

**Formative and summative assessment**

Formative assessment allows you to review, reflect upon and discuss your progress. The formative session may turn into a tutorial, a learning opportunity, or it may result in an action plan. You may have as many opportunities for formative assessment as you need - you just have to arrange them! You will note that in some modules, assignments will be handed in at different times. Earlier assignments are designed to provide formative feedback to you so that you can monitor your own progress. In practice, your mentor will assess you in a particular skill or competency. If you do not immediately reach the required standard, the assessment becomes a formative experience and you can reflect on your progress to date and try again. Once the required standard is achieved, your mentor will 'sign you off' as competent.

Summative assessment is a judgment of your achievement of the learning outcomes. Each module has a summative assessment strategy and you will be given detailed information at the start of each module. Summative assessment allows all students on the module to be assessed as fairly and equitably as possible. A date is set for achievement of summative assessment. It contributes to an overall achievement for an award.

<table>
<thead>
<tr>
<th>Module Code and Name</th>
<th>Assessment type</th>
<th>Submission date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4141 Deconstructing the Consultation</td>
<td>Coursework x 2&lt;br&gt;1. Critical Analysis of a videoed consultation. 1500 words, 40% weighting 2. Case study 2500 words, 60% weighting</td>
<td>Semester 1&lt;br&gt;Semester 1</td>
</tr>
<tr>
<td>NU4142 Advanced Patient Assessment and Diagnostic Skills</td>
<td>Practical Assessments&lt;br&gt;1. OSCE x 2 30 mins, 50% weighting 2. Case study presentation 1.5 hours / OSCE, 50% 3. Practical Skills Assessment Log</td>
<td>Dec and June&lt;br&gt;Nov&lt;br&gt;Dec</td>
</tr>
<tr>
<td>NU4067 Advanced Paediatric Assessment</td>
<td>Practical Assessments x 4&lt;br&gt;1. OSCE x 2</td>
<td>Dec and June</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Assessment Details</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>NU4073</td>
<td>Evidence for Practice</td>
<td>Coursework x 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Essay 1000 words, 25% weighting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Essay 4000 words, 75% weighting</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Nov</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Dec</strong></td>
</tr>
<tr>
<td>NU4138</td>
<td>Advanced Work Based Practice Project: Design and Construction</td>
<td>Coursework x 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Project proposal 3000 words, 50% weighting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Portfolio and reflective summary 2000 words, 40% weighting</td>
</tr>
<tr>
<td>NU4139</td>
<td>Advanced Work Based Practice Project: Delivery and Implementation</td>
<td>Practice assessment x 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Poster presentation or oral defence 20 mins, 60% weighting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coursework x 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Learning contract and reflective summary 2000 words, 40% weighting</td>
</tr>
<tr>
<td>NU4140</td>
<td>Advanced Work Based Practice Project: Evaluation</td>
<td>Coursework x 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Project report 5000 words, 60% weighting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Portfolio and reflective summary 2000 words, 40% weighting</td>
</tr>
</tbody>
</table>
Module leaders will inform you of the requirements for individual assessments.

All pieces of assessed work on submission should:

- Have a frontispiece – your module leader will inform you in relation to where this is located.

- Be submitted no later than by 12noon on the due date unless an extension has been approved or extenuating circumstances have been submitted. Details of claiming an extension to deadline or extenuating circumstances can be ascertained from your module leader.

- Any assignment received up to 5 days late without prior arrangement will receive 40% maximum for that assignment, after 5 days 0%. Please refer to the School Handbook section on 'Submission of Assignments'.

- You will submit your assignment through a programme called Turnitin - a plagiarism detection service. More details will be provided by the relevant module leader.
5.2.1 WHAT HAPPENS TO MY WORK AFTER I HAVE HANDED IT IN?

