

## Course Specification

<b>Published Date:</b>	15-Sep-2020
<b>Produced By:</b>	Laura Clode
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Health		
<b>Course Code(s):</b>	NH096P01UV	Full-time	2 Years
<b>Course Title:</b>	Master of Adult Nursing (MAN)		
<b>Hierarchy of Awards:</b>	Master of Adult Nursing Adult Nursing Postgraduate Diploma Health Care Studies Adult Nursing Postgraduate Certificate Health Care Studies Adult Nursing University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	01/Jun/2017		
<b>Last Review:</b>	2018/9		
<b>Course Specification valid from:</b>	2015/6		
<b>Course Specification valid to:</b>	2024/5		

## Academic Staff

<b>Course Leader:</b>	Mrs Tracy Lapworth
<b>Head of Department:</b>	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)

Specific Entry Criteria for the MAN course:

- An Honours degree (Bachelor) at 2:2 or above.
- 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).
- Recognition of prior learning must be demonstrated through completion of a reflective portfolio. The portfolio will evidence achievement of part one of the pre-registration nursing course, which is aligned to the NMC Future nurse: Standards of proficiency (2018). Applicants will have to demonstrate a minimum of 620 hrs experience (paid or unpaid) in a health care setting in order to establish caring attributes, commitment and resilience for a career in nursing. Applications can be made through UCAS prior to the completion of the portfolio and any offer will be conditional on the successful completion of the assessed portfolio.

### 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.

### Additional Information

- During the nursing course you will be required to attend placements, when you are asked for your choice of placement area we will endeavour to meet your request however we must emphasise that this cannot be guaranteed and therefore you must ensure you are able to travel to the final placement area you are allocated.
- If you have accepted a Conditional Offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £44.00 and a £6.00 ID check service fee. You will also need to complete an occupational health assessment questionnaire and vaccinations will need to be up-to-date.

### Previous Study

- Where an applicant has previously studied a Professional Course at another higher education institution, we will require an academic reference from your previous higher education institution
- Applicants who are classed as 'overseas' for fee purposes (<https://www.ukcisa.org.uk/Information--Advice/Fees-and-Money/Home-or-Overseas-fees-the-basics>) will still be considered as long as their country of domicile is the United Kingdom and do not require Tier 4 sponsorship.
- Please note 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

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

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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The adult nursing course is developed around the professional body national and European requirements. The course at the University of Wolverhampton has some excellent features including:

- The development of complex adult nursing practice will be acquired from a variety of community and acute settings reflecting the key drivers within the health sector. Academic mastery will be cultivated through enquiry based learning approaches in small groups. Modules will assist students in contextualising care through themes with opportunities for skills simulation in our laboratories.
- Opportunities for inter-professional learning across a range relevant disciplines.
- Excellent placement opportunities across a range of exciting health care settings such as emergency nursing, community nursing, dementia care, intensive care and nursing' home placements, palliative care settings, specialist medical and surgical placements, prisons and social care settings.
- Support from the Adult Practice Team who will visit you in your placement area to support your learning
- Additional support and developmental opportunities to enhance your skills and your employability such as volunteering opportunities, Immediate Life Support (ILS), Male Catheterisation, venepuncture, dementia champion roles, disengagement and de-escalation techniques.
- Our excellent facilities on campus (catering, libraries and well equipped social learning spaces) will ensure your learning is enjoyable. We are noted for our friendly, supportive and approachable staff, who are keen to help you as you take up your chosen career in adult nursing.
- Master classes with Readers, Doctoral Holders, Professors and visiting speakers
- Writing for publication classes/support

## Educational Aims of the Course:

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This course will enable you to develop a systematic understanding of knowledge and skills in order to meet the NMC's requirements for initial registration as an autonomous practitioner in adult nursing. It is a combined professional and academic award, in order to enter the NMC register as an adult nurse (level1). It aims to develop your holistic nursing practice, working with service users and health and social care providers. The course will provide you with the skills to deal with complex issues both systematically and creatively to improve care.

You will develop the necessary professional values, leadership, interpersonal and clinical skills which will enable you to innovate, lead, and be an effective member of the multi-disciplinary team. As part of this team you will then be able to provide high quality, compassionate care to individuals, their families and carers, adapting across health and social care boundaries.

