SCHOOL OF NURSING AND MIDWIFERY

FACULTY OF MEDICINE AND HEALTH SCIENCES

VOLUME B

Bachelor of Science (Hons):
Adult Nursing
Children’s Nursing
Learning Disabilities Nursing
Mental Health Nursing

PROGRAMME SPECIFICATION

September 2011
Learning, Teaching and Quality Committee

PROGRAMME SPECIFICATION FOR
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA

SECTION A: SESSION: 2011-2012

<table>
<thead>
<tr>
<th>A1</th>
<th>Course Name</th>
<th>Bachelor of Science (Hons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Final Award</td>
<td>Bachelor of Science (Hons):</td>
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<td></td>
<td>(Eg BA/BSc (Hons)/</td>
<td>Adult Nursing</td>
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<td>MA/MSc etc)</td>
<td>Children’s Nursing</td>
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<td>Learning Disabilities</td>
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<td>Nursing Mental Health</td>
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<tr>
<td>A3</td>
<td>UEA Course Code(s)</td>
<td>Norwich, School of Nursing</td>
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<td>and Midwifery (NAM)</td>
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<td>and Guernsey, Institute of</td>
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<td>Health and Social Care</td>
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<td></td>
<td>Studies (IHSCS)</td>
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<tr>
<td>A4</td>
<td>UCAS Course Code(s)</td>
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</tr>
<tr>
<td>A5</td>
<td>Professional Award</td>
<td>Registration on the NMC</td>
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<tr>
<td></td>
<td>(if any)</td>
<td>Professional Register</td>
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<tr>
<td>A6</td>
<td>School of Studies</td>
<td>NAM and Endorsed by the</td>
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<td></td>
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<td>Nursing and Midwifery</td>
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<td>Council (UK) for delivery</td>
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<td>of Adult Nursing and Mental</td>
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<td>Health Nursing at the</td>
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<td>Institute of Health and</td>
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<td>Social Care Studies,</td>
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<td></td>
<td></td>
<td>Guernsey</td>
</tr>
</tbody>
</table>

SECTION B: SUMMARY OF COURSE STRUCTURE AND FEATURES

B1 Summary

*General statement about course structure, including special features such as placement opportunities, whether these are compulsory or optional; fieldwork; year abroad. Include any cross references to other relevant information such as Student Handbook and/or School/Faculty website.*

The programme has been designed to meet the “Standards for Pre-Registration Nursing Education” (Nursing and Midwifery Council, 2010) and ensures that students will be safe and effective nurses at the point of registration. The programme is full time, consisting of 6 sequential compulsory modules of integrated theory and practice, each worth 60 academic credits. A module in this programme is equal to a semester in length (in accordance with the University’s Common Course Structure). On successful completion of all modules the student will be eligible to apply to register with the NMC on the relevant section of the register, together with the academic award of Bachelor of Science (Hons).
The programme will prepare students for registration with the NMC in one of 4 fields: adult, children’s, learning disability and mental health nursing. In Norwich, all 4 fields are offered in the autumn intake whilst currently in Guernsey only adult and mental health field programmes are offered, with the potential to expand provision to incorporate the remaining two fields, should circumstances allow. Students apply for a particular field of nursing at the commencement of their programme. They may request to transfer to another field of nursing at the end of a module up until the end of module 3 in Year 2, subject to contractual arrangements. Guidance and support is available to students who wish to take up these opportunities.

The programme comprises a 50/50 split of School/practice time (4725 hours) across the 3 years, that is, 63 weeks theory (2362.5 hours) and 63 weeks practice (2362.5 hours) some of which is simulated practice (112.5 hours), predicated on a notional 37.5-hour week. There are 3 independent learning weeks annually, at the end of each academic year in addition to the required NMC hours in which students can make up either theory or practice time (should they need to), or undertake independent study/reading. At the end of the second year students can use this time for a 3 week local, national or international elective placement learning opportunity. Where applicable, the programme in Guernsey will follow the same pattern.

The programme enables the development of ‘graduateness’ as students undertake their learning journey towards attainment of their nursing degree and professional registration. Students will be taught in mixed field groups across the 3 years but as the programme progresses there is an increased focus on their chosen field. Direct contact time reduces over the three years to promote independent learning.

