Course Specification

Published Date:	29-Jan-2021
Produced By:	Oliver Jones
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	NH093Q01UV	Full-time	4 Years
UCAS Code:	B741		
Course Title:	Masters in Nursing (Hons) MNurs		
Hierarchy of Awards:	Master in Nursing with Honours Adult Nursing Bachelor of Science with Honours Health and Wellbeing Bachelor of Science Health and Wellbeing Diploma of Higher Education Health and Wellbeing Certificate of Higher Education Health and Wellbeing University Statement of Credit University Statement of Postgraduate Credit University Statement of Credit University Statement of Undergraduate Credit		
Language of Study:	English		
Date of DAG approval:	11/Aug/2017		
Last Review:	2018/9		
Course Specification valid from:	2014/5		
Course Specification valid to:	2024/5		

Academic Staff

Course Leader:	Mrs Sharon Yates
Head of Department:	Mrs Lisa Mould

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

- GCSE English based subject, Mathematics and Science (science subject could be Biology; Physics; Chemistry; Psychology; Sociology; Health and Social care) at Grade C+ / 4 or equivalent qualifications (e.g. Key Skills Level 2/ Learn Direct Level 2/ Functional Skills Level 2)

PLUS EITHER

- BBB from A Levels (General Studies is not accepted)
- BTEC Extended Diploma in Health Studies should be passed with a minimum of DDM as the final award. Other relevant Extended Diplomas may be considered.
- Access to HE Full Award (60 credits) with a minimum of 45 credits at level 3 to include at least 24 credits of these achieved from science, social science or psychology units with 18 credits at distinction. The Access course must have an additional 12 Level 2 science credits (biology, chemistry or physics) as GCSE equivalence. If not, applicants must also have a GCSE Science grade C/4+ /equivalence to meet the science GCSE requirements.
- Recognition of prior learning (RPL) will be considered in line with professional body standards and university regulations

If you've got other qualifications or relevant experience, or would like to be considered for RPL, please contact The Gateway for further advice before applying.

Other Requirements

Applicants will need to demonstrate that on entry to the programme they have capability for digital and technological literacy to meet course outcomes. Evidence of digital literacy and technological literacy capability will therefore be aligned to the online application process

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

Those meeting the entry requirements may be shortlisted for a values-based selection process and will be subsequently required to meet a Disclosure and Barring Service (DBS) Check and Occupational Health requirements.

Read further information regarding interview preparation

Additional Information

During the nursing course you will be required to attend placements, you will be invited to identify a preferred placement area from a selection of pre-determined locations; however your preferred choice is not guaranteed so it is essential that you are able and willing to travel to placement

If you have accepted a conditional offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £44.00 and a £6.00 ID check service fee. You will also need to complete an occupational health assessment questionnaire and vaccinations will need to be up-to-date.

Previous Study

Where an applicant has previously studied a professional course at another higher education institution, we will require an academic reference from your previous higher education institution.

Applicants who are classed as 'overseas' for fee purposes (https://www.ukcisa.org.uk/Information--Advice/Fees-and-Money/Home-or-Overseas-fees-the-basics) will still be considered as long as their country of domicile is the United Kingdom and do not require Tier 4 sponsorship.

Please note than an offer of a place at the University does not guarantee eligibility for student funding. To confirm that you meet the residency criteria go to www.gov.uk/student-finance/who-qualifies or telephone SFE on 0300 100 0607.

The University travel fund is for all new students* and they can choose to have the travel fund, or other options listed below. https://www.wlv.ac.uk/study-here/new-students/travel-fund/201920-travel-fund/

For students who started a new Nursing, Midwifery or Allied Health Professional course on or after 1 August 2017, they may be eligible to apply for financial support from the NHS Learning Support Fund (LSF). This offers support for:

- Students with at least one dependent child (Child Dependants Allowance) as long as child financially dependent on you (£1000 non-repayable grant if awarded)
- Travel and Dual Accommodation Expenses for a placement
- Students experiencing extreme financial hardship (Exceptional Support Fund)

This information and a video can be found on the following pages of the University website: www.wlv.ac.uk/fund but the direct link to the NHS pages is: https://www.nhsbsa.nhs.uk/learning-support-fund/

Distinctive Features of the Course:

Throughout this course our expert team of nurse lecturers, practice partners and users of services aim to ensure that you have access to a range of learning opportunities to promote your transformation into a competent and compassionate adult nurse linking the theory of nursing to your experiences in practice. As a MNurs student you will experience master class sessions with Readers, Doctoral Holders, Professors and visiting speakers who will support and encourage you to write for publication.

Your course is underpinned by the principles of a 'connected curriculum' which aims to bring about connections between research and learning. The core educational principle underpinning your course is that you will learn predominantly through research and critical enquiry rather than by passively receiving accepted knowledge. As such the connected curriculum provides you with a through line of research activity that is woven into your clinical skills development and placement learning. The connected curriculum creates an environment in which you will be encouraged to engage with students from other fields and disciplines through interprofessional education. Making clear links between theory and practice is paramount to your professional development and this course has been designed to enable you to develop the skills to achieve this; skills that are commensurate with independent, self-directed learning.