You will study in a friendly, supportive and innovative environment which will focus on developing the right knowledge, skills and attributes needed for your professional role. This will be supported by a dedicated team who are all experienced academics, clinicians and professionals within the adult or mental health fields of nursing. As you progress you will strengthen in your academic independence, and actively learn and work collaboratively with others to become a Registered Nurse. The course will facilitate you to develop the Master's degree characteristics (QAA, 2008 p20):

- an in-depth knowledge and understanding of the discipline informed by current scholarship and research, including a critical awareness of current issues and developments in the subject
- The ability to complete a research project in the subject, which may include a critical review of existing literature or other scholarly outputs.

A range of generic attributes (including skills relevant to an employment-setting)

- use initiative and take responsibility
- solve problems in creative and innovative ways
- make decisions in challenging situations
- continue to learn independently and to develop professionally
- communicate effectively, with colleagues and a wider audience, in a variety of media.

As this course is a professional Master's level course, the learning is structured to meet the requirements of the Nursing and Midwifery Council (NMC), and takes account of skills needed for employability; it will include practical elements, such as placements, as well as a project undertaken through independent study (QAA, 2008). To help you to develop the qualities and transferrable skills necessary for employment in a changing healthcare structure, the programme itself is 50% practice and 50% theory, both of which are focused around service users and their families. As a Master of Adult Nursing (MAN) student you will benefit from our significant links with local practice partners. You will work closely with nurses and other professionals who have a wide range of skilled expertise of working within health care settings; in hospital, community settings, in the individual's home, and also across a range of health and social care boundaries.

Your study will be organised around the themes: -

- The nurse as an empowered practitioner (competence, leadership, working together, professionalism)
- Developing as a research practitioner
- Changing shape of health and social care (public health, nurses role across health and social care boundaries)
- Human dimensions of care (holistic care, strengthening the service user voice)

Under the guidance of a practice assessor and supervisor you will apply theoretical concepts in your clinical practice placement with service users and carers. This will enable you to show initiative, personal responsibility, decision making in complex and unpredictable situations thus creating the independent learning ability required for continuing professional development.

Much of the course will be taught generically between adult and mental health. However, themes/ are visited in each year with increasing levels of complexity and specialism to your field of nursing. This is so you become more equipped to apply and integrate knowledge and skills to deal with complex issues systematically and make sound judgements in conjunction with service users and their families, across care settings. You will demonstrate self-direction in tackling and solving problems; and work towards acting

autonomously in planning and implementing care based on evidence and guidance from your mentor in practice.

We will organise your study as blocks of theory learning followed by blocks of practice learning. A variety of innovative teaching approaches will be utilised to facilitate your learning and development, in relation to both theoretical/evidence based underpinning and the application to practice. A particular feature of the MAN course involves Enquiry Based Learning (EBL). These teaching methods are designed to maximise your engagement and satisfaction with the course. They will help you to apply acquired knowledge and skills to realistic practice scenarios, enhance your critical thinking skills and enable you to work effectively in team environments (Martyn et al 2014). Theoretical sessions will be "quality time" that is much more focused on interaction and feedback which will assist you in developing your professional role as a nurse and embed the characteristics needed for knowledge and expertise in working academically at level 7.

#### Intakes:

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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.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£5325.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	EU	Full Time / Sandwich	£9250.00

#### PSRB:

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NH096P01UV (Full-time)

Professional Accreditation Body:  
Nursing and Midwifery Council (NMC)

Accrediting Body:  
Nursing and Midwifery Council (NMC)

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

Approved	Start	Expected End	Renewal
02/Aug/2019	21/Oct/2015		

#### Course Structure:

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### September (Full-time)

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

#### Year 1

Module	Title	Credits	Period	Type
7NH051	Theoretical Foundations of Nursing	40	INJR	Core
7NH052	Developing Nursing Practice	40	INJR	Core

### September (Full-time)

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

#### Year 2

Module	Title	Credits	Period	Type
7NH055	Progressing in Adult Nursing	60	CRYRA	Core
7NH049	Shaping Adult Nursing Practice	40	INR	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 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.

Section 3.4.2 - Exemption to extend the minimum period of registration to two years, with a maximum four year duration, in full-time mode of study.