The programme will utilise technologies and a range of contemporary resources to support learning and provide teaching material that will truly reflect the complexities of nursing interactions. This includes specific resources to enable simulated practice, for example, Safe Medicate, SIMMAN, SIMBABY, clinicalskills.net. The use of virtual learning environments eg Blackboard, is central to our teaching and learning strategy. Coherence across the fields is maintained by comparable summatively assessed practice and theory outcomes, which guide all students to common NMC competencies.

A ‘blended’ approach to teaching and learning is employed in this programme in order to address a variety of learning styles and promote engagement and enjoyment. This will involve a range of approaches and examples include core lectures and seminars and experiential student-led learning strategies such as Enquiry Based Learning (EBL). EBL in particular actively encourages student participation, under the guidance and facilitation of a lecturer. The strategy also supports the skills of life long learning and working in partnership with others.

Practice learning opportunities are a vital component of the programme and constitute 50% of the programme learning. Practice learning opportunities commence in the first module with a 2 week taster placement (which is not summatively assessed) and continue throughout the rest of the programme usually for periods of 12 weeks. Practice learning opportunities will utilise a ‘hub and spoke’ approach. Students will spend the majority of their practice time during a module in a primary ‘hub’ practice setting. The ‘spoke’ constitutes any additional placement learning opportunities that students need in order to experience relevant patient journeys and achieve all the placement learning outcomes. During the first 2 years of the programme all students, whatever their nursing field, will experience 2 generic practice learning opportunities where the skills, attributes and technical abilities required by all student nurses can be acquired and demonstrated. In the last year of the programme all practice learning opportunities will be within the students’ chosen field, facilitating the acquisition of knowledge, skills and attributes that students must acquire in order to practise safely and effectively.
As nursing leadership skills are a constant theme in the programme, it is ensured that upon successful completion all students are able to function not only as health care team members but also as the leader of the team, providing and directing nursing intervention competently.

Another key feature of the programme is the incorporation of interprofessional learning (IPL) with the Centre for Interprofessional Practice (CIPP). Students undertake 2 IPL packages across the first 2 years with a range of other health care professional students from within the Faculty of Medicine & Health Sciences and also pharmacy students. In Year 3 students have the opportunity to attend interprofessional conferences run by CIPP. In addition, there will be regular interprofessional and shared teaching opportunities with students from other fields, student midwives, student paramedics and operating department students where appropriate. Guernsey students will undertake a modified form of IPL1 and IPL2 facilitated by videoconferencing. In the third year Guernsey based students will be invited to attend the IPL3/4 conferences run by CIPP.

In accordance with the NMC (2010) requirement (3.5) this programme includes opportunities for accreditation of prior learning (APL) which reflect recognised best practice principles (QAA 2004). Exemption from relevant modules (to a maximum of 120 credits at Level 1 and 60 credits at Level 2) is managed via individual student action plans. This is subject to the School's APL policy (pre-registration), where as part of the process of award of APL there is consideration of both the professional and academic profile of the applicant. Shortened programmes are offered to graduates with relevant health-related degrees and those students with prior professional registration. NAM is committed to promoting and facilitating flexible entry to pre-registration nursing programmes through a variety of routes (Volume H, section 3).

Students can enter the programme at various progression points across the three years. In all cases an individual academic plan will be developed, as is current practice, to enable students to successfully achieve the field standards of proficiency. The provision of credit for the students leaving the programme prior to its completion is also covered within the scope of the above policy. At key points within the three-year programme students may exit and be awarded credits for the theory and practice undertaken within the programme.

Nursing students are supported academically by lecturers and in the practice environment by mentors and suitably qualified professionals, in accordance with standards to support learning and assessment in practice (NMC 2008).

