

## Course Specification

Published Date:	25-May-2021
Produced By:	Oliver Jones
Status:	Validated

## Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	NH057H01UM NH057H31UM	Full-time Part-time	3 Years 5 Years
UCAS Code:	B740		
Course Title:	BNurs (Hons) Adult Nursing at City Campus		
Hierarchy of Awards:	Bachelor of Nursing with Honours Adult Nursing 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 Undergraduate Credit		
Language of Study:	English		
Date of DAG approval:	04/Apr/2017		
Last Review:	2018/9		
Course Specification valid from:	2010/1		
Course Specification valid to:	2024/5		

## Academic Staff

Course Leader:	Clair Connop
Head of Department:	Mrs Sally Sturge

## 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)

GCSEs at grade C+/ 4 in an English-based subject and Maths or equivalent qualifications (e.g. Key Skills Level 2/ Learn Direct Level 2/ Functional Skills Level 2).

#### PLUS EITHER

- Gain BBC from A Levels
- BTEC National Diploma at a D\*D\*
- BTEC QCF Extended Diploma at grade DMM
- OCR National Extended Diploma at a M2 grade
- CACHE Level 3 Diploma at a B grade
- Access to HE Diploma Full award (60 credits) of which a minimum of 45 must be at Level 3 with at least 24 of these Level 3 credits at Merit or Distinction. You are also required to have achieved 12 credits at Level 2 or 3 in English and 12 credits at Level 2 or 3 in Mathematics within the Access or evidence of GCSE English and Maths at grade C+/4 equivalence.
- Successful completion of the Foundation Year in Public Health, Health Studies or Social Care - You will also require GCSE grade C/4+ in Maths and English (or equivalent qualifications) will enable you to apply for this course. You will be guaranteed the first stage of the selection process e.g. an interview opportunity. For further information please visit our [Foundation Year webpages](#)
- Undergraduate or Postgraduate degrees
- Foundation degrees /HND/ HNC
- 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.

#### Year 2 entry

- If you wish to apply for [2nd year entry onto our BNurs courses](#), please contact [Health Professions Enquiries](#) for further advice before applying.

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 that 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](http://www.gov.uk/student-finance/who-qualifies) or telephone SFE on 0300 100 0607.

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 Dependents 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](http://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:

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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.

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 throughline 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 Spain, Finland 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:

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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:**

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April

September

**Major Source of Funding:**

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Office for Students (OFS)

**Tuition Fees:**

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

<b>Year</b>	<b>Status</b>	<b>Mode</b>	<b>Amount</b>
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2021/2	H	Part Time	£3100.00
2021/2	Overseas	Part Time	£6475.00

**PSRB:**

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NH057H01UM (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).

<b>Approved</b>	<b>Start</b>	<b>Expected End</b>	<b>Renewal</b>
02/Aug/2019	06/May/2011		

**Course Structure:**

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## **March (Full-time)**

### **Year 2**

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

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

## March (Part-time)

### Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4NH027	Inclusive and Collaborative Practice	40	CRYRA	Core
5NH029	Contemporary Evidence Based Practice in Adult Nursing	40	INYR	Core

## March (Full-time)

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6NH068	Enhancing Safety and Quality of Care in Adult Nursing	40	INYR	Core
6NH064	Advancing Skills in Contemporary Adult Nursing Practice	20	INYR	Core
6NH062	Independent Enquiry Module	20	CRYRA	Core
6NH083	Preparing for Transition as a Registered Practitioner in Adult Nursing	40	CRYRA	Core

## March (Part-time)

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

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

## March (Part-time)

### Year 4

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

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

## March (Part-time)

### Year 5

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6NH065	Preparing for Transition as a Registered Practitioner	40	INYR	Core

## April (Full-time)

### Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4NH026	Human Life Journey	40	IN YR	Core
4NH040	Foundations of Healthcare Practice	20	IN YR	Core
4NH027	Inclusive and Collaborative Practice	40	IN YR	Core
4NH028	The Reflective Practitioner	20	IN YR	Core

## April (Full-time)

### Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5NH037	Skills for Safe and Effective Practice	40	IN YR	Core
5NH025	Challenges to health and wellbeing	20	IN YR	Core
5NH027	Working in Partnership to Prioritise Care	40	IN YR	Core
5NH038	Contemporary Evidence Based Practice in Adult Nursing	20	IN YR	Core

## April (Full-time)

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6NH064	Advancing Skills in Contemporary Adult Nursing Practice	20	IN YR	Core
6NH068	Enhancing Safety and Quality of Care in Adult Nursing	40	IN YR	Core
6NH062	Independent Enquiry Module	20	CRYRA	Core
6NH083	Preparing for Transition as a Registered Practitioner in Adult Nursing	40	CRYRA	Core

## September (Full-time)

### Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4NH028	The Reflective Practitioner	20	IN YR	Core
4NH026	Human Life Journey	40	IN YR	Core
4NH040	Foundations of Healthcare Practice	20	IN YR	Core
4NH027	Inclusive and Collaborative Practice	40	IN YR	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

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5NH038	Contemporary Evidence Based Practice in Adult Nursing	20	IN YR	Core
5NH037	Skills for Safe and Effective Practice	40	IN YR	Core
5NH025	Challenges to health and wellbeing	20	IN YR	Core
5NH027	Working in Partnership to Prioritise Care	40	IN YR	Core

Continuing students will follow the programme indicated below:

## September (Full-time)

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6NH064	Advancing Skills in Contemporary Adult Nursing Practice	20	IN YR	Core
6NH068	Enhancing Safety and Quality of Care in Adult Nursing	40	IN YR	Core
6NH065	Preparing for Transition as a Registered Practitioner	40	IN YR	Core
6NH062	Independent Enquiry Module	20	IN YR	Core

## September (Full-time)

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6NH064	Advancing Skills in Contemporary Adult Nursing Practice	20	IN YR	Core
6NH068	Enhancing Safety and Quality of Care in Adult Nursing	40	IN YR	Core
6NH083	Preparing for Transition as a Registered Practitioner in Adult Nursing	40	IN YR	Core
6NH062	Independent Enquiry Module	20	IN YR	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 6NH083) if students fail any practice based components. Repeats are permitted if students have passed the practice based components for that module.

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 at levels 4, 5 and 6. Students will be granted the opportunity of a third attempt on theory modules at levels 4, 5 and 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 practice based components as part of practice modules.

Section 4.5.4 - Exemption requiring part-time students to study a 40 credit Level 4 module simultaneously with Level 5 modules in Year 2 of the BNurs (Hons) Adult Nursing.

APPROVED by AFRSC on 28/3/2019.

## Reference Points:

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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](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](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](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](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](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](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](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](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](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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf)

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No Health without Mental Health(2011)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/213761/dh\\_124058.pdf](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](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](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\\_healthinequalitiesocialcare\\_guidance\\_final.pdf](https://www.ndti.org.uk/uploads/files/IHaL_2011_healthinequalitiesocialcare_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](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](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](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:

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##### 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

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##### 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.

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##### 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

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##### CerTHE Course Learning Outcome 4 (CHECLO4)

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

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##### CerTHE Course Learning Outcome 5 (CHECLO5)

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

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##### 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.

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##### 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

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##### 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

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##### 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

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##### 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.

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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.

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Ordinary Course Learning Outcome 3 (ORDCLO3)

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.

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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.

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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: A. the exercise of initiative and personal responsibility. B. decision-making in complex and unpredictable contexts. C. the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

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[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.

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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.

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[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.

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[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.

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

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

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

Meet the NMC Future nurse: Standards of proficiency for pre-registration nursing programmes (NMC 2018)

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Overview of Assessment:

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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
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	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH012	Challenges for the 21st Century Adult Nurse	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH031	Leading and Managing Care	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH043	Practice Improvement Project	ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6NH062	Independent Enquiry Module	DEG#CLO1, DEG#CLO2, DEG#CLO3, DEG#CLO4, DEG#CLO5, DEG#CLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO5
6NH064	Advancing Skills in Contemporary Adult Nursing Practice	DEG#CLO1, DEG#CLO3, DEG#CLO4, DEG#CLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO6
6NH065	Preparing for Transition as a Registered Practitioner	DEG#CLO1, DEG#CLO2, DEG#CLO5, DEG#CLO6, ORDCLO1, ORDCLO2, ORDCLO5, ORDCLO6
6NH068	Enhancing Safety and Quality of Care in Adult Nursing	DEG#CLO1, DEG#CLO2, DEG#CLO4, ORDCLO1, ORDCLO2, ORDCLO4
6NH083	Preparing for Transition as a Registered Practitioner in Adult Nursing	DEG#CLO1, DEG#CLO2, DEG#CLO5, DEG#CLO6, ORDCLO1, ORDCLO2, ORDCLO5, ORDCLO6

### Teaching, Learning and Assessment:

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.

### 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:

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### 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](mailto: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:

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