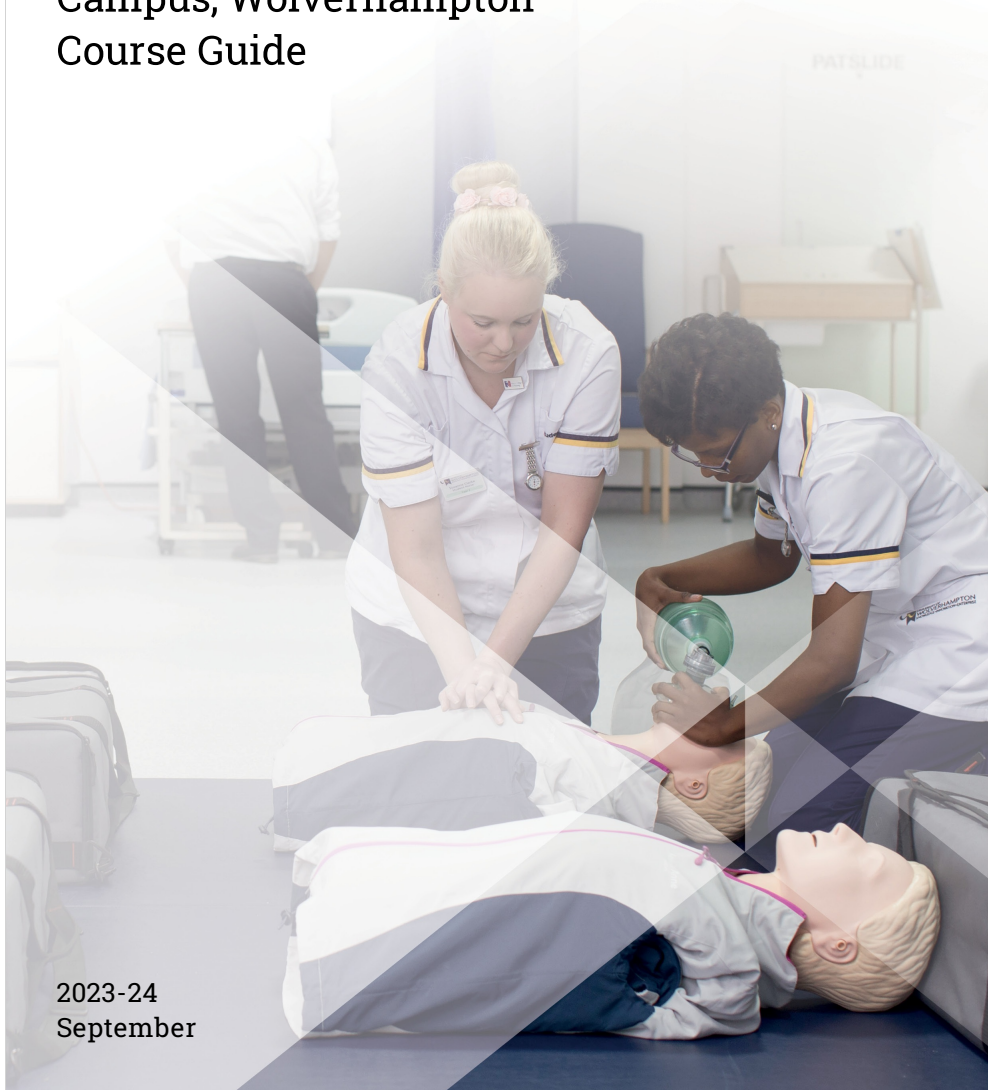# Institute of Health
BNurs (Hons) Mental Health Nursing at City Campus, Wolverhampton
Course Guide

2023-24
September

About this guide

This is your course guide. It provides the basic but fundamental information about your course of study. This guide is yours for the duration of the course, we don't re-issue it annually and if any information contained within were to change then we will write to you to explain so.

In particular, if any important aspects relating to your modules were to change then we will inform you in accordance with the Code of Practice for the Management of Changes to Modules and Courses. The teaching and support teams which you will get to know over time will refer to this guide – it will be useful to you and we advise you to make good use of it throughout your studies.

The Course Guide should be read in conjunction with the more general sources of information which relate to all students at the University. The Student Handbook is a very detailed reference point for all issues relating to your studies which aren't specific to just your particular course. You might also want to refer to the Student Charter; the University's Policies and Regulations and the University Assessment Handbook documents which will provide you with all of the information that we think you will need for your period of study here.

If you need additional information, or you simply want to discuss elements of any of these documents or other aspects of your course, find that there is something you need to know, please contact your Faculty Student Services:

Faculty Student Services

We can help with the administration and organisation of your time at University – from enrolment and module registration, tuition fee enquiries, attendance support, course management and lifecycle queries, extenuating circumstances, leave of absence, transfers and changes, assignment submission, SAMs appointments, assessment and result queries, right through to Graduation.