Once your work is handed in it takes approximately six weeks to process. The table below outlines the procedure for marking, moderation and external scrutiny of theoretical work.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work submitted</td>
<td>Work must be submitted by the date identified in the module assessment guidelines, unless an extension has been negotiated with the module leader</td>
</tr>
<tr>
<td>All work marked by the module leader/team</td>
<td>All assignments are marked using the level 7 assessment criteria published in the School Student Handbook</td>
</tr>
<tr>
<td>A sample for work is reviewed by a moderator or double marked (reviewed by 2 markers independently – project modules)</td>
<td>To ensure fairness and parity between markers, samples of scripts are reviewed by a moderator. You may receive some feedback on your work at this stage; however, the grade is not confirmed until after the module assessment board.</td>
</tr>
<tr>
<td>An external examiner will review a sample of work.</td>
<td>Following the internal marking processes, a sample of assignments are sent or the external will access the assignments via Turnitin. The external examiner reviews the assessment process in terms of its fairness, parity with other courses and standards of marking and feedback.</td>
</tr>
<tr>
<td>Grades entered into the students database</td>
<td>A database of student grades is used to register results, this record will be used in assessment board and provides a record of student progress</td>
</tr>
<tr>
<td>Module Assessment Board</td>
<td>The module board confirms the grade awarded for each piece of work.</td>
</tr>
<tr>
<td>Course Assessment Board</td>
<td>The course assessment board makes recommendations in relation to your progression or final award The external examiner attends this board.</td>
</tr>
<tr>
<td>Publication of results</td>
<td>Approximately a week after assessment boards, results are published.</td>
</tr>
</tbody>
</table>

You should take some time to review the marking criteria at level 7 which can be found in the School Student Handbook. Work receiving a mark of less than 50% is referred and should be resubmitted if you wish to complete the module. Each student is entitled to 2 attempts at any one assignment i.e. if you fail your first submission, you may resubmit your work 6 weeks after the relevant Board. If you pass your work on second attempt, you will only receive 50% for that piece of work, no matter how much it has improved. However, if the resubmission is only one part of the module assessment, the overall module mark will be calculated on all components.

It is your responsibility to check your results via Turnitin/MyUClan. Results will not be given out over the telephone. If you see a grade of 50% or higher against your name you can assume you have been
successful in the assignment/module, if the grade is less than 50% you should contact the module leader do so as soon as possible.

A Course Board usually takes place in June and September. At this meeting the profile of each student is considered and if all the required modules have been successfully passed, the student is progressed onto the next academic year. If it is the final Course Board, the award of the specific course is made.

5.3 REFERENCING

This year a new system has been introduced – the American Psychological Association (APA) 6th edition referencing system - http://www.apastyle.org/manual/index.aspx. You should always use the APA referencing system. This is explained in The School Referencing Guide available via Blackboard.

5.4 CONFIDENTIAL MATERIAL

When you are engaged in courses that involve doing practice placements, documenting research and producing written work, you may be using very sensitive information. As a result you are required to always respect confidentiality, and to maintain the anonymity of individuals and organisations. There is an exception to this statement on his course. The project modules require students to explore a challenge from practice and to design and implement a solution/innovation to improve practice. This process requires students to capture specific data on performance from identified organisations. Students must also gain approval for their projects from their employing organisation and as such it is impossible to keep the location of the project anonymous. Clearly all data must be treated in a sensitive manner and any identified weaknesses/problems should be accompanied by an action plan. Students must abide by the rules of their employing organisation in respect of the nature of the information that they disclose and presented in a public domain.

There are both ethical and legal reasons for maintaining anonymity and confidentiality. In professional courses you will be developing your professional role and responsibilities, which you will require in practice settings in relation to anonymity and confidentiality of the patient/client group.

The policy of maintaining anonymity and confidentiality applies to you whether you are an undergraduate or post graduate student. Remember anonymity and confidentiality are not the same thing! The British Medical Association (BMA) define the two as:

"Confidentiality: The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship."

"Anonymised information: Information which does not, directly or indirectly identify the person to whom it relates."

Further details relating to anonymity and confidentiality can be found in the School of Health Anonymity and Confidentiality Guidelines via the Student Office online.
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 module leader.

All students on a course are set the same date for submission of work and all students are treated equally. You have personal responsibility for submitting your work on time, and this reflects on your personal ability to manage workloads, problem solve, manage time and make priority decisions.

The key to avoiding difficulty with course work and course submission is to inform your module leader as soon as a problem arises.

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

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

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

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

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstance_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).
5.5.2 LATE SUBMISSIONS

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.6 FEEDBACK FOLLOWING ASSESSMENTS

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

For courses except distance learning
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.

5.7 CHEATING, PLAGIARISM, COLLUSION OR RE-PRESENTATION

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.
Use Turnitin throughout the development of your work to check for plagiarism issues. Do not leave it to the last minute to check this, as you can be doing this as an on-going process as you write.

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

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

- The penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard
  And the mark for the module following resubmission will be restricted to the minimum pass mark.
- When it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

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

- The appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

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

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

Important note re cases of proven plagiarism:

Plagiarism is a professional issue which the learner’s employer needs to be made aware of. Therefore when a case of plagiarism is proven the University will contact the learner’s employer to inform them of the case.