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 (7NH049 or 7NH052) if students fail any of the compulsory practice components. Repeats are permitted for practice modules if students have passed all relevant compulsory practice components. Repeats are permitted for all other theory modules.

APPROVED by AFRSC on 28/3/2019.

### Reference Points:

What's important to me: A review of end of Life care (2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/407248/CHOICE\\_REVIEW\\_EXECUTIVE\\_SUMMARY](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/407248/CHOICE_REVIEW_EXECUTIVE_SUMMARY)

UK Sector Skills Assessment 2011 (Skills for Health 2011)

[http://www.skillsforhealth.org.uk/component/docman/doc\\_view/328-sfh-summary-sector-skills-assessment-2011.html](http://www.skillsforhealth.org.uk/component/docman/doc_view/328-sfh-summary-sector-skills-assessment-2011.html)

UK Quality Code for Higher Education. QAA. (2008)

<http://www.qaa.ac.uk/en/Publications/Documents/Quality-Code-Part-A.pdf>

Nursing and Midwifery Council (2018) The Code : Professional standards of practice and behaviour for nurses, midwives and nursing associates:

<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/>

University of Wolverhampton Equal opportunities Policy (2000)

[https://www.wlv.ac.uk/media/wlv/pdf/eo\\_policy.pdf](https://www.wlv.ac.uk/media/wlv/pdf/eo_policy.pdf)

Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report (Keogh Report 2013)

<http://www.nhs.uk/nhsengland/bruce-keogh-review/documents/outcomes/keogh-review-final-report.pdf>

Health inequalities & People with Learning Disabilities in the UK: (2012)

[http://www.improvinghealthandlives.org.uk/securefiles/141210\\_1339/IHAL%202012-11%20Health%20Inequalities\\_r1.pdf](http://www.improvinghealthandlives.org.uk/securefiles/141210_1339/IHAL%202012-11%20Health%20Inequalities_r1.pdf)

Winterbourne Review: The Scandal Continues (2012)

[https://www.mencap.org.uk/sites/default/files/documents/Winterbourne\\_View\\_the\\_scandal\\_continues\\_0.pdf](https://www.mencap.org.uk/sites/default/files/documents/Winterbourne_View_the_scandal_continues_0.pdf)

Learning Disabilities – Census Report – Further Analysis (2013)

<http://www.hscic.gov.uk/catalogue/PUB14046/ld-census-further-sep13-rep.pdf>

Winterbourne Review: Transforming care one year on (2013)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/265752/Winterbourne\\_View\\_One\\_Year\\_On\\_Report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/265752/Winterbourne_View_One_Year_On_Report)

Currey J, Oldland E, Considine J, Glanville D and Story I (2015) Evaluation of post graduate critical care nursing students' attitude to and engagement with team based learning: A descriptive study. Intensive and Critical Care Nursing 31 pp19-28

NMC Standards for Pre-Registration Nurses: 2018

<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/future-nurse-proficiencies.pdf>

Department of Health: Essence of Care 2010

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216691/dh\\_119978.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216691/dh_119978.pdf)

The NHS's role in the public's health-A report from the NHS Future Forum (MECC)(2012)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216423/dh\\_132114.pdf](https://www.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://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216096/dh\\_127424.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216096/dh_127424.pdf)

The "never events" list 2015 – Policy framework for use in the NHS

<http://www.england.nhs.uk/wp-content/uploads/2015/03never-events-list-15-16pdf>

Kings Fund: Improving Public Health (2013)

[http://www.kingsfund.org.uk/sites/files/kf/field/field\\_related\\_document/improving-publics-health-overview-dec2013.pdf](http://www.kingsfund.org.uk/sites/files/kf/field/field_related_document/improving-publics-health-overview-dec2013.pdf)

Department of Health: Valuing People Now (2010)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/215891/dh\\_122387.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215891/dh_122387.pdf)

Working Together to Safeguard Children (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

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)

The NHS Constitution (2013)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/448466/NHS\\_Constitution\\_WEB.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/448466/NHS_Constitution_WEB.pdf)

Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report (Keogh Report 2013)

<http://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)

