

Course Specification

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| Published Date: | 02-Aug-2024 |
| Produced By: | Multi Type Usr Record For All Personnel |
| Status: | Validated |

Core Information

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|---|--|-----------|---------|
| Awarding Body / Institution: | University of Wolverhampton | | |
| School / Institute: | School of Nursing | | |
| Course Code(s): | NH060H01UM | Full-time | 3 Years |
| UCAS Code: | B760 | | |
| Course Title: | BNurs (Hons) Mental Health Nursing at City Campus, Wolverhampton | | |
| Hierarchy of Awards: | Bachelor of Nursing with Honours Mental Health Nursing Bachelor of Science Health and Wellbeing Diploma of Higher Education Health and Wellbeing Certificate of Higher Education Health and Wellbeing | | |
| Language of Study: | English | | |
| Date of DAG approval: | 03/May/2017 | | |
| Last Review: | 2018/9 | | |
| Course Specification valid from: | 2010/1 | | |
| Course Specification valid to: | 2024/5 | | |

Academic Staff

| | |
|----------------------------|--------------------------------|
| Course Leader: | Mr Robert Preece |
| Head of Department: | Mrs Alison Hay Ruth Handley |

Course Information

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|---------------------------------|---|
| 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)

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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

112 UCAS points

A Levels - grades BBC

T Levels - Equivalent to 112 UCAS points or higher in Health or Healthcare Science

BTEC L3 Extended Diploma or OCR Cambridge L3 Technical Extended Diploma - grades DMM

CACHE Level 3 Extended Diploma at a B grade

Access to HE Diploma (60 credits) of which a minimum of 45 must be at Level 3 (112 UCAS point equivalence, minimum 15 credits at distinction)

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

Additional Information

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](#)

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

Free Disclosure and Barring Service (DBS) and Occupational Health Check:

Due to the professional nature of some of our courses you will also be required to complete a Declaration of Health and Disclosure and Barring Service (DBS) Check. We will coordinate both of these non-academic conditions with you should your course require this and you receive an offer from us

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.

Recognition of Prior Learning

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.

[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 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 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 Mental Health 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.

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 reach 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 settings 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.

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>

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). [Standards of proficiency for registered nurses - The Nursing and Midwifery Council \(nmc.org.uk\)](https://www.nmc.org.uk/standards-of-proficiency-for-registered-nurses)

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 Mental Health 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:

April

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 |
| 2022/3 | H | Full Time / Sandwich | £9250.00 |
| 2022/3 | Overseas | Full Time / Sandwich | £13450.00 |
| 2023/4 | H | Full Time / Sandwich | £9250.00 |
| 2023/4 | Overseas | Full Time / Sandwich | £14450.00 |
| 2024/5 | H | Full Time / Sandwich | £9250.00 |
| 2024/5 | Overseas | Full Time / Sandwich | £14950.00 |

PSRB:

NH060H01UM (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 (mental health).

| Approved | Start | Expected End | Renewal |
|-------------|-------------|--------------|---------|
| 02/Aug/2019 | 06/May/2011 | | |

Course Structure:

April (Full-time)

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

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

| Module | Title | Credits | Period | Type |
|--------|---|---------|--------|------|
| 4NH906 | Foundations of Healthcare Practice | 40 | IN YR | Core |
| 4NH907 | The Human Life Journey | 20 | CRYRA | Core |
| MAN4 | Pre-registration Nursing (BNurs) Mandatory Training - Level 4 | 0 | IN YR | Core |

April (Full-time)

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

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

| Module | Title | Credits | Period | Type |
|--------|---|---------|--------|------|
| 4NH027 | Inclusive and Collaborative Practice | 40 | IN YR | Core |
| 4NH028 | The Reflective Practitioner | 20 | IN YR | Core |
| MAN5 | Pre-registration Nursing (BNurs) Mandatory Training - Level 5 | 0 | IN YR | Core |

April (Full-time)

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

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

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 5NH037 | Skills for Safe and Effective Practice | 40 | CRYRA | Core |
| 5NH025 | Challenges to health and wellbeing | 20 | CRYRA | Core |

April (Full-time)

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

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

| Module | Title | Credits | Period | Type |
|--------|---|---------|--------|------|
| 5NH041 | Contemporary Evidence Based Practice in Mental Health Nursing | 20 | IN YR | Core |
| 5NH027 | Working in Partnership to Prioritise Care | 40 | IN YR | Core |
| MAN6 | Pre-registration Nursing (BNurs) Mandatory Training - Level 6 | 0 | IN YR | Core |

April (Full-time)

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

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

| Module | Title | Credits | Period | Type |
|--------|---|---------|--------|------|
| 6NH071 | Advancing Skills in Contemporary Mental Health Nursing Practice | 20 | IN YR | Core |
| 6NH095 | Enhancing Safety and Quality of Care in Mental Health Nursing | 20 | IN YR | Core |
| 6NH092 | Independent inquiry module | 40 | CRYRA | Core |