This includes learners who

- have their CPD module funded by the MPET SLA.
- are funded directly by their Trust or other means.
- Self-funders.
If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

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

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.
6. COURSE REGULATIONS

6.1 COURSE REQUIREMENTS

To gain the MSc. Advanced Practice (Health and Social Care) students must successfully pass all the core modules and 40 credits of option modules. If a student is experiencing particular difficulty in terms of work role, personal issues, academic performance there are two exit awards that the assessment board may consider awarding:

**PG Cert Enhancing Practice**
To gain the award a student must have successfully competed Nu4141 and Nu4142.

**PG Cert Enhanced Practice**
To gain this award a student must have successfully completed NU4141, NU4142, NP4001, NU4138, NU4139

As a student undertaking this course, you are bound by the Code of Conduct as specified by your individual professional body (Nursing & Midwifery Council, Health Professions Council or General Pharmaceutical Council, as examples) and subject to the UCLan procedure for the consideration of Fitness to Practice (Regulations for the Conduct of Students: Appendix 3).

6.2 CLASSIFICATION OF AWARDS

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations Section H. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM).

7. STUDENT VOICE

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

As a result of feedback from last year’s students, some of the sessions in the core modules have been reviewed.

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.
Students have the opportunity to voice their opinion within the course through mid and end of module evaluation, timetabled sessions with the whole cohort as well as staff student liaison committee meetings.

### 7.1 COURSE REPRESENTATIVES AND SCHOOL PRESIDENTS

The course team will make arrangements for you to elect a course representative who can represent any issues you may have to the course team within Student Staff Liaison Committee meetings. If you are interested in becoming a course representative yourself and wish to find out more about the role you can visit the [Student Union](#) site for more information and volunteer for the role when the opportunity arises.

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](mailto: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](mailto:coursereps@uclan.ac.uk).

### 7.2 STUDENT STAFF LIAISON COMMITTEE MEETINGS (SSLC)

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

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

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

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

All feedback, evaluation (formal and informal) feed back into the course. The course you are now on is a result of the course team taking into account the messages given to us from previous courses. You in your turn will influence the next course. You will be invited to nominate a course representative during the first few weeks of the course. Students are also invited to join the school student staff liaison committee, which meets once per semester. Students are urged to get ‘involved’ with their course; it is a great opportunity to actively contribute to this course. For example, actions taken as a result of student feedback about individual modules include changes to assessment and scheduling of sessions.

Lecturing staff visit the practice areas and liaise with and support practice staff in their role as practice mentors.

The external examiner provides the School with a report on the courses they have examined. A recent external examiner reports for this course included the following comments:

7.3 COMPLAINTS

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information Complaints Procedure
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

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

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Preston (Main Campus)</td>
</tr>
<tr>
<td>3. University Department/Centre</td>
<td>School of Health</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>None</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>MSc Advanced Practice</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>NA</td>
</tr>
</tbody>
</table>
| 8. Relevant Subject Benchmarking Group(s) | • QAA Masters Degree Characteristics (2010) [http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf)
• QAA Health Studies (2008) [http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Healthstudies08.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Healthstudies08.pdf) |
| 9. Other external influences | • Concordat Agreement for the Development of Advanced Practice 2009 NHS NW,
• DoH (2010) Advanced Level Nursing: A Position Statement
• National Service Frameworks; Francis Report (2013); Keogh Review (2013); NHS Constitution (DH March 2013); Patients First and Foremost (2013); Delivering Dignity (NHS Confederation, 2012); Equity and Excellence: Liberating the NHS (July 2010); Education Outcomes Framework (DH March 2013); Care Quality Commission, NHS Outcomes Framework (Dec 2010), QIPP work streams. Framework for Action on Interprofessional Education and Collaborative Practice (WHO 2010). |
| 10. Date of production/revision of this form | January 2014 |
| 11. Aims of the Programme | The aim of the MSc Advanced Practice programme is to prepare and develop health and social care practitioners who can lead and develop contemporary practice. The programme is designed to enable students to:
• Function at an advanced level of practice making independent clinical decisions within the boundaries of relevant professional frameworks and organisational governance structures.
• Demonstrate their capacity for critical enquiry, analysis and transference of knowledge to practice in responding complex issues and challenges.
• Become confident, independent and collegiate change agents leading strategic and sustainable service improvements and organisational change.
• Promote collaborative, interdisciplinary and interagency working practices to achieve the best outcome for patients/clients and carers.
• Demonstrate effective self-management, team working and leadership skills.
• Engage with work based learning to acquire and develop proficient life-long learning skills. |
| 12. Learning Outcomes, Teaching, Learning and Assessment Methods |
A. Knowledge and Understanding