[http://www.williscommission.org.uk/\\_data/assets/pdf\\_file/0008/485009/Willis\\_Commission\\_executive\\_summary.pdf](http://www.williscommission.org.uk/_data/assets/pdf_file/0008/485009/Willis_Commission_executive_summary.pdf)

The Cavendish Review: An Independent Review into Healthcare Assistants and Support Workers in the NHS and social care settings (2013)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/236212/Cavendish\\_Review.pdf](https://www.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>

Department of Health: Valuing People Now (2010)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/215891/dh\\_122387.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215891/dh_122387.pdf)

The Children's 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://www.education.gov.uk/consultations/downloadableDocs/EveryChildMatters.pdf>

CMO annual report. Public Mental Health (2014).

<https://www.gov.uk/government/policies/mental-health-service-reform>

No Health without Mental Health(2011)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/213761/dh\\_124058.pdf](https://www.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://www.gov.uk/government/publications/mental-health-priorities-for-change>

Confidential Inquiry into Premature Deaths of People with Learning Disabilities (2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/356229/PUBLISH\\_42715\\_2902809\\_Progress\\_Report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/356229/PUBLISH_42715_2902809_Progress_Report)

Health inequalities & People with Learning Disabilities in the UK: (2011)

<https://www.improvinghealthandlives.org.uk/gsf.php5?f=11441&fv=12018>

The Shape of Caring Review (2015)

<http://hee.nhs.uk/wp-content/blogs.dir/321/files/2015/03/2348-Shape-of-caring-review-FINAL.pdf>

Department of Health/Department for Children, Schools and Families (2009) Healthy Lives, Brighter Futures. The strategy for children and young people's health. London: Department of Health.

[http://www.ncb.org.uk/media/42243/healthy\\_lives\\_brighter\\_futures\\_vcs\\_brief.pdf](http://www.ncb.org.uk/media/42243/healthy_lives_brighter_futures_vcs_brief.pdf)

Department of Health (2010) Raising Our Sights: services for adults with profound intellectual and multiple disabilities. A report by Professor Jim Mansell.

London: Department of Health. [https://kar.kent.ac.uk/24356/1/DH\\_2010\\_Raising\\_our\\_sights.pdf](https://kar.kent.ac.uk/24356/1/DH_2010_Raising_our_sights.pdf)

Department of Health (2011) Government Response to Raising our Sights: services for adults with profound intellectual and multiple disabilities – A response by Professor Jim Mansell. London: Department of Health.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216273/dh\\_124256.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216273/dh_124256.pdf)

Transforming Care and Commissioning Steering Group (2014) Winterbourne View – Time for Change. Transforming the commissioning of services for people with learning disabilities and/or autism.

<http://www.england.nhs.uk/wp-content/uploads/2014/11/transforming-commissioning-services.pdf>

NHS careers

<http://nursingcareers.nhsemployers.org/>

PSRB Reference Points

Nursing education is governed by British law through a series of Statutory Instruments which you should be aware of as these govern the way in which your course has been developed. Article 15(1) of the Nursing and Midwifery Order 2001 <https://www.nmc.org.uk/globalassets/sitedocuments/legislation/the-nursing-and-midwifery-order-2001-consolidated-text.pdf> requires the Council to establish standards for education and training which are necessary to achieve the standards of proficiency for admission to the register, as required by Article 5(2) of the Order. The standards for pre-registration nursing programmes are established under the provision of Article 15(1) of the Order.

Successful completion of your course leads to an academic award Master of Adult Nursing and ensures you have met the standards for pre-registration nursing necessary for safe and effective practice to apply to have your name entered on part 1 of the Nursing and Midwifery Council register.

The Nursing and Midwifery Order (2001) includes the details of the role and responsibility of the NMC with regard to protection of the public. Broadly, the NMC has to ensure that those admitted to the register are competent nurses who meet the requirements to be safe and effective practitioners based on the course of study undertaken. Also that each individual wishing to become registered can provide evidence that he or she is in 'good health and of good character'.

In order to meet all of these requirements you will need to fulfil a set number of hours of study which are compulsory. Your course has been specially designed to provide you with the opportunity to fulfil the requisite number of hours. These have been agreed as 4600 hours in three years. This includes 620 hours practice and 770 hours theory equivalence, as evidenced in the portfolio submitted for admission to the course, 50% of your course will be situated in the University (2300 hours) and 50% in practice areas (2300 hours).