**How the Adult Field Students Will Meet the European Union Requirements**

A range of initiatives enable Adult field student nurses to achieve the required elements identified within the Directive 2005/36/EC, thus enabling students who successfully complete the programme to work within other European Countries. The programme admission criteria ensures that students commence the programme with at least the required 10 years of general education and the programme is delivered on a full-time basis. The comprehensive and integrated teaching of theory and practice ensures that the listed content is achieved with the focus being upon contemporary, evidence-based Adult nursing practice. Further to this, the 50/50 split between the theoretical and clinical aspects of the programme, with each being allocated a total of 2362.50 hours, ensures that both the specified hours plus the required proportions of theoretical and clinical input are met. Throughout the programme Adult field student nurses are taught by experienced and competent teachers of nursing care plus other clinically credible individuals both within the University setting and other relevant establishments. Clinical experience is also gained both within the University setting and within a range of health care environments, where the student is an active member of a health care team involved in direct contact with a wide range of individuals requiring nursing intervention. Table 1
identifies how Adult field students are able to gain experience in working with patients within the groups identified.

**Table 1**

<table>
<thead>
<tr>
<th>Identified groups</th>
<th>Opportunities</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>General and specialist medicine</td>
<td>Modules 1, 2, 3, 4, 5, 6</td>
<td>All students will be allocated to an area (as a ‘hub’) where they can work with individuals with general or specialist medical needs in module 5. In addition to this students may also gain further opportunities to gain experience in modules 1, 2, 3, 4 and 6.</td>
</tr>
<tr>
<td>General and specialist surgery</td>
<td>Modules 1, 2, 3, 4, 5, 6</td>
<td>All students will be allocated to an area (as a ‘hub’) where they can work with individuals with general or specialist surgical needs in modules 1 or 2. In addition to this students may also gain further opportunities to gain experience in modules 1, 2, 3, 4 and 6.</td>
</tr>
<tr>
<td>Children and Young people</td>
<td>Modules 3, 4</td>
<td>All students will be allocated to an area (as a ‘spoke’) where they can work with children in either module 3 or 4.</td>
</tr>
<tr>
<td>Maternity</td>
<td>Modules 3, 4</td>
<td>Throughout modules 3 and 4 all students will be linked to a Community Midwife and follow a woman and her family from antenatal through to the early weeks of parenthood.</td>
</tr>
<tr>
<td>Mental health</td>
<td>Modules 1, 2, 3, 4</td>
<td>All students will be allocated to an area (as a ‘spoke’) where they can work with individuals with mental health needs in either module 3 or 4. In addition to this students may also gain further opportunities to gain experience in modules 1, 2, 5 and 6.</td>
</tr>
<tr>
<td>Care of older people</td>
<td>Modules 1, 2, 3, 4, 5, 6</td>
<td>All students will be allocated to an area (as a ‘hub’) where they can work with older people in either module 1, 2, 3, 4, or 5. In addition to this students may also gain further opportunities to gain experience in module 6.</td>
</tr>
<tr>
<td>Community nursing</td>
<td>Modules 3, 4, 6</td>
<td>All students will be allocated to an area (as a ‘hub’) that delivers community nursing in either module 3 or 4. In addition to this students may also gain further opportunities to gain experience in module 6.</td>
</tr>
</tbody>
</table>

Further information is available within the core and programme specific student handbooks. Information is also disseminated and available via the UEA NAM website and intranet.
SECTION C: EDUCATIONAL AIMS AND OUTCOMES

C1 Educational Aims of the Programme
(Include any distinctive/innovative features/route pathways)

The aims of the programme are to enable the student to:

- achieve the required academic standard and deliver high quality essential care to all service users
- become a competent nurse who can deliver complex care to service users
- act to safeguard the public, and be responsible and accountable for safe, person/family-centred, evidence-based nursing practice
- act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards
- practise in a compassionate, respectful way, maintaining dignity and wellbeing and communicating effectively
- act on an understanding of how peoples lifestyles, environments, cultural backgrounds and heritage, gender, physical capabilities and the location of care delivery influence their health and well being
- seek out every opportunity to promote health and prevent illness
- work in partnership with other health and social care professionals, agencies, service users, carers and families ensuring that decisions about care are shared
- use leadership skills to supervise and manage others and contribute to planning, designing and improving future services.