You can also come and talk to us for impartial advice and support if things are starting to go wrong and you're not sure who else to talk to. The main thing to remember is that you are not alone. We see large numbers of students over the course of a year on a variety of issues, so please don't be afraid to approach us.

We are here to ensure that your transition into Higher Education is as smooth as possible. Normal office opening hours are Monday-Friday 08:45-17:00.

You can contact us through the e:vision help desk, by phone or in person or by e-mail:

Faculty of Education Health and Wellbeing (City Campus)	The Millennium City Building MC 125	(01902) 518800	FEHWStudentServices@wlv.ac.uk
Faculty of Education Health and Wellbeing (Walsall Campus)	The Jerome K Jerome Building WA 005	(01902) 518800	FEHWStudentServices@wlv.ac.uk
Faculty of Education Health and Wellbeing (Burton Campus)	Burton Centre	(01902) 518800	FEHWStudentServices@wlv.ac.uk
Help and Advice is also available from Student Support & Wellbeing…	Contact us at the Alan Turing Building MI 001 for all enquiries and referrals… Services operate at all campuses by appointment.	(01902) 321074 (01902) 321070	ssw@wlv.ac.uk money@wlv.ac.uk

Welcome from the Course Leader

On behalf of the teaching and support teams from BNurs (Hons) Mental Health Nursing at City Campus, Wolverhampton course, I would like to extend to you a very warm welcome to the University of Wolverhampton, and in particular your campus.

My name is Robert Preece and I am the course leader for your BNurs (Hons) Mental Health Nursing at City Campus, Wolverhampton course and alongside your personal tutor, will be your main point of contact over the duration of your studies. My contact details are below – please don't hesitate to get in touch if you need any support or guidance.

The successes which you will achieve whilst at the University are based upon a partnership between the expertise and support from the staff here and the effort you put into learning. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market. Make the most of the wide range of opportunities available to you.

Studying at University can be difficult, and for many of you the transition into University life will be challenging. However we will support you throughout your course, particularly whilst you develop into an independent learner over the course of your first year with us.

We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We hope that you might consider acting as a Course Representative during some of your time with us to help the University continue to improve your experience.

I would like to wish you every success with your studies. We look forward to working with you and hope that you enjoy your time with us.

Robert Preece

Course Management and Staff Involvement

Please note that an up-to-date staff list for your course is available within the Student Administration Portal (e:Vision) which includes your Course Leader, Head of Department as well academic staff involved with module delivery.

Educational Aims of the Course

This course aims to enable you to:
Meet the NMC Future nurse: Standards of proficiency for pre-registration nursing programmes (NMC 2018).
Improve safety, quality of care and health for people of all ages, across all care settings by leading and co-ordinating integrated care that is person-centred, safe, effective, compassionate and evidence based.
Become an accountable, self-reflective and autonomous practitioner, working with a range of other professionals and within interdisciplinary teams responding to the demands of nursing practice.
Utilise evidence-based practice to inform clinical judgements and decision making in complex mental, physical, cognitive and behavioural situations within 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.

What makes this programme distinctive?

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.

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

One of the greatest benefits of student directed learning is that it will enable you to become more conscious of how you understand the interrelationships between theory and practice and why you behave as you do. You will be engaged in active learning; learning that will encourage you to develop your own knowledge about the key issues in providing evidence based nursing care.
This innovative curriculum reflects the university's core values of creating a learning environment that is inclusive, challenging and promotes collaboration, professionalism and confidence. The curriculum has been designed to reflect the views of students, service users and employers and provides opportunities for you to unleash your potential.
The university prides itself on its excellent partnership working arrangements with local NHS Trusts and other non-NHS organisations providing nursing or social care placement opportunities. This partnership works to provide excellent support for you whilst you are on placement, ensuring that you are supported in accessing relevant learning opportunities.
During your time on placement you will gain hands-on experiences in a variety of hospital, community and nursing/residential homes, where you will work alongside a range of healthcare and other professionals. In addition, we are able to offer 'home trusts' for students. This means that we will endeavour to allocate you placements within the same placement locality and with an identified NHS partner trust, as selected by you during the application process. The allocation of home trusts has always evaluated well by students, as it means that you get to know your local trust and the trust get to grow their own workforce providing you with greater opportunities for securing a job at the end of the course.
Additional opportunities exist for you to apply your new nursing skills during an international optional placement in countries such as Spain, Finland and Norway.