As you will be working in the practice area for 50% of your course, you will be required to demonstrate professional conduct at all times. Your placement experiences will include providing nursing care to some of society's most vulnerable people, the very young, the elderly, those who have physical disability, learning disability and those who have perhaps been through some very challenging situations, resulting in mental health problems. In order to ensure all the people you care for are protected and safe, you will be expected to abide by the NMC guidance for student nurses and adhere to The Code: Standards of Conduct, Performance and Ethics (NMC 2018). In addition we will expect you to conduct yourself in a highly professional manner at all times, as this will form part of our assessment of you in practice. Further information will be provided by the course team and from the Nursing and Midwifery Council website:

Much of your work will require you to engage in effective communication, written and verbal. Guidelines have been provided on records and record keeping within The Code (NMC 2018).

In addition to this, you will also be required to demonstrate good health and good character at the start of the course and throughout your studies and beyond. You will be asked to declare any changes in your circumstances which may have an impact on this important requirement and we have specialist support available at all times to advise you in the event of any changes.

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.

Health Education England (2015) Raising the Bar: Shape of Caring – A review of the Future Education and Training of Registered Nurses and Care Assistants

<https://www.hee.nhs.uk/sites/default/files/documents/2348-Shape-of-caring-review-FINAL.pdf>

NMC Standards for Pre-Registration Nurses: (2018)

<https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/>

The Code : Professional standards for nurses and Midwives (2015) <http://www.nmc-uk.org/The-revisedCode/The-revised-Code-in-full/>

The NHS Constitution (2013)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/448466/NHS\\_Constitution\\_WEB.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/448466/NHS_Constitution_WEB.pdf)

## Learning Outcomes:

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### PGCert Course Learning Outcome 1 (PGCCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline. 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

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### PGCert Course Learning Outcome 2 (PGCCL02)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

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PGCert Course Learning Outcome 3 (PGCCLO3)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

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PGCert Course Learning Outcome 4 (PGCCLO4)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

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PGCert Course Learning Outcome 5 (PGCCLO5)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

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PGCert Course Learning Outcome 6 (PGCCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

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PGDip Course Learning Outcome 1 (PGDCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

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PGDip Course Learning Outcome 2 (PGDCL02)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

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PGDip Course Learning Outcome 3 (PGDCL03)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

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PGDip Course Learning Outcome 4 (PGDCL04)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

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PGDip Course Learning Outcome 5 (PGDCL05)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

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PGDip Course Learning Outcome 6 (PGDCL06)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

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[from September 2020] Masters Course Learning Outcome 1 (MA#CLO1)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice

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[expires September 2020] Masters Course Learning Outcome 1 (MACLO1)

Meet the NMC Standards of competence for pre-registration nursing education

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[from September 2020] Masters Course Learning Outcome 2 (MA#CLO2)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship

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[expires September 2020] Masters Course Learning Outcome 2 (MACLO2)



Provide nursing care that is safe, compassionate, evidenced based and person centred, so that you are able to assume full responsibility and accountability for your own practice. You will be able to register with the NMC as Adult Nurse (Level 1) within the legal framework of the country in which you are employed.

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[from September 2020] Masters Course Learning Outcome 3 (MA#CLO3)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

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[expires September 2020] Masters Course Learning Outcome 3 (MACLO3)

To have a systematic understanding and critically awareness of a wide range of research and evidence to make sound nursing judgements, be reflective, innovate clinical practice; and to exercise effective decision making in complex situations within adult nursing field of practice. This will include the ability to conduct an independent research project that contributes and enhances the area of practice in which you will work.

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[from September 2020] Masters Course Learning Outcome 4 (MA#CLO4)

Demonstrate a conceptual understanding that enables you a) to evaluate critically current research and advanced scholarship in the discipline b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

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[expires September 2020] Masters Course Learning Outcome 4 (MACLO4)

Develop a conceptual understanding of the delivery of health and nursing care in the current context of healthcare provision and critically examine the impact of political, professional and social contexts on your provision of holistic adult nursing care within the context of a multidisciplinary team and across care boundaries.