April (Full-time)

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

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

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 6NH086 | Preparing for Transition as a Registered Practitioner in Mental Health Nursing | 40 | IN YR | Core |

July (Full-time)

| Module | Title | Credits | Period | Type |
|--------|---|---------|--------|------|
| 5NH027 | Working in Partnership to Prioritise Care | 40 | IN YR | Core |
| 5NH038 | Contemporary Evidence Based Practice in Adult Nursing | 20 | IN YR | Core |
| MAN6 | Pre-registration Nursing (BNurs) Mandatory Training - Level 6 | 0 | IN YR | Core |
| 6NH092 | Independent inquiry module | 40 | CRYRA | Core |
| 6NH064 | Advancing Skills in Contemporary Adult Nursing Practice | 20 | IN YR | Core |
| 6NH096 | Enhancing Safety and Quality of Care in Adult Nursing | 20 | IN YR | Core |

July (Full-time)

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 6NH083 | Preparing for Transition as a Registered Practitioner in Adult Nursing | 40 | IN YR | Core |

September (Full-time)

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

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

| Module | Title | Credits | Period | Type |
|--------|---|---------|--------|------|
| 4NH906 | Foundations of Healthcare Practice | 40 | IN YR | Core |
| 4NH907 | The Human Life Journey | 20 | IN YR | Core |
| 4NH028 | The Reflective Practitioner | 20 | IN YR | Core |
| 4NH027 | Inclusive and Collaborative Practice | 40 | IN YR | Core |
| MAN4 | Pre-registration Nursing (BNurs) Mandatory Training - Level 4 | 0 | IN YR | Core |
| MAN5 | Pre-registration Nursing (BNurs) Mandatory Training - Level 5 | 0 | IN YR | Core |

September (Full-time)

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

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

| Module | Title | Credits | Period | Type |
|--------|---|---------|--------|------|
| 5NH037 | Skills for Safe and Effective Practice | 40 | IN YR | Core |
| 5NH041 | Contemporary Evidence Based Practice in Mental Health Nursing | 20 | IN YR | Core |
| 5NH025 | Challenges to health and wellbeing | 20 | IN YR | Core |
| 5NH027 | Working in Partnership to Prioritise Care | 40 | CRYRA | Core |
| MAN6 | Pre-registration Nursing (BNurs) Mandatory Training - Level 6 | 0 | CRYRA | Core |

September (Full-time)

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

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

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 6NH086 | Preparing for Transition as a Registered Practitioner in Mental Health Nursing | 40 | IN YR | Core |
| 6NH071 | Advancing Skills in Contemporary Mental Health Nursing Practice | 20 | IN YR | Core |
| 6NH095 | Enhancing Safety and Quality of Care in Mental Health Nursing | 20 | IN YR | Core |
| 6NH092 | Independent inquiry module | 40 | IN YR | Core |

December (Full-time)

| Module | Title | Credits | Period | Type |
|--------|---|---------|--------|------|
| 5NH027 | Working in Partnership to Prioritise Care | 40 | IN YR | Core |
| MAN6 | Pre-registration Nursing (BNurs) Mandatory Training - Level 6 | 0 | IN YR | Core |
| 5NH038 | Contemporary Evidence Based Practice in Adult Nursing | 20 | IN YR | Core |

December (Full-time)

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 6NH064 | Advancing Skills in Contemporary Adult Nursing Practice | 20 | IN YR | Core |
| 6NH083 | Preparing for Transition as a Registered Practitioner in Adult Nursing | 40 | IN YR | Core |
| 6NH092 | Independent inquiry module | 40 | IN YR | Core |
| 6NH096 | Enhancing Safety and Quality of Care in Adult Nursing | 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 1.2.6 - Exemption for delivery outside the standard University Academic Calendar, including Year Long

modules, to enable students to complete the required hours for placements.

APPROVED by AFRSC on 28/3/2019.

Section 2.2.5: - Where applicants have been previously discontinued in a Nursing course for the following reasons, future applications for any other professional course will be denied. • Fitness to practice • Failure to progress for lack of academic progression However, applicants may apply and be considered on a case by case basis for another appropriate University course.

Section 2.3.6: - Exemption in accordance with the Nursing and midwifery Council (NMC). A maximum of 50% of the programme can be used as Recognition of Prior learning (RPL) upon entry. Applicants will be considered on a case-by-case basis through the standard RPL route If applicants have relevant professional body registration with the Nursing and Midwifery Council, up to the first two years the programme may be used as recognition of prior learning in order to gain a second registration

Section 4.5.1: - In accordance with the principle of public protection, students will be permitted two attempts at the practice module assessments. Additionally If a student fails these practice module (4NH027, 5NH027 and 6HN083 / 6NH084 / 6NH085 / 6NH086) at the first attempt, and there is a high likelihood that public safety may be compromised by a student's continuation in practice, their right to re[is]it will be at the discretion of the Assessment Board. Where the performance of a student has fallen below the standard expected, with serious or repeated mistakes that compromise public safety, the placement may be suspended, and a failure grade recorded for that assessment of practice.