Through a range of approaches to learning and teaching based upon a constructivist philosophy, you will develop skills of problem solving and critical thinking; qualities that are essential in the assessment and planning of expert-evidence-based nursing care. For example, you and your peers will engage with flipped learning, an approach that moves the focus of your learning from a teacher-led group activity to a student-directed activity in which you will develop your individual cognitive, affective and psychomotor skills. Your teacher becomes a facilitator and guides you and your peers as you engage in learning and apply the concepts learned in creative ways. This promotes a dynamic, interactive learning environment in which you will be an active participant in learning rather than a passive recipient

One of the greatest benefits of student directed learning is that it will enable you to become more conscious of how you understand the interrelationships between theory and practice and why you behave as you do. You will be engaged in active learning; learning that will encourage you to develop your own knowledge about the key issues in providing evidence based nursing care.

This innovative curriculum reflects the university's core values of creating a learning environment that is inclusive, challenging and promotes collaboration, professionalism and confidence. The curriculum has been designed to reflect the views of students, service users and employers and provides opportunities for you to unleash your potential.

The university prides itself on its excellent partnership working arrangements with local NHS Trusts and other non-NHS organisations providing nursing or social care placement opportunities. This partnership works to provide excellent support for you whilst you are on placement, ensuring that you are supported in accessing relevant learning opportunities.
During your time on placement you will gain hands-on experiences in a variety of hospital, community and nursing/residential homes, where you will work alongside a range of healthcare and other professionals. In addition, we are able to offer 'home trusts' for students. This means that we will endeavour to allocate you placements within the same placement locality and with an identified NHS partner trust, as selected by you during the application process. The allocation of home trusts has always evaluated well by students, as it means that you get to know your local trust and the trust get to grow their own workforce providing you with greater opportunities for securing a job at the end of the course.

Additional opportunities exist for you to apply your new nursing skills during an international optional placement in countries such as Finland, Czech Republic, Sweden and Norway.

This innovative curriculum empowers you to realise your full potential through the provision of a learning environment that is engaging, supportive, inclusive and challenging, research and practice informed, and with technology that enhances the learning process. The development of these skills is commensurate with the Higher Education Academy (HEA) (2018) definition of graduate attributes: qualities and skills that employers believe graduates should develop through the course of their study and engagement in student life.

https://www.heacademy.ac.uk/knowledge-hub/graduate-attributes-framework
https://www.wlv.ac.uk/about-us/news-and-events/wlvdialogue/previous-issues/wlvdialogue---october-09/aiming-high/

Educational Aims of the Course:

This course aims to enable you to:
Meet the NMC Future nurse: Standards of proficiency for pre-registration nursing programmes (NMC 2018).
Improve safety, quality of care and health for people of all ages, across all care settings by leading and co-ordinating integrated care that is person-centred, safe, effective, compassionate and evidence based.
Become an accountable, self-reflective and autonomous practitioner, working with a range of other professionals and within interdisciplinary teams responding to the demands of nursing practice.
Utilise evidence-based practice to inform clinical judgements and decision making in complex mental, physical, cognitive and behavioural situations within adult nursing fields of practice.
Demonstrate effective leadership, whilst acting as a role model to others, taking responsibility for the delivery and management of nursing care utilising appropriate delegation and supervision.
Demonstrate a political awareness of local and national policies impacting on organisational change and the integration of health and social care services.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00

PSRB:

NH093Q01UV (Full-time)

Professional Accreditation Body:
Nursing and Midwifery Council (NMC)

Accrediting Body:
Nursing and Midwifery Council (NMC)

Accreditation Statement:
Recognised by the Nursing and Midwifery Council (NMC) for the purpose of registration as a qualified nurse (adult).

Approved	Start	Expected End	Renewal
02/Aug/2019	10/Aug/2016		

Course Structure:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 1

Module	Title	Credits	Period	Type
4NH030	Foundations of Healthcare Practice in Adult Nursing	20	INYR	Core
4NH026	Human Life Journey	40	INYR	Core
4NH028	The Reflective Practitioner	20	INYR	Core
4NH027	Inclusive and Collaborative Practice	40	INYR	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 2

Module	Title	Credits	Period	Type
5NH024	Skills for Safe and Effective Practice	20	INYR	Core
5NH025	Challenges to health and wellbeing	20	INYR	Core
5NH029	Contemporary Evidence Based Practice in Adult Nursing	40	INYR	Core
5NH027	Working in Partnership to Prioritise Care	40	INYR	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 3

Module	Title	Credits	Period	Type
6NH064	Advancing Skills in Contemporary Adult Nursing Practice	20	INYR	Core
6NH068	Enhancing Safety and Quality of Care in Adult Nursing	40	INYR	Core
6NH062	Independent Enquiry Module	20	YEAR	Core
6NH077	Leading and Managing Healthcare	40	INYR	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 4

Module	Title	Credits	Period	Type
7NH063	Research Application in Nursing practice	20	INYR	Core
7NH062	Advancing towards registered practice	40	INYR	Core
7NH023	Health and Nursing Assessment	20	INYR	Core
7NH061	Independent enquiry project	40	YEAR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar, including Year Long modules, to enable students to complete the required hours for placements.