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[from September 2020] Masters Course Learning Outcome 5 (MA#CLO5)

Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences

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[expires September 2020] Masters Course Learning Outcome 5 (MACLO5)

Effectively apply your learning to contribute, manage and lead enterprising innovations and service improvements in adult nursing practice working with service users and their families.

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[from September 2020] Masters Course Learning Outcome 6 (MA#CLO6)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

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[expires September 2020] Masters Course Learning Outcome 6 (MACLO6)

Demonstrate competence in the use of advanced technologies to quality assure and enhance your adult nursing practice and maintain your life-long learning.

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[from September 2020] Masters Course Learning Outcome 7 (MA#CLO7)

Continue to advance your knowledge and understanding, and to develop new skills to a high level.

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[from September 2020] Masters Course Learning Outcome 8 (MA#CLO8)

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 situations c) The independent learning ability required for continuing professional development

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Overview of Assessment:

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Module	Title	Course Learning Outcomes
7NH026	Progressing in Adult Nursing	MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO6
7NH028	Shaping Adult Nursing Practice	MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7NH049	Shaping Adult Nursing Practice	MA#CLO1, MA#CLO2, MA#CLO3, MA#CLO4, MA#CLO5, MA#CLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7NH051	Theoretical Foundations of Nursing	MA#CLO1, MA#CLO2, MA#CLO3, MA#CLO4, MA#CLO6, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO6
7NH052	Developing Nursing Practice	MA#CLO1, MA#CLO2, MA#CLO3, MA#CLO4, MA#CLO5, MA#CLO6, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7NH055	Progressing in Adult Nursing	MA#CLO1, MA#CLO2, MA#CLO3, MA#CLO4, MA#CLO5, MA#CLO6

### Teaching, Learning and Assessment:

Your learning will include the study of two modules in each year; you will need to study the whole prescribed modules in order to fulfil professional requirements. Paramount to your progression and development in preparing you for your future role in health and social care is the valued input of service user/carers and student nurses into the design and implementation of the Masters of Adult Nursing course. The types of learning which will help achieve the above include:

Enquiry Based Learning (EBL) emphasises your active participation and responsibility for discovering knowledge that is new to you. By using EBL the MAN team aspires to engage you in an authentic discovery learning process. Nursing theory and practice are divided into smaller logically connected units that guide you as a student and draw your attention to important features of scientific thinking. These individual units are called enquiry phases and your sets of connections forms an enquiry cycle over a weekly period, when you are in University. A significant proportion of your learning will include working as a group with your peers. EBL provides an opportunity to develop your skills in clinical decision making within a safe environment, and to apply knowledge to deliver and lead quality initiatives to improve the experience of the patient (and family) wherever care is delivered.

Formal learning - we promote a blended approach to learning; some core content will be delivered in a 'face-to-face' seminar teaching style but will also include interactive activities to challenge you and develop your knowledge and understanding of practice. Our state of the art skills and simulation facilities will be used to replicate real life 'hands on' care, in a safe, controlled environment. The use of high-fidelity simulation technologies and live role play (drawing on the experience of service users and carers); will be used to enhance your knowledge, skills and attitudes, which will be directly transferable to your practice. We will utilise innovative teaching and learning strategies to help maximise your learning to shape the practice you will deliver. Feedback/feed-forward will be implemented throughout the course to promote an individualised approach to enhance your learning.

Applying theory to practice – we use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to shape your professional practice and improve care e.g. critiquing of journal articles, informal presentation and case studies, and developing and testing skills in summarising key research in order for you to develop and disseminate to the healthcare team. You will make use of a range of electronic resources to investigate the influence and impact of local and national policy and of global healthcare communities.

Practice placements – 50% of your course will be undertaken in practice placements. You will have the opportunity to develop your skills in the placement environment with supervision and support. As you develop nursing skills during your course, you will be able to apply your learning to develop your nursing competence in the placement setting. You will be able to reflect on personal and professional learning, the development of evidence based knowledge and skills and identify strategies to develop and deliver nursing care in the future. We place significant importance on learning in placements. Your nursing practice skills are assessed within the clinical field by specially prepared Assessors. Assessors are registered nurses who have undertaken additional training to support and assess students  
Within the practice setting in addition to the support of named Practice Assessor, you will also work alongside a variety of experienced members of staff working in health and social care settings, including Practice Supervisors, who can help you, identify learning opportunities and supervise and support you. This will account for the equivalent of 40 credits of your work in each academic year.