C2 Course Outcomes

C2(i) Knowledge and understanding

- Analyse and apply relevant life sciences to adult nursing practice.
- recognise the significance of the determinants of health and well being.
- analyse and apply interpersonal communication skills and theory underpinning effective interaction with service users, carers, colleagues and other healthcare professionals.
- proactively apply teaching and learning theories to nursing practice and to continuing personal and professional development.
- critically reflect on clinical governance including evidence-based practice, clinical effectiveness processes and research methodologies in the provision of effective and efficient nursing practice.
- demonstrate understanding, analysis and application of health and social care policy and the changing nature of organisational settings and professional roles.
- critically analyse and demonstrate application of the legal, ethical, professional and moral dimensions

Teaching/Learning Methods and Strategies

A blended learning approach will be utilised incorporating the following:-

Core lectures and seminars by experts in the field under investigation.

Tutorials.

Enquiry-Based Learning process – group and team working with student led sessions and seminars.

Role play and experiential learning.

Simulated practice to assist skill acquisition.

Electronic learning packages e.g. in pharmacology via Safe Medicate, essential nursing skills and infection control.

Supervised practice in placement areas.

Assessment

Equal weighting is given to assessment of theory and practice. Assessment tasks
and boundaries of nursing practice.

- demonstrate an understanding of equality and diversity in today's social profile in the United Kingdom.
- manage and be proactive in making improvements to personal and service user safety and its maintenance/promotion in nursing practice.

are defined in three broad groups: (1) applied theory for example, written assignment, examination; (2) practice-based (assessment of practice in practice); (3) integrated, for example Objective Structured Clinical Examination, portfolio.

The summative assessment of practice is based on a system of continuous assessment over the period of each practice learning opportunity. This culminates in an interview during which the student and his or her mentor discuss the student's performance. Achievement of learning outcomes is assessed on a pass/fail basis. The discussion is informed by collected evidence, which is used to substantiate the nature and quality of the student's performance and submitted as an element of the portfolio. Each summative assessment point in practice will include a Nursing Attributes component which is awarded a grade.

Specific skills will be assessed based on the NMC (2010) Essential Skills Clusters via the Skill Development Profile.

The assessment strategy enables the student to meet the statutory requirements leading to eligibility to apply for entry to the NMC Professional Register and the academic requirements leading to the award of Bachelor of Science (Hons). Additionally, the strategy measures and tracks the student's ongoing achievement and progress, providing appropriate feedback to students, teachers, supervisors and mentors.

For each module, the student must pass each of the summative assessments of theory and practice.

Progression is achieved by assessing at Certificate Level during Year 1, at Diploma Level during Year 2 and at Degree Level during Year 3. The Essential Skills Clusters, mapped to NMC progression points are certified as achieved by the students mentor at the end of each year within the Skill Development Profile.
### C2(ii) Cognitive Skills
- Demonstrate critical appraisal and analysis of a wide variety of evidence.
- Be innovative in creating/devising strategies to anticipate, respond appropriately and adapt to complex care situations.
- Reflect in/on practice, modifying practice as appropriate.
- Demonstrate clinical reasoning ability.
- Demonstrate ability to construct a coherent argument supported by analysis of data from a wide range of sources.
- Use problem-solving skills to prioritise service user needs in complex, unexpected and changing clinical situations.
- Demonstrate initiative in seeking information not readily available to develop own knowledge base to underpin personal and professional development.
- Be proactive in creating/devising strategies to improve and disseminate good practice.
- Apply conceptual frameworks to nursing practice.

### Teaching/Learning Methods and Strategies
A blended learning approach will be utilised incorporating the following:-

- Core lectures and seminars by experts in the field under investigation.
- Tutorials.
- Enquiry-Based Learning
  - Student led sessions and seminars.
  - Role play and experiential learning.
  - Simulated practice to assist skill acquisition.
- Electronic learning packages eg Safe Medicate and Clinical Skills.Net
- Supervised practice.

### Assessment
Equal weighting is given to assessment of theory and practice. Assessment tasks are defined in three broad groups: (1) applied theory, for example written assignment, examination; (2) practice-based, (assessment of practice in practice); (3) integrated, for example Objective Structured Clinical Examination, portfolio.