Section 1.3.1 - Exemption to exceed normal module credits within the standard University Framework allowing for the use of some 40 credit practice and theory modules.

Section 2.3.2 - Exemption in accordance with Nursing and Midwifery Council (NMC) requirements for registered nurses. Students are permitted to exceed the normal 50% threshold for Recognition of Prior Learning (RPL) upon entry if they already have relevant Professional Body registration (for a maximum of 66% or the first two years of the programme).

Section 4.3.3 - Exemption in accordance with the Faculty Fitness to Practice procedures. There will be no automatic right to a second attempt for any failed practice components at the discretion of the Assessment Board.

Section 4.3.5 - Exemption in accordance with the standards of proficiency required by the Nursing and Midwifery Council (NMC). There will be no right to repeat practice modules (4NH027, 5NH027 or 7NH069) if students fail any of the compulsory practice components. Repeats are permitted if students have passed all relevant compulsory practice components for that module. Repeats are permitted for all other theory modules.

Section 4.4.3 - Exemption in accordance with the standards of proficiency required by the Nursing and Midwifery Council (NMC). No compensation will be awarded on any modules. Students will be granted the opportunity of a third attempt on theory modules at levels 4, 5 & 6 (for no more than 40 credits at each level of study and maximum of 80 credits overall) providing they have gained at least 80 credits at the same level of study and have passed all compulsory practice components in practice modules.

Section 4.5.1 - Exemption requiring students to pass all modules before progressing to the next level of study.

Section 4.5.8 - Exemption permitting students to progress from Level 6 to Level 7 of their integrated masters qualification with a minimum third class degree classification.

APPROVED by AFRSC on 28/3/2019.

Reference Points:

UK Sector Skills Assessment 2011 (Skills for Health 2011) http://www.skillsforhealth.org.uk/index.php?option=com_mtree&task=att_download&link_id=81&cf_id=24

UK Quality Code for Higher Education. QAA. (2018) https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781_8

NMC The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives (2018) https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf
NMC Standards for Pre-Registration Nurses: (2018) https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/
The NHS's role in the public's health-A report from the NHS Future Forum (MECC)(2012)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216423/dh_132114.pdf

Healthy Lives, Healthy People: Our strategy for public health in England (2010)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216096/dh_127424.pdf

The "never events" list 2011/12 – Policy framework for use in the NHS (2011)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216724/dh_124580.pdf

Kings Fund: Improving Public Health (2013)
https://www.kingsfund.org.uk/sites/default/files/field/field_related_document/improving-publics-health-overview-dec2013.pdf

Equality Act (2010) http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report
(Keogh Report 2013)
https://www.nhs.uk/NHSEngland/bruce-keogh-review/Documents/outcomes/keogh-review-final-report.pdf

Quality with Compassion: the future of nursing education (Willis Report) (2012)
https://www.nursingtimes.net/Journals/2012/11/02/j/c/c/Willis-Commission-report-2012.pdf

The Cavendish Review: An Independent Review into Healthcare Assistants and Support Workers in the NHS
and social care settings (2013)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/236212/Cavendish_Review.pdf

Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report) (2013)
https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry

Working Together to Safeguard Children (2018)
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

The Children Act: (2004)
http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf

Every Child Matters (2003)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf

CMO annual report. Public Mental Health (2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413196/CMO_web_doc.pdf

No Health without Mental Health(2011)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/213761/dh_124058.pdf

Closing the gap: priorities for essential changes in Mental Health (2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281250/Closing_the_gap_V2_-_17_Feb_2014.pdf

Confidential Inquiry into Premature Deaths of People with Learning Disabilities (2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/356229/PUBLISH_42715_2902809

Health inequalities & People with Learning Disabilities in the UK: (2012)
https://www.ndti.org.uk/uploads/files/IHaL_2011_healthinequalitiessocialcare_guidance_final.pdf

Learning Disabilities – Census Report – Further Analysis (2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508909/ld-census-further-sep15-rep.pdf

Winterbourne Review: Transforming care one year on (2013)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/265752/Winterbourne_View_One

What's important to me: A review of end of Life care (2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/407244/CHOICE_REVIEW_FINAL

PSRB Reference Points
The professional and statutory regulatory body for your professional course is the Nursing and Midwifery
Council (NMC). They provide professional standards of practice and behaviour for Nurses, Midwives and
Nursing Associates, as outlined in The Code (NMC 2018).

As part of the course you are required to demonstrate that you have the skills, knowledge, health and
character to care for people safely. This requires you to demonstrate high level reflective skills and a duty of
candour towards patients/service users. Professional standards of practice and behaviour for nurses,
midwives and nursing associates are outlined in The Code (NMC 2018) and the Guidance on Health and
Character (NMC 2019). The Code (NMC 2018) is structured around four themes; prioritise people, practice
effectively, preserve safety and promote professionalism and trust. These standards must be met and upheld
in order to register and practice in the UK.

During enrolment at the start of each year, and at the end of the course, you will be required to undertake a
self-declaration to declare any cautions and/or convictions, reprimands or warnings from the police and any
health conditions and/or disability that could affect your ability to practice safely and effectively. You must
declare any changes to your health or character status as soon as they arise: you should not wait for the
annual declaration process to do this. You can discuss any changes with your personal tutor or the course
leader so that they can identify whether any further action or investigation is required with regards to your
fitness to practise.

The pre-registration nursing course is structured so that 50 percent of your learning occurs in the university
and 50 percent in practice. You will have supernumerary status in practice; this means that you are additional
to the workforce requirement and staffing figures. You will have additional scheduled learning and placement

time outside of module delivery weeks to ensure that you are able to complete a total of 2300 hours in each setting, amounting to a total of 4600 hours to meet the NMC registration requirements. Any absence taken during your course, for example due to sickness, special leave or compassionate leave will need to be retrieved. Any delay in completing the NMC required hours can delay your completion of the course and influence the timing of your registration. At the end of your course the course leader is required to submit a declaration of good health and good character to the NMC and confirm that you have completed the required 2300 hours of theory and 2300 hours of practice. The course leader will also ensure that you have experienced the range of hours expected of registered nurses; this will include working nights, weekends and bank holidays.

The safe administrations of medicines will be underpinned by the use of "SafeMedicate", an electronic package designed to support knowledge and skills around the safe interpretation of prescriptions, dosage calculations and correct administration routes. This will be launched at the beginning of your course and is embedded in identified modules in every year. You will have regular opportunities for incremental formative assessments in health numeracy assessment, and you will have opportunities to undertake the practical skills of medication safety and administration in a dedicated skills laboratory setting before further implementing these skills in practice under the direct supervision of a registered practitioner. By the end of the course you must achieve 100% in your final safe medicate summative assessment in order to successfully complete the programme

You have up to five years to register your award with the NMC. In the event that you fail to register your qualification within five years you will have to undertake additional education and training or gain such experience as specified in the NMC standards.

Further details will be available to you in your course guide and from the following link to the NMC website: https://www.nmc.org.uk/education/becoming-a-nurse-midwife-nursing-associate/guidance-for-students/

Successful course completion and registration with the NMC entitles you to use the title Registered Nurse.

Learning Outcomes:

CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

DipHE Course Learning Outcome 5 (DHECLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-

specialist audiences, and deploy key techniques of the discipline effectively

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge

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Ordinary Course Learning Outcome 2 (ORDCLO2)

Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

Ordinary Course Learning Outcome 3 (ORDCLO3)

Demonstrate conceptual understanding that enables the student: 1. to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline 2. to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

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Ordinary Course Learning Outcome 4 (ORDCLO4)

Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Ordinary Course Learning Outcome 5 (ORDCLO5)

Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

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Ordinary Course Learning Outcome 6 (ORDCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

[from September 2020] Honours Course Learning Outcome 1 (DEG#CLO1)

Demonstrate a systematic understanding of key aspects of your field of nursing practice, including the acquisition of coherent, detailed evidence-based health and social care knowledge.

[expires September 2020] Honours Course Learning Outcome 1 (DEGCLO1)

Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge

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[from September 2020] Honours Course Learning Outcome 2 (DEG#CLO2)

Critically deploy accurately established techniques of analysis and enquiry within your field of nursing practice and interdisciplinary teams.

[expires September 2020] Honours Course Learning Outcome 2 (DEGCLO2)

Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

[from September 2020] Honours Course Learning Outcome 3 (DEG#CLO3)

Devise and sustain robust arguments and solve problems using ideas and techniques, some of which are at the forefront of evidence based nursing and healthcare practice.

[expires September 2020] Honours Course Learning Outcome 3 (DEGCLO3)

Demonstrate conceptual understanding that enables the student: 1. áá to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline 2. to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.

[from September 2020] Honours Course Learning Outcome 4 (DEG#CLO4)

Critically appraise and reflect upon the uncertainty, ambiguity and limits of knowledge within your field of nursing and healthcare practice.

[expires September 2020] Honours Course Learning Outcome 4 (DEGCLO4)

Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

[from September 2020] Honours Course Learning Outcome 5 (DEG#CLO5)

Synergise robust nursing and healthcare evidence into learning that is independent and problem based.