Interprofessional learning sessions- Symposia and workshops will take place during the module to provide opportunities for you to learn with other relevant professional groups E.g. Social work, Paramedics, Pharmacy, and Midwifery. You will also have experiences as part of your practice placement to work with other professionals and reflect on this in your portfolio.

Research skills – you will be supported in the preparation of a detailed evidence-based intervention and an independent study of relevance to adult nursing which will develop and expand your theoretical and practical knowledge of the research process to improve practice. Students studying the Master of Adult Nursing will have the opportunity to develop your work for publication with the support of the Academic team. We also link very closely with the research hub within the Institute of Health Professions, who can advise and support student's projects.

Computer based learning - the integration of computer based technology, directed studies and traditional teaching will enhance the quality and efficiency of your learning experience. You will be encouraged to access electronic learning resources within both the University and the healthcare environment, including the use of

blogs and discussion forums to communicate with fellow professionals in the learning community and develop your personal and professional values. The ability to use digital resources and equipment is a key attribute of a graduate nurse and reflects the need for the healthcare worker to use advanced technologies in areas such as record keeping, delivery and management of care.

Further to this, the modules should enable you to achieve our graduate attributes:

<http://www.wlv.ac.uk/about-us/internal-departments/centre-for-academic-practice/a-curriculum-for-opportunity/wolverhampton-graduate-attributes/>

#### Service User and Carer Involvement

The Faculty has a well-established and active service user and carer group (SUCCESS) which offers unique and individual experiences to help enhance the learning opportunities of students. Service user's and carers input aims to help you develop your patient centred focus; and to become critical, flexible and reflective students to ultimately improve the outcome and experiences of patients and families. It does this by collaborating very closely with academic leads at every stage of the student journey.

#### Teaching Methods

- Lectures – we will use a variety of interactive learning methods that are supported by digital technology to enhance your learning.
  - Workshops – interactive workshops will allow you to develop your therapeutic skills.
  - Simulated practical sessions – you will have the opportunity to engage in supervised practice to become knowledgeable and skilled in adult nursing, which will enhance your employability prospects. You will have the opportunity to learn in our well-equipped skills labs which include practice areas that are hospital and home focussed. Some assessments will also take place in the skills labs to enable you to develop your skills in a safe environment.
  - Debate and dialogue – Canvas, the University virtual learning environment, will provide a forum for you to engage in dialogue with your lecturers and other students in your group.
  - Seminars – where students take the lead in discussing relevant articles, debating and examining the evidence base that underpins nursing.
  - Formative online assessments – where we provide you with the chance to 'have a go' at some of the summative assessment tasks before the actual assessment is submitted, as a way of developing your academic and practical skills with our tutorial guidance and feedback.
  - Peer presentations – you will study significant aspects of the course learning with and from peers. You will be encouraged to work together in groups to support one another's learning by developing your ability to search, retrieve and use information to develop your knowledge of nursing.
  - Independent and self-directed learning – this is an important part of post graduate study and through the course you will be encouraged to become an independent learner, able to decide what to learn and how best to achieve this. Independent learning will be required of you as a qualified nurse as part of the NMC revalidation process, to ensure your continuing professional development enables you to remain on the professional nursing register.
  - Tutorials – Online, Skype or face-to-face meetings with the module team and your personal tutor.
  - Master Classes – facilitated by Professors and Doctors within the University of Wolverhampton. This will include debating topical issues and engaging in critical discussions related to presenters topic of study
  - Writing for publication workshops – facilitated by colleagues from within the FEHW. This will include helping and guiding you as you prepare to share your work via peer reviewed journals, conferences and presentations.
- As part of your studies you will come into contact with a range of activities designed to promote and enhance your learning experience. Our use of blended learning activities encourages you to identify and address particular learning needs related to your practice.

#### Assessment of practice

The Practice Assessment Document (PAD) makes up a significant part of the overall programme assessment. Continuous assessment is an integral aspect of assessment in practice and the student is expected to show evidence of consistent achievement. They should engage positively in all learning opportunities, take responsibility for their own learning and know how to access support. They 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.