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Demonstrate systematic understanding of knowledge at the forefront of professional practice within their own field.</td>
</tr>
<tr>
<td>A2</td>
<td>Evaluate current challenges and tensions surrounding health and social provision.</td>
</tr>
<tr>
<td>A3</td>
<td>Synthesize knowledge to create new insights and solutions to develop services that are responsive to patient need and enhance outcomes for patients/clients and services users</td>
</tr>
<tr>
<td>A4</td>
<td>Critically evaluate the factors that influence decision making to support problem solving in complex and unpredictable situations</td>
</tr>
<tr>
<td>A5</td>
<td>Evaluate the methods, processes and outcomes of their experience of learning from and in work</td>
</tr>
</tbody>
</table>

Teaching and Learning Methods

Key lectures, guided/directed activity, individual and group work exercises, case study analysis, Focussed discussion board activity. Individual tutorials and supervision. Portfolio development exercises. Seminars. Problem based learning. Peer review activity. Work-based learning activities supported

Assessment methods


B. Subject-specific skills

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Extend and enhance their scope of practice in response to the evolving patient/client centred care needs.</td>
</tr>
<tr>
<td>B2</td>
<td>Exercise resilience and demonstrate leadership to support problem solving in complex and unpredictable situations</td>
</tr>
<tr>
<td>B3</td>
<td>Demonstrate skilled practice based on critical reflection and the application of specialist knowledge.</td>
</tr>
<tr>
<td>B4</td>
<td>Demonstrate the ability to manage complex change issues and formulate/develop resolution strategies appropriate to practice</td>
</tr>
<tr>
<td>B5</td>
<td>Evaluate their role in working within and across organisational boundaries, systems and processes in influencing healthcare outcomes.</td>
</tr>
</tbody>
</table>
B6 Obtain a comprehensive history and conduct an examination/assessment of health needs to inform the development of a management plan

B7 Empower colleagues and patients/clients, through teaching, mentoring and role modelling.

B8 Evaluate the context of risk and development of the quality, patient safety and clinical governance agendas

**Teaching and Learning Methods**


**Assessment methods**


**C. Thinking Skills**

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

| C1 | Reflect on and evaluate their own academic and professional progression |
| C2 | Appraise the impact of organisational culture, politics and power relationships in the introduction of the advanced practitioner into service delivery. |
| C3 | Evaluate contemporary evidence for their practice underpinning inter-professional approaches to care |
| C4 | Establish creativity, initiative and personal responsibility for continued educational, professional and practice improvement |

**Teaching and Learning Methods**

Key lectures, guided/directed activity, individual and group work exercises, case study analysis, Focussed discussion board activity. Individual tutorials and supervision. Portfolio development exercises. Seminars. Problem based learning. Peer review activity. Work-
Assessment methods


D. Other skills relevant to employability and personal development

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

| D1 | Demonstrate higher levels of professional autonomy, extending their scope of practice within organisational boundaries |
| D2 | Facilitate and promote the achievement of the objectives of their employing organisation |
| D3 | Identify, create and establish a vision for alternative ways of working that promote high quality service provision |
| D4 | Lead, manage and sustain change/service improvements |
| D5 | Facilitate innovative and creative practice designed to support a high level of care for patients/clients |
| D6 | Lead in designing the delivery of high quality services, evaluating the process and outcomes of change using appropriate information and quality metrics |
| D7 | Demonstrate effective communication skills in complex and challenging situations |
| D8 | Promote interagency working, acting as a resource within the care team and with other stakeholders |

Teaching and Learning Methods


Assessment methods

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>NU4141 (7)</td>
<td>Deconstructing the Consultation</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4138 (7)</td>
<td>Advanced Work-based Practice Project: Design and construction</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4139 (7)</td>
<td>Advanced Work-based Practice Project: Delivery and implementation</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4140 (7)</td>
<td>Advanced Work-based Practice Project: Evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4073 (7)</td>
<td>Evidence for practice</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4142 (7)</td>
<td>Advanced patient assessment and diagnostic skills</td>
<td>40</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4067 (7)</td>
<td>Advanced paediatric assessment and diagnostic skills</td>
<td>40</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4XXX(7)</td>
<td>Any module(s) within the School of Health Module Catalogue at level 7</td>
<td></td>
</tr>
</tbody>
</table>