[expires September 2020] Honours Course Learning Outcome 5 (DEGCLO5)

Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

[from September 2020] Honours Course Learning Outcome 6 (DEG#CLO6)

Demonstrate the quality and transferable skills necessary for employment. You will exercise initiative take personal responsibility and solve problems in a creative and innovative way. An independent learner will have been created and you will now have the skills required in order to continue to maintain, develop and advance your knowledge

[expires September 2020] Honours Course Learning Outcome 6 (DEGCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable contexts. 3. the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

[from September 2021] Integrated Masters Course Learning Outcome 1 (IMA#CLO1)

Meet the NMC standards of competence for pre-registration nursing education.

[expires September 2021] Integrated Masters Course Learning Outcome 1 (IMACLO1)

Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge

[from September 2021] Integrated Masters Course Learning Outcome 2 (IMA#CLO2)

Provide nursing care that is safe, compassionate, effective and ethical, so that you are able to assume full responsibility and accountability for your own practice. You will be able to apply for registration on Part 1 of the NMC register within the legal framework of the country in which you are employed.

[expires September 2021] Integrated Masters Course Learning Outcome 2 (IMACLO2)

Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

[from September 2021] Integrated Masters Course Learning Outcome 3 (IMA#CLO3)

Demonstrate a systematic understanding and in depth knowledge of nursing and a critical awareness of current problems. You will then utilise, reflect upon and display a comprehensive understanding of techniques applicable to research which will enable you to reach sound nursing judgements and exercise effective decision making in complex and challenging situations.

[expires September 2021] Integrated Masters Course Learning Outcome 3 (IMACLO3)

Demonstrate conceptual understanding that enables the student: A. to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. B. to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.

[from September 2021] Integrated Masters Course Learning Outcome 4 (IMA#CLO4)

Develop a conceptual understanding of the delivery of health and nursing care in the current context of healthcare provision. Critically examine the impact of political, professional and social contexts on your provision of individualised adult nursing care within the environment of a multidisciplinary team. You will also be able to communicate effectively with colleagues and a wider audience in a variety of media.

[expires September 2021] Integrated Masters Course Learning Outcome 4 (IMACLO4)

Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

[from September 2021] Integrated Masters Course Learning Outcome 5 (IMA#CLO5)

Acquire originality in the application and in depth knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in nursing. This will enable you to effectively apply your learning to identify, manage and lead enterprising innovations and service improvements in adult nursing practice. Evaluate critically current research; this will include the ability to conduct independent research projects.

[expires September 2021] Integrated Masters Course Learning Outcome 5 (IMACLO5)

Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

[from September 2021] Integrated Masters Course Learning Outcome 6 (IMA#CLO6)

Demonstrate the quality and transferable skills necessary for employment globally. You will exercise initiative, take responsibility and solve problems in a creative and innovative way. An independent learner will have been created and you will now have the skills required in order to continue to maintain, develop and advance your knowledge in order to pursue future research.

[expires September 2021] Integrated Masters Course Learning Outcome 6 (IMACLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: A.á the exercise of initiative and personal responsibility. B.á decision-making in complex and unpredictable contexts. C. the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Overview of Assessment:

Module	Title	Course Learning Outcomes
4NH026	Human Life Journey	CHECLO1, CHECLO2, CHECLO4
4NH027	Inclusive and Collaborative Practice	CHECLO1, CHECLO3, CHECLO4, CHECLO5
4NH028	The Reflective Practitioner	CHECLO1, CHECLO2, CHECLO4, CHECLO5
4NH030	Foundations of Healthcare Practice in Adult Nursing	CHECLO1, CHECLO2, CHECLO3
4NH040	Foundations of Healthcare Practice	CHECLO1, CHECLO2, CHECLO3
5NH024	Skills for Safe and Effective Practice	DHECLO1, DHECLO2, DHECLO3
5NH025	Challenges to health and wellbeing	DHECLO1, DHECLO2, DHECLO5, DHECLO6
5NH027	Working in Partnership to Prioritise Care	DHECLO1, DHECLO2, DHECLO5, DHECLO6
5NH029	Contemporary Evidence Based Practice in Adult Nursing	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5NH037	Skills for Safe and Effective Practice	DHECLO1, DHECLO2, DHECLO3
5NH038	Contemporary Evidence Based Practice in Adult Nursing	DHECLO1, DHECLO2, DHECLO3, DHECLO4
6HW020	Evidence Based Practice in Infection Prevention and Control	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6
6NH004	Nursing Care of the Acutely Ill Patient	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH010	Skills for Caring for the Acutely Ill Person in Diverse Settings	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH012	Challenges for the 21st Century Adult Nurse	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH031	Leading and Managing Care	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH037	The Acutely Ill Patient	DEGCLO1, DEGCLO2, DEGCLO3
6NH043	Practice Improvement Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH062	Independent Enquiry Module	DEG#CLO1, DEG#CLO2, DEG#CLO3, DEG#CLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO5
6NH064	Advancing Skills in Contemporary Adult Nursing Practice	DEG#CLO1, DEG#CLO3, DEG#CLO4, DEG#CLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO6
6NH068	Enhancing Safety and Quality of Care in Adult Nursing	DEG#CLO1, DEG#CLO2, DEG#CLO4, ORDCLO1, ORDCLO2, ORDCLO4
6NH077	Leading and Managing Healthcare	DEG#CLO1, DEG#CLO2, DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH087	Enhancing Leadership in Healthcare	DEG#CLO1, DEG#CLO2, DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
7HW060	The Concept of Dementia Care	IMACLO1, IMACLO2, IMACLO3, IMACLO4, IMACLO5, IMACLO6
7HW078	Long Term Conditions	IMA#CLO1, IMA#CLO3, IMA#CLO4, IMA#CLO5, IMA#CLO6
7HW126	Advanced Inquiry for Healthcare Professionals	IMA#CLO1, IMA#CLO2, IMA#CLO3, IMA#CLO4, IMA#CLO5, IMA#CLO6
7NH018	Advanced Inquiry for Nurses, Midwives and Allied Health Professionals	IMACLO1, IMACLO2, IMACLO3, IMACLO4, IMACLO5, IMACLO6
7NH021	Independent Project	IMACLO1, IMACLO2, IMACLO3, IMACLO4, IMACLO5, IMACLO6
7NH022	Leadership and Management in Healthcare	IMACLO1, IMACLO2, IMACLO3, IMACLO4, IMACLO5, IMACLO6
7NH023	Health and Nursing Assessment	IMA#CLO1, IMA#CLO2, IMA#CLO3, IMA#CLO4, IMA#CLO6, IMACLO1, IMACLO2, IMACLO3, IMACLO4, IMACLO5, IMACLO6
7NH061	Independent enquiry project	IMA#CLO1, IMA#CLO2, IMA#CLO3, IMA#CLO4, IMA#CLO5, IMA#CLO6
7NH063	Research Application in Nursing practice	IMA#CLO1, IMA#CLO3, IMA#CLO4, IMA#CLO5, IMA#CLO6
7NH065	V150 Prescribing for Practice Level 7	IMA#CLO1, IMA#CLO2, IMA#CLO3, IMA#CLO5, IMA#CLO6
7NH067	Recognition, Assessment and Interventions for the Deteriorating Patient	IMA#CLO1, IMA#CLO2, IMA#CLO3, IMA#CLO4, IMA#CLO6
7NH068	Advancing contemporary issues in mental health practice	IMA#CLO1, IMA#CLO2, IMA#CLO3, IMA#CLO4, IMA#CLO5, IMA#CLO6
7NH069	Advancing Towards Registered Practice in Adult Nursing	IMA#CLO1, IMA#CLO2, IMA#CLO3, IMA#CLO5, IMA#CLO6

Teaching, Learning and Assessment:

Teaching and learning
The curriculum aligns with the University of Wolverhampton Learning and Teaching Strategy in enabling you to achieve your full learning potential through being empowered and inspired. The curriculum is designed to

be inclusive and flexible, to meet the needs of a diverse student nursing community. You will develop and enhance ongoing skills in relation to employability, enterprise, entrepreneurship, professional practice, sustainability and global citizenship through learning that is informed by evidence-based research, practice and innovation.

Your learning and teaching will be supported by our virtual learning platform 'CANVAS'. Opportunities for studying with, and learning from, other health care disciplines are provided, both in university and in the practice setting. These experiences will enable you to understand the contribution of other professionals to patient/service-user care and promote the development of team-working skills.

Service users and carers contribute to all aspects of the curriculum including the co-production of specific teaching sessions and contributing to your assessment in some modules and in practice. This approach is recognised for the enhancement it brings to your learning and for the contribution it makes to ensuring that we prepare future professionals who are fit for practice, demonstrating person-centred skills and able to act in the best interests of service users and their families.

You will have access to our state-of-the-art simulation facilities where you will be able to experience clinical scenarios and practise skills in a safe environment required for registration. This includes simulated in-hospital, home and community environments including a suite of human-patient simulators which will allow you to hone your skills, supported by experienced practitioners to guide you. Real-life "simulated patients" will also be used to augment your simulated learning experience. The latest technology is embedded into our skills and simulation environments, including the use of world-leading developments such as the AnatomageTM virtual dissection table which allows 3D images of human anatomy and diseases to come alive to support your learning. We also use an integrated learning and teaching audio visual recording system called "Panopto" which links to the University's virtual learning environment and allows you to record, upload and review footage of your practice in the simulated environment.

The curriculum has been planned so that during the first three months of each year you will undertake theoretical study in university with the opportunity to undertake a one-week observation in practice in year one. This is followed by an extended period of practice, of up to five months, to enable you to develop confidence and proficiency during a consolidated period of time. Whilst in practice you will engage in sessions at the university to develop critical reflective skills that enable you to draw upon your practice experiences and link this to the theoretical modules that you have previously studied. This ensures that there is a continual relationship between your understandings of theory in relation to your practice. You will also engage in peer supported learning with student colleagues in other years of the programme to enhance your learning opportunities.

Assessment of theory

The following information can be found at this link https://www.wlv.ac.uk/current-students/assessment/
This link also includes other information related to assessment, which you may find useful in your studies. We know how important assessment is to our students and we want to make sure that you have all of the information that you need so that you understand how we assess your work. Your course leader and personal tutor are useful sources of advice and guidance regarding the issues relating to assessment on your particular course. An explanation of the assessment process is provided in the student handbook, and further details are provided below.

In higher education, 'assessment' describes any process that appraises an individual's knowledge, understanding, abilities or skills. The ways in which you will be assessed at the University of Wolverhampton will:

  allow you to demonstrate that you have met the learning outcomes of your course and modules;
  enable you to reflect on your performance, following timely, meaningful and useful feedback;
  encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded

Over the course of your studies you will be assessed in lots of different ways which will be relevant to your subject area. You will be assessed (both formatively and summatively) using a wide variety of assessment types including essays, exams, practical work, research exercises, case studies, presentations, seminars, reflections, formative blended learning exercises and online collaborations

There are two types of assessment you will encounter throughout the course:-

1. Formative (informal assessment 'for' learning)

Assessment activities that provide you with feedback. The marks and grades for these assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide you with feedback to let you know how you are doing. Sometimes the format of a formative assessment activity will be the same as the summative assessment activity for the module, in order to prepare you and ensure that you are familiar with the summative assessment task

2. Summative (formal assessment 'of' learning)

Assessment activities where the mark you receive will contribute towards the final mark for your modules

Feedback / feed forward:

You will receive feedback and feed forward throughout your course. At times this will relate to a particular piece of work and the mark you have been awarded for it, but it also may come in the form of more general advice and guidance from members of staff in improving the ways in which you respond to an assessment task. In both cases the feedback you are given will help you to develop your thinking and/or practice in relation to your subject area.

Feedback on assignments is given on content and analysis and also on written communication skills, referencing, structure and presentation. This is then applied as generic criteria throughout the entire course with raised expectations at each level as appropriate. Feedback is provided to you to help you develop your understanding and skills in adult nursing. It is important that you read your written feedback and discuss this with your personal tutor at your annual meeting.

Progression in Higher Education

Students enter higher education with different abilities and levels of knowledge. An inclusive assessment approach has been embedded into the course whereby a variety of assessment methods are used, some of which offer students options in relation to the assessment approach taken, such as verbal or written reflection opportunities. Inclusivity in this way allows you to draw on your strengths to demonstrate your knowledge and understanding.

Assessment throughout the three years is cumulative and incremental enabling you to build self-confidence and orientate you to university life and learning with others. At academic level 4 you will be typically asked to discuss, demonstrate, explain and identify. At academic level 5 you may be asked to recognise, demonstrate, respond, justify, apply, critically discuss and evaluate. At academic level 6 you will typically be asked to construct, critically evaluate, develop, appraise and synthesise. At academic level 7 you will be expected to create hypothesis, recommend and design new learning

The culmination of the programme for you is your independent study in which you should demonstrate your ability to devise and sustain arguments or solve problems, have a systematic understanding of the key aspects of the field of adult nursing, critically analyse and use enquiry (QAA, 2018). You will be able to demonstrate research skills and demonstrate high level academic skills and digital literacy together with a command of theory and knowledge of adult nursing.

Assessment of practice

There are three parts to your assessment in practice, each part aligns to a full-time year of study and has its own practice assessment document (PAD).

The PAD makes up a significant part of the overall programme assessment. Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement. You should engage positively in all learning opportunities, take responsibility for your own learning and know how to access support. You will work with and receive written feedback from a range of staff including practice supervisors and practice assessors and they are required to reflect on your learning.

The ongoing achievement record (OAR) is a separate document that summarises your achievements in each placement and with the main document provides a comprehensive record of your professional development and performance in practice. This will be reviewed by your academic assessor and your personal tutor at the end of each part of the course.

Practice supervisor responsibilities (registered nurse/midwife or other registered health/social care professional)

In many practice areas you will be supported by a number of practice supervisors. Some areas may adopt a team based approach due to the nature of the experience.

The practice supervisor has an important role in supporting and guiding you through your learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the placement. It is the practice supervisor's responsibility to contribute to your assessment through the recording of regular feedback on your progress towards, and achievement of the proficiencies. Specific feedback must be provided by the practice supervisor to the practice assessor on your progress.

Supervision in other placement areas (i.e. those areas where there are no health/social care registrants)

A range of staff can support your learning and play a vital role in your learning and development. On placements where specific NMC proficiencies are not being assessed a range of staff members are encouraged to support learning and can provide you with feedback within the PAD.

Practice assessor responsibilities

The practice assessor plays a key role in assessing and confirming your proficiency providing assurance of your achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the placement. They will observe you, conduct and record your assessments informed by your reflections, feedback from practice supervisors and other relevant people to confirm achievement. They will liaise with the academic assessor scheduling communication at relevant points.

There are numerous elements to be assessed in practice. One or more practice supervisors can contribute to the assessment of some of the proficiencies in discussion with the practice assessor, but the practice supervisor must be working in their scope of practice.

When assessing your proficiency, practice assessors will take into account the sources of evidence that underpin your knowledge and skills and the views of those receiving care. Comments should acknowledge those exceptional students who are exceeding expectations for their stage in practice or who have particularly commendable attitudes, behaviours, knowledge or skills.

Academic assessor responsibilities

Academic assessors have a key role in confirming your progress, recording objective, evidence-based decisions on conduct, proficiency and achievement and make recommendations for progression providing assurance of your achievements and competence. The academic assessor, for each part of the PAD, will have an understanding of your learning and achievement in practice, through working in partnership with the practice assessor to gather feedback regarding achievement and progression.

As you progress through your course you will be expected to take on more nursing responsibility within your practice placements. This will enable you to develop confidence and skills in your work as a member of the multidisciplinary team in adult nursing.

Throughout your practice placement learning you will be expected to conduct yourself in a professional manner at all times. We will provide guidance and information on the requirements regarding professional conduct to help you understand how to manage learning in the complex and sometimes unpredictable world of healthcare.

Further information related to your practice learning experience can be found in the practice handbook.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

Support for Students – University Library
Our Libraries combine traditional library services with IT facilities to focus on the ways students choose to study. There is a Library on each campus, with 24/7 access provided during peak times of the year at Wolverhampton and Walsall. Each Library provides subject-specific book and journal resources, as well as

diverse study environments including IT suites and group/single study rooms. In addition to our physical stock, the University Library provide access to over 8,000 full text electronic journals, 100 online databases and e-book versions of all reading list titles where available. Our online services are available both on and off campus. Our Library staff provide day to day support to students, and our ASSIST online chat service operates on a 24/7 basis. Our Skills for Learning service helps students to develop the skills required for successful academic study, including; Academic, Information and Research Skills. Students can access workshops and drop-in sessions facilitated by experienced learning support staff, as well as appointment slots including via Skype. Workshops can also be run as part of modules, at the request of tutors. Further support is provided by online skills resources including guides, tip sheets, and interactive materials and each Library has a designated collection of study skills books.

The Student Support and Wellbeing webpages, located below
https://www.wlv.ac.uk/current-students/student-support/student-support-and-wellbeing-ssw/
offers students advice on a variety of matters linked to their Health and Wellbeing.
Please contact the Team to:
  discuss disability or specific learning difficulty support
  access advice and support for a mental health condition
  access information about supporting your mental health and wellbeing
  connect with our Chaplaincy service
  seek advice on funding and financial support
  seek advice as a D/deaf or hearing impaired student

Working in partnership with you
The pathway towards achieving your degree is one with highs, lows and everything in between. However, you are not alone! Obtaining a degree is a partnership between the University and you. This student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter:-https://www.wlv.ac.uk/about-us/student-charter/.

Course Specific Support
Student Advisors
https://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-education-health-and-wellbeing/fehw-student-services/
There are student advisors within the Faculty of Education Health, and Wellbeing. They are here to support you in a professional and confidential way by either resolving or referring your query to one of our many professional services within the University. The student advisors work closely with the various support networks within the University and are supported by our graduate interns. Please see the points below for some examples of their support.
  Sign posting to Support and Wellbeing Services
  Support with progression
  Advice on extensions and extenuating circumstances claims
  Support students with attainment and retention
  Advisors and interns can be contacted via email (FEHWstudentservices@wlv.ac.uk).
Personal Tutors
You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting e:Vision.
Module leaders
Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your Course Guides, along with their contact details.
Course leaders
The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.
Student Enabling Tutors
The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Employability in the Curriculum:

This course has been developed in conjunction with practice partners and service users in order to reflect the increasing and rapidly changing complex environment in which health care takes place. The educational philosophy of the course aims to build employability skills such as communication skills, problem-solving skills and decision-making skills.
Employers are seeking nurses who can identify where services can be improved and this course will enable you to critically appraise practice and to provide safe, compassionate and effective evidence based healthcare. The course will assist you to develop a strong professional identity and to be confident in demonstrating key employability skills such as being self-directed in your learning, having the ability to problem solve and to think critically. These are all qualities that are essential for providing expert, evidence-based nursing care and will make you highly employable.
We have an employability champion within the faculty who helps to develop a dedicated programme of events designed to help you build new skills and boost your employability. This takes the form of the Career Development Week each year and comes with a packed programme of events, courses, workshops, trips and activities. The aim is to help you add to your CV and own personal development and in turn helping your job

prospects.

In addition, we are able to offer you a 'home trust', which means that employers really get to know you over the length of the nursing course. For some of our trusts this means on successful completion of all aspects of the nursing course, they are able to provide you with the offer of a job without an additional interview.

THE UNIVERSITY OF OPPORTUNITY