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

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

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

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

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

#### Practice Assessor responsibilities

The Practice Assessor has a key role in assessing and confirming the student's proficiency providing assurance of student achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement. They will observe the student, conduct and record student assessments informed by student reflections,

feedback from Practice Supervisors and other relevant people to confirm achievement. They will liaise with the Academic Assessor scheduling communication at relevant points.

There are numerous elements for the student to be assessed in practice. One or more Practice Supervisors can contribute to the assessment of some of the proficiencies in discussion with the Practice Assessor, but they must be working in their scope of practice.

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

If the student is not meeting the required standards this should be highlighted as a development need. If there is a cause for concern or a fitness for practice issue that requires prompt action an Action Plan should be instigated to address specific needs or concerns with a specified timeframe. In the event of this, guidance should be sought from the Academic Assessor and/or senior practice representative.

Academic Assessor responsibilities

Academic Assessors have a key role in confirming the student's progress recording objective, evidence-based decisions on conduct, proficiency and achievement and make recommendations for progression providing assurance of student achievements and competence. The Academic Assessor has an understanding of the student's learning and achievement in practice through working in partnership with the Practice Assessor to gather feedback regarding achievement and progression. A different Academic Assessor is required for each Part.

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

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

Assessment of theory

<https://www.wlv.ac.uk/current-students/assessment/>

We know how important assessment is to our students and we want to make sure that you have all of the information that you need so that you understand how we assess your work. Your course leader and personal tutor are useful sources of advice and guidance regarding the issues relating to assessment on your particular course. An explanation of the assessment process is provided in the student handbook, and further details are provided below.

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

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

Over the course of your studies you will be assessed in lots of different ways which will be relevant to your subject area.

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

1. Formative (informal)

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 activities where the mark you receive will contribute towards the final mark for your modules. You will receive feedback throughout your course. At times this feedback will relate to a particular piece of work and the mark you have been awarded for it, but it also may come in the form of more general advice and guidance from members of staff. In both cases the feedback you are given will help you to develop your thinking and/or practice in relation to your subject area.

At level 7 your work should demonstrate engagement in a focused academic debate which presents a range of evidence underpinning a deep understanding of all the issues studied. There should be a high level of synthesis and critical analysis (QAA 2008).

Assessment Methods:

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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 – The 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.

Academic skills sessions are introduced within the induction programme, different modules and through a blended learning approach with access to material in VLE. This is to help you with using the learning resources effectively and also to help you when it comes to the assessments. Academic skill development is further embedded within the curriculum at different levels, through the ways in which lecturers present information and guide you to use it. Further support for learning is offered via personal tutors, tutorials with lecturers and feedback provided by lecturers for individual modules

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

Obtaining a Master's 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 five 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. We 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 our 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 support students who may not be making satisfactory progress or who are at risk of withdrawal. Your Personal Tutor will assist students in their personal and academic development, planning and progression as well as helping them 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) liaise with the Student Support and Wellbeing (SSW) centre, regarding provision for specific disabled students and disseminates information from the SEC on the needs of specific disabled students. The FSET also monitors requests for, and provision of, specific examination and assessment arrangements, publicise FSET 'surgery' arrangements and make available time to meet with individual disabled students to enable them to discuss their own faculty-specific disability issues where necessary. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school. If required a Personal Emergency Evacuation Plan (PEEP) will be completed.

Employability in the Curriculum:

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This is a professional Master's level course, therefore learning is structured to meet the requirements of the

Nursing and Midwifery Council (NMC), and takes account of skills needed for employability.

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. We have an employability champion within the Faculty who helps to develop a dedicated programme of events designed to help you build new skills and boost your employability. This takes the form of the Career Development Week each year and comes with a packed programme of events, courses, workshops, trips and activities. The aim is to help you add to your CV and own personal development and in turn helping your job prospects.

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

The educational approaches utilised in your theory sessions of enquiry based learning and problem based learning will enable you to develop the skills of communication, curiosity and leadership to help you deal with clinical complexity and the ability to deliver and lead quality initiatives to improve the experience of the patient (and family) wherever care is delivered.



THE UNIVERSITY OF OPPORTUNITY