The summative assessment of practice is based on a system of continuous assessment over the period of each practice learning opportunity. This culminates in an interview during which the student and his or her Placement Mentor discuss the student’s performance. Achievement of learning outcomes is assessed on a pass/fail basis. The discussion is informed by collected evidence, which is used to substantiate the nature and quality of the student’s performance and submitted as an element of the portfolio. Each summative assessment point in practice will include a Nursing Attributes component which is awarded a grade.

Specific skills will be assessed based on the NMC (2010) Essential Skills Clusters via the Skill Development Profile.

The assessment strategy enables the
student to meet the statutory requirements leading to eligibility to apply for entry to the NMC Professional Register and the academic requirements leading to the award of Bachelor of Science (Hons). Additionally, the strategy measures and tracks the student’s achievement and progress, providing appropriate feedback to students, teachers, supervisors and mentors.

For each module, the student must pass each of the summative assessments of theory and practice.

Progression is achieved by assessing at Certificate Level during Year 1, at Diploma Level during Year 2 and at Degree Level during Year 3. The Essential Skills Clusters are mapped to NMC progression points and certified as achieved by the students mentor at the end of each year with the Skill Development Profile.

<table>
<thead>
<tr>
<th>C2(iii) Subject Specific Practical Skills</th>
<th>Teaching/Learning Methods and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide safe, sensitive, professional and ethical nursing practice in accordance with the NMC Code.</td>
<td>A blended learning approach will be utilised incorporating the following:-</td>
</tr>
<tr>
<td>• communicate effectively using a wide range of strategies and interventions including the effective use of communication technologies.</td>
<td>Core lectures and seminars by experts in the field under investigation. Tutorials.</td>
</tr>
<tr>
<td>• carry out systematic, accurate and holistic assessments appropriate to the service user needs, using a range of assessment tools and frameworks.</td>
<td>Enquiry-Based Learning process – group and team working with student lead sessions and seminars. Role play and experiential learning. Simulated practice to assist skill acquisition.</td>
</tr>
<tr>
<td>• formulate, plan, implement, document, monitor and evaluate nursing interventions in partnership with health/social care professionals, service users, carers and families from a diverse range of communities and backgrounds.</td>
<td>Electronic learning packages e.g. in pharmacology via Safe Medicate, essential nursing skills and infection control.</td>
</tr>
<tr>
<td>• undertake safe and effective essential nursing skills.</td>
<td>Supervised practice in placement areas.</td>
</tr>
<tr>
<td>• demonstrate collaborative communication within the interprofessional team in a range of health and social care settings.</td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>• conduct relevant diagnostic and monitoring procedures or undertake/arrange appropriate clinical investigations and treatments.</td>
<td>Equal weighting is given to assessment of theory and practice. Assessment tasks are defined in three broad groups: (1) applied theory, for example written assignment, examination; (2) practice-based, (assessment of practice in practice); (3) integrated, for example Objective Structured Clinical Examination,</td>
</tr>
<tr>
<td>• prioritise nursing interventions in response to changing service user and</td>
<td></td>
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</tbody>
</table>
| environmental needs.  
| • work therapeutically within professional relationships.  
| • carry out effective risk assessment and management.  
| • practice effective medication management skills.  |

| portfolio.  
| The summative assessment of practice is based on a system of continuous assessment over the period of each practice learning opportunity. This culminates in an interview during which the student and his or her Placement Mentor discuss the student’s performance. Achievement of learning outcomes is assessed on a pass/fail basis. The discussion is informed by collected evidence, which is used to substantiate the nature and quality of the student’s performance and submitted as an element of the portfolio. Each summative assessment point in practice will include a Nursing Attributes component which is awarded a grade.  

Specific skills will be assessed based on the NMC (2010) Essential Skills Clusters via the Skill Development Profile.  

The assessment strategy enables the student to meet the statutory requirements leading to eligibility to apply for entry to the NMC Professional Register and the academic requirements leading to the award of Bachelor of Science (Hons). Additionally, the strategy measures and tracks the student’s achievement and progress, providing appropriate feedback to students, teachers, supervisors and mentors.  