Section 4.6.1: - In accordance with the Nursing and Midwifery Standards no compensated passes will be applied for levels four, five and six

Section 5.1.1: - Students will be required to have successfully achieved 120 credits at the end of their academic year and level of study to progress to the next level of study

This is for three reasons:

- 1) To ensure student are supported to be successful in one level of study before moving onto the next.
- 2) The academic calendar and timetable in place do not allow for adequate scheduling between levels of study
- 3) As per NMC requirements students cannot engage with practice and practice learning before successful completion of each years practice proficiencies in order (part one, two and three)

Section 6.2.2: - Classification of the Award will be calculated by average grade for all graded level five and all graded level six modules. This means that modules with pass/fail grades will not be included in the classification of the award.

Modules the exemptions apply to

4NH906 Foundations of Healthcare Practice

4NH907 The Human Life Journey

4NH027 Inclusive and Collaborative Practice

4NH028 The Reflective Practitioner

5NH025 Challenges to Health and Wellbeing

5NH037 Skills for safe and effective Practice

5NH027 Working In Partnership to Prioritise Care

5NH038/039/040/041 Contemporary Evidence based practice in Adult/Childrens/Learning

disabilities/Mental health Nursing

6NH064/067/069/071 Advancing Skills in Contemporary Adult Nursing Practice in Adult/Childrens/Learning Disabilities/Mental Health Nursing

6NH093/094/095/096 Enhancing Safety and Quality of care for Learning disabilities, children and young people, Mental Health, Adult

6NH092 Independent enquiry

6NH083/084/085/086 Preparing for Transition as a registered practitioner in Adult/Childrens/Learning Disabilities/Mental Health Nursing

Approved by AFRSC on 18th July 2024

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_healthinequalitysocialcare_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 minimum 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 demonstration of 24 hours and 7 day cycle of care.

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.

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

| Learning Outcomes | Modules |
|---|---------|
| CERTHE01 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 | |
| CERTHE02 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 | |
| CERTHE03 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work | |
| CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments | |
| CERTHE05 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility | |
| DIPHE01 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. | |
| DIPHE02 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 | |
| DIPHE03 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 | |
| DIPHE04 Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis | |
| DIPHE05 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 | |
| DIPHE06 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. | |
| BHONS01 Demonstrate a systematic understanding of key | |

Learning Outcomes
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.

Modules

BHONSN02 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.

BHONSN03 Demonstrate conceptual understanding that enables you: 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.

BHONSN04 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.

BHONSN05 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.

BHONSN06 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.

BHONS01 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.

BHONS02 Critically deploy accurately established techniques of analysis and enquiry within your field of nursing practice and interdisciplinary teams.

BHONS03 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.

BHONS04 Critically appraise and reflect upon the uncertainty, ambiguity and limits of knowledge within your field of nursing and healthcare practice.

BHONS05 Synergise robust nursing and healthcare evidence into learning that is independent and problem based.

BHONS06 Meet the NMC Future nurse: Standards of proficiency for pre-registration nursing programmes (NMC 2018)

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.

The Bachelor of Nursing [BNurs (Hons)] Nursing aligns with the University of Wolverhampton Learning and Teaching Strategy in enabling you to achieve your full learning potential through being empowered and inspired and 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.

The curriculum has been planned so that you will undertake theoretical study in university followed by an extended period of practice

Your learning and teaching will be supported by:

- Our virtual learning platform 'CANVAS'.
- Service users and carers who contribute to many aspects of the curriculum including the co-production of specific teaching sessions and contributing to your assessment in some modules and in practice.
- Access and use of 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.
- The latest technology is embedded into many of our learning environments. Including integrated learning and teaching audio visual recording system called "Panopto" which allows you to record, upload and review footage of your practice in the simulated environment.

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

In higher education, 'assessment' describes any process that appraises an individual's knowledge, understanding, abilities or skills. 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

Assessment throughout your course is cumulative and incremental enabling you to build self-confidence and orientate you to university life and learning with others. At level 3 you will be expected to engage in guided development activities and begin to cultivate a range of academic skills. 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.

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.

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:

Assessment of practice

There are two 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 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.

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.

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:

General University support:

[University Learning Centres](#) are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills.

The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/. If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Course Specific Support

Student Advisors

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 for level four this will be an academic coach and levels five and six an academic 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.

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.



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