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

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

Course Structure

September (Full-time)

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

Year 1

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

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

September (Full-time)

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

Year 2

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

Module	Title	Credits	Period	Type
5NH037	Skills for Safe and Effective Practice	40	INYR	Core
5NH041	Contemporary Evidence Based Practice in Mental Health Nursing	20	INYR	Core
5NH025	Challenges to health and wellbeing	20	INYR	Core
5NH027	Working in Partnership to Prioritise Care	40	INYR	Core
MAN5	Pre-registration Nursing (BNurs) Mandatory Training - Level 5	0	INYR	Core

September (Full-time)

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

Year 3

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

Module	Title	Credits	Period	Type
6NH086	Preparing for Transition as a Registered Practitioner in Mental Health Nursing	40	CRYRA	Core
6NH071	Advancing Skills in Contemporary Mental Health Nursing Practice	20	INYR	Core
6NH072	Enhancing Safety and Quality of care in Mental Health Nursing	40	INYR	Core
6NH062	Independent Enquiry Module	20	INYR	Core
MAN6	Pre-registration Nursing (BNurs) Mandatory Training - Level 6	0	INYR	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.

Course Learning Outcomes

Learning Outcome	Contributing 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.

BHONSN01 Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge.

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)

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		

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.

Teaching, Learning and Assessment

Teaching and learning
The curriculum aligns with the University of Wolverhampton Learning and Teaching Strategy in enabling you

to achieve your full learning potential through being empowered and inspired. The registered nurse curriculum is designed to be inclusive and flexible, to meet the needs of a diverse student nursing community. You will develop and enhance ongoing skills in relation to employability, enterprise, entrepreneurship, professional practice, sustainability and global citizenship through learning that is informed by evidence-based research, practice and innovation.

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

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

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

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

Assessment of theory

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

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

  allow you to demonstrate that you have met the learning outcomes of your course and modules;

  enable you to reflect on your performance, following timely, meaningful and useful feedback;

  encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded

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

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

1. Formative (informal assessment 'for' learning)

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

2. Summative (formal assessment 'of' learning)

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

Feedback / feed forward:

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

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

Progression in Higher Education

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

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

construct, critically evaluate, develop, appraise and synthesise.

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

Assessment of practice

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

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

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

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

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

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

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

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

Practice assessor responsibilities

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

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

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

Academic assessor responsibilities

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

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

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

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

Assessment Methods:

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

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

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

Reference Points

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

UK Quality Code for Higher Education. QAA. (2018) https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-

quality-code-for-higher-education.pdf?sfvrsn=4c19f781_8

NMC The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives (2018)
https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf
NMC Standards for Pre-Registration Nurses: (2018) https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/
The NHS's role in the public's health-A report from the NHS Future Forum (MECC)(2012)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216423/dh_132114.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

During enrolment at the start of each year, and at the end of the course, you will be required to undertake a self-declaration to declare any cautions and/or convictions, reprimands or warnings from the police and any health conditions and/or disability that could affect your ability to practice safely and effectively. You must declare any changes to your health or character status as soon as they arise: you should not wait for the

annual declaration process to do this. You can discuss any changes with your personal tutor or the course leader so that they can identify whether any further action or investigation is required with regards to your fitness to practise.

The pre-registration nursing course is structured so that 50 percent of your learning occurs in the university and 50 percent in practice. You will have supernumerary status in practice; this means that you are additional to the workforce requirement and staffing figures. You will have additional scheduled learning and placement time outside of module delivery weeks to ensure that you are able to complete a total of 2300 hours in each setting, amounting to a total of 4600 hours to meet the NMC registration requirements. Any absence taken during your course, for example due to sickness, special leave or compassionate leave, will need to be retrieved. Any delay in completing the NMC required hours can delay your completion of the course and influence the timing of your registration. At the end of your course the course leader is required to submit a declaration of good health and good character to the NMC and confirm that you have completed the required 2300 hours of theory and 2300 hours of practice. The course leader will also ensure that you have experienced the range of hours expected of registered nurses; this will include working nights, weekends and bank holidays.

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

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

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

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

Academic Regulations Exemptions

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

APPROVED by AFRSC on 28/3/2019.

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 (for a maximum of 67% or the first two years of the programme) if they already have relevant Professional Body registration (Level 1 qualification and are seeking to gain a second nursing registration).

Section 4.3.3 - 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 fail grade recorded for that assessment of practice. If a student fails the practice based component of a practice module (4NH027, 5NH027 and 6H083/6NH084/6NH085/6NH086) 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-sit will be at the discretion of the Assessment Board.

Effective Date: January 2022 Approved AFRSC on 18th November 2021

Section 4.3.5 - In accordance with the principle of public protection, students will be permitted only 2 attempts at the practice-based component of a practice module and there will be no right to REPEAT/RETAKE modules (4NH027, 5NH027, 6H083/6NH084/6NH085/6NH086) if the practice-based component is failed at the second attempt.

Students who fail the theory-based component of the practice module will be permitted to REPEAT/RETAKE a practice module 4NH027, 5NH027, 6NH083 /6NH084 /6NH085 /6NH086 provided they have previously passed the practice-based component of the module.

In a REPEAT/RETAKE of a practice module, students will be required to only retake the theory component of the module, as they have previously passed the practice-based component.

Section 4.4.1 – 4.4.6 - The statutory body (NMC) do not permit compensation.

Additional resit (third) attempts will only be permitted for semester 1 modules as per the regulations in 4.3.3

- 4NH040 (20 credits) and 4NH026 (40 credits) at Level 4
- 5NH025 (20 credits) and 5NH037 (40 credits) at Level 5
- 6NH064/67/69/71 (20 credits) and 6NH066/68/70/72 (40 credits) at Level 6

Additional resit (third) attempts will not be permitted for semester 2 modules, as the modules cannot be completed within the academic year of study.

An additional resit (third) attempt will not be permitted for;

the Independent Study Module

Section 4.5.1 - *An exemption against 'a' only:*

Must have passed 120 credits to progress to the next level of study

Approved by AFRSC 7th December 2022

Support with your studies

University Learning Centres are the key source of academic information for students providing access to:

- Physical library resources (books, journal, DVDs etc.)
- Study areas to allow students to study in the environment that suits them best: Social areas, quiet and silent areas.
- A wide range of online information sources, including eBooks, e-journals and subject databases
- 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.
- Dedicated Subject Pages to enable you to explore key online information sources that are recommended for their studies.
- Physical access to local libraries both in UK and overseas via SCONUL and WorldCat agreements

We also strongly advise you to download to "MyWLV" student app. MyWLV is a single point of personalised access to the variety of systems the University offers. This includes pulling through relevant information (e.g. deadlines, timetables) and linking to underlying systems.

Leave of Absence:

The University allows breaks in learning of up to two years and there is a process for applying for a leave of absence, which can be accessed through your e:Vision account. Initially you will need to apply for the leave of absence, which could be for medical, parental or personal reasons. A short-term absence, such as annual leave, must not be recorded as a break. The course leader will consider, and where appropriate agree, the leave of absence application. A return date will be identified and agreed for a suitable point in the programme. Additional course fees may be incurred as a result of a leave of absence and you are advised to discuss this with the Faculty Student Services team prior to application.

Course Specific Support

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

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

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

Course Specific Support
Student Advisors
https://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-education-health-and-wellbeing/fehw-student-services/
There are student advisors within the Faculty of Education Health, and Wellbeing. They are here to support you in a professional and confidential way by either resolving or referring your query to one of our many professional services within the University. The student advisors work closely with the various support networks within the University and are supported by our graduate interns. Please see the points below for some examples of their support.
  Sign posting to Support and Wellbeing Services
  Support with progression
  Advice on extensions and extenuating circumstances claims
  Support students with attainment and retention

Advisors and interns can be contacted via email (FEHWstudentservices@wlv.ac.uk).

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting e:Vision.

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your Course Guides, along with their contact details.

Course leaders

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Student Enabling Tutors

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Contact Hours

In higher education, the term 'contact hours' is used very broadly, to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course.

This time provides you with the support in developing your subject knowledge and skills, and opportunities to develop and reflect on your own, independent learning. Contact time can take a wide variety of forms depending on your subject, as well as where and how you are studying. Some of the most common examples are:

- lectures
- seminars
- tutorials
- project supervisions
- demonstrations
- practical classes and workshops
- supervised time in a studio/workshop
- fieldwork
- external visits
- work-based learning (including placements)
- scheduled virtual interaction with tutor such as on line, skype, telephone

In UK higher education, you as the student take primary responsibility for your own learning. In this context, contact time with teaching and associated staff is there to help shape and guide your studies. It may be used to introduce new ideas and equip you with certain knowledge or skills, demonstrate practical skills for you to practise independently, offer guidance on project work, or to provide personalised feedback.

Alongside contact time, private or independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. It might include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision, and so on.

50 Day Engagement:

You will be withdrawn from the University if you fail to engage with the academic requirements of your course of study, within 50 days of the course start date, following repeated and reasonable attempts by the University to contact you.

Course Specific Health and Safety Issues

No specific health and safety issues have been recorded for this provision, but should this change your Course Leader will make you aware of this and provide relevant guidance as appropriate.

Course Fact File

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		
Course Codes:	NH060H01UM	Full-time	3 Years
UCAS Code:	B760		
Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Category of Partnership:	Not delivered in partnership		
Location of Delivery:	University of Wolverhampton		
Teaching Institution:	University of Wolverhampton		

THE UNIVERSITY OF OPPORTUNITY