For each module, the student must pass each of the summative assessments of theory and practice.  

Progression is achieved by assessing at Certificate Level during Year 1, at Diploma Level during Year 2 and at Degree Level during Year 3. The Essential Skills Clusters, mapped to NMC progression points are certified as achieved by the students mentor at the end of each year within the Skill Development Profile. |
### C2(iv) Key Skills and Attributes

- Emotional intelligence
- Warm and compassionate
- Numeracy including complex drug calculations.
- Effective use of IT.
- Legible, comprehensible handwritten documentation.
- Safe and effective information management including documentation and record keeping.
- Prioritise and manage time and resources effectively.
- Self-awareness and sensitivity taking account of individual differences, capabilities and needs.
- Life long learning skills.
- Undertake effective oral and written presentations.
- Effective communication skills.
- Works within health and safety regulations.
- Works within equalities legislation.
- Effective personal coping strategies.
- Undertake project initiation and management.

### Teaching/Learning Methods and Strategies

A blended learning approach will be utilised incorporating the following:-
- Core lectures and seminars by experts in the field under investigation.
- Tutorials.
- Enquiry-Based Learning process – group and team working with student led sessions and seminars.
- Role play and experiential learning.
- Simulated practice to assist skill acquisition.
- Electronic learning packages e.g. in pharmacology via safe Medicate, essential nursing skills and infection control.
- Supervised practice in placement areas.

### Assessment

Equal weighting is given to assessment of theory and practice. Assessment tasks are defined in three broad groups: (1) applied theory, for example written assignment, examination; (2) practice-based, (assessment of practice in practice); (3) integrated, for example Objective Structured Clinical Examination, portfolio.

The summative assessment of practice is based on a system of continuous assessment over the period of each practice learning opportunity. This culminates in an interview during which the student and his or her Placement Mentor discuss the student’s performance. Achievement of learning outcomes is assessed on a pass/fail basis. The discussion is informed by collected evidence, which is used to substantiate the nature and quality of the student’s performance and submitted as an element of the portfolio. Each summative assessment point in practice will include a Nursing Attributes component which is awarded a grade.

Specific skills will be assessed based on the NMC (2010) Essential Skills Clusters via the Skill Development Profile.
The assessment strategy enables the student to meet the statutory requirements leading to eligibility to apply for entry to the NMC Professional Register and the academic requirements leading to the award of Bachelor of Science (Hons). Additionally, the strategy measures and tracks the student’s achievement and progress, providing appropriate feedback to students, teachers, supervisors and mentors.

For each module, the student must pass each of the summative assessments of theory and practice.

Progression is achieved by assessing at Certificate Level during Year 1, at Diploma Level during Year 2 and at Degree Level during Year 3. The Essential Skills Clusters, mapped to NMC progression points are certified as achieved by the students mentor at the end of each year within the Skill Development Profile.
SECTION D1: COURSE PROFILE AND AWARD REQUIREMENTS

NOTICE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University’s control (eg illness of a member of staff) or because of low enrolment numbers or sabbatical leave. Where this is the case, the University will endeavour to inform students.

Year 1

<table>
<thead>
<tr>
<th>Core, Compulsory and Optional Modules.</th>
<th>List pre- and/or co-requisites and any professional body requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Level modules (all modules are core):</td>
<td>Students must attain the entry requirements as defined by NAM/ IHSCS.</td>
</tr>
<tr>
<td>The Foundations of Nursing</td>
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<td>(60 credits)</td>
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<tr>
<td>Essential Nursing Practice</td>
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<tr>
<td>(60 credits)</td>
<td></td>
</tr>
<tr>
<td>Compulsory Interprofessional Learning Experience IPL1</td>
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</tr>
<tr>
<td>Core skills and knowledge for interprofessional team working. A 7 week programme of 6 x 1 and 1 x 2 hour meetings. Students are selected into groups and pre-registration nursing, midwifery, ODP’s, pharmacy, physiotherapy, occupational therapy, speech and language therapy and medicine and work together focussing on a clinical scenario relevant to their interprofessional student group. For Guernsey students IPL1 will be in a modified form, facilitated by the use of videoconferencing.</td>
<td></td>
</tr>
<tr>
<td>NMC Progression Requirement</td>
<td></td>
</tr>
<tr>
<td>In order to progress to Year 2 of the programme, a student must achieve 120 credits at Level 1, with the proviso that the students subject to reassessment may progress pending the results of the reassessment. Reassessment for any Year 1 module shall be completed and results confirmed by the Board of Examiners within 12 weeks of entering Year 2. Failure to complete reassessment satisfactorily within the defined timescales shall result in the student being withdrawn from the programme.</td>
<td></td>
</tr>
</tbody>
</table>
Core, Compulsory and Optional Modules.