**MSc Advanced Practice**
Requires 180 credits at Level 7

**PG Dip Enhanced Clinical Practice**
Requires 120 credits at Level 7
(must include NU4142 or NU4067, NU4141, NU4138, NU073) (Exit Award)

**PG Cert Enhance Clinical Practice**
Requires 60 credits at Level 7
(must include NU4141 and NU4142 or NU4067) (Exit Award)
15. **Personal Development Planning**

According to QAA (2009), Personal Development Planning (PDP) is:

- A structured process that is integral to higher level learning
- Concerned with learning in an holistic sense (academic and non-academic)
- Something done with guidance and support
- A process that involves reflection, creation of personal records, planning and monitoring progress towards achievement of personal objectives
- Intended to improve the capacity of the individual to communicate their learning to others who are interested in it (academic staff/ employers)

**Reference**


PDP plays an influential role in this course by enabling you to engage in the process of personal and professional reflection in order to achieve not only the learning outcomes of this course but develop lifelong learning skills. This PDP process will assist with your personal development by enabling you to develop the ability to become more self-aware, by your identifying strengths and weaknesses to support your learning. By taking responsibility for your own development, you will become more confident in your ability to work alongside enhancing others and gain additional skills which will enhance problem solving and team working.

As part of PDP you should build a PDP Progress File, which contains records of your progress and achievements during each module, each semester and year of the course. You can collate a wide range of material for this file during your course as well as from experiences outside the university, which contribute to your personal, academic and professional development (e.g. voluntary work, awards, employment).

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.

- Have a first degree (2:2 class or above) or equivalent, in a relevant subject (i.e. health related, pure science or social science) from an approved institution of higher education. If you do not meet these criteria you are advised to contact the course leader for advice. Transfer of credits in accordance with University regulations may be possible.
- Have a current professional registration with a relevant professional/statutory body, such as the Nursing and Midwifery Council, Health Professions Council, General Pharmaceutical C of Great Britain
- Have, normally, at least five years post registration clinical experience in practice OR proof of equivalent experience in practice
- Be working in, or able to access a practice environment that will enable them to meet and achieve the course learning outcomes.
- Have identified a work based mentor, who will support and guide your development throughout the course.
- Be able to provide two references (one practice/work and one academic).
- Be able to satisfy the Course Leader that you are suitable to engage with the programme

Informal enquiries are welcomed. Your application will be considered on its merits and in the light of the nature and scope of the programme. You may be invited for an informal discussion before being offered a place. The purpose of this discussion is first to ensure that you understand the nature of the programme and its demands and to pathway plan your modular route leading to the identified award and exit point. Identification of financial support will be noted.

If you do not meet the above criteria you may still be considered for admission to the programme; you will be required to provide evidence of suitable experience and supportive qualifications.

17. Key sources of information about the programme

- Fact sheet: http://www.uclan.ac.uk
- Course Enquiries School of Health – Telephone +44 (0)1772 892400 or email: cenquiries@uclan.ac.uk
- Course Leader – Lynne Harrison Tel 01772 893617 Email: Lharrison2@uclan.ac.uk
# 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module code</th>
<th>Module title</th>
<th>Knowledge and understanding</th>
<th>Subject specific</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NU4138(7)</td>
<td>Advanced work-based practice project: design and construction</td>
<td>A1  X  X  X  X  X  X  X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU4139(7)</td>
<td>Advanced work-based practice project: delivery and implementation</td>
<td>A1  X  X  X  X  X  X  X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Core/Option</td>
<td>2023</td>
<td>2024</td>
<td>2025</td>
<td>2026</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>-------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>NU4140(7)</td>
<td>Advanced Work-based Practice project: Evaluation</td>
<td>CORE</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>NU4141(7)</td>
<td>Deconstructing the consultation</td>
<td>CORE</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>NU4142(7)</td>
<td>Advanced patient assessment and diagnostic skills</td>
<td>CORE OPTION</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>NU4067(7)</td>
<td>Advanced Paediatric Assessment and Diagnostic Skills</td>
<td>CORE OPTION</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>NU4073(7)</td>
<td>Evidence for practice</td>
<td>CORE</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
</tbody>
</table>