Diploma Level modules (all modules are core):

**Health and Wellbeing**

(60 credits)

**Long Term Conditions**

(60 credits)

**Compulsory Interprofessional Learning Experience IPL2**

Students work in interprofessional groups as in IPL1, focusing on the placement learning opportunities to explore communication within interprofessional working. From October to February students meet 3 times and work in interprofessional groups as in IPL1, with a focus on placement learning use a case scenario based on communication. Students present reflective statements and present their work to peers. For Guernsey students IPL2 will be in a modified form facilitated by the use of videoconferencing.

**NMC Progression Requirement**

In order to progress to Year 3 of the programme, a student must achieve 120 credits at Level 1 and 120 credits at Level 2, with the proviso that the students subject to reassessment may progress pending the results of the reassessment. Reassessment for any Year 2 module shall be completed and results confirmed by the Board of Examiners within 12 weeks of entering Year 3. Failure to complete reassessment satisfactorily within the defined timescales shall result in the student being withdrawn from the programme.

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**List pre- and/or co-requisites and any professional body requirements**

Successful completion of all required components of year 1.

**Progression Requirements or Award**

By end of Year 2, the student will have accrued 120 credits at Certificate Level and 120 credits at Diploma Level.

The student’s last opportunity to change nursing field is at the end of Module 3 in year 2 (on the Norwich site spaces are subject to the SHA contract).

Students leaving the programme at this point qualify for an exit qualification of a Diploma of Higher Education.
Year 3

Core, Compulsory and Optional Modules

Degree level modules (all modules are core):

Meeting Complex needs
(60 credits)

Preparation for Future practice
(60 credits)

Optional: Interprofessional Learning Experience
IPL3 and IPL 4

Students are invited to attend two interprofessional conferences.

List pre- and/or co-requisites and any professional body requirements

Successful completion of modules by the end of Year 2 and met all NMC progression requirements in practice.

Progression Requirements or Award

By end of Year 3, the student will have accrued 120 credits at Certificate Level, 120 credits at Diploma Level and 120 credits at Degree Level. This qualifies them for an exit qualification of a BSc (Hons) Nursing and eligibility to apply to the NMC for entry to the Professional Register.

Year 4 (if relevant)

Core, Compulsory and Optional Modules

List pre- and/or co-requisites and any professional body requirements

Progression Requirements or Award
## SECTION D2: REGULATORY FRAMEWORK FOR AWARDS

### D2a Regulatory Framework: *(please tick against the relevant framework)*

<table>
<thead>
<tr>
<th>Common Course Structure for Undergraduate Programmes (CCS)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAM Common Course Structure (NAM-CCS)</strong></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Common Regulatory Framework for Postgraduate Programmes (CPG)</strong></td>
<td></td>
</tr>
</tbody>
</table>

It is expected that all new degree courses will conform to the common University regulations (either to CCS, NAM-CCS or CPG, and the associated Instructions to Examiners).

### D2b Degree Classifications

**For First degree programmes**

1. **Weighting (in percentage terms) which each year of the course contributes to the calculation of the degree classification.**

   **(Part-time Programmes)**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% (Level 2 credits)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% (Level 3 credits)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. **Please indicate whether an aggregate mark and/or the University marks profile is taken into consideration for the purpose of determining degree class.**

   A mark of 40% and above constitutes a pass at summative assessment in theory and practice. The classification of the degree outcome shall be calculated from the mean mark of all the modules undertaken at Diploma and Degree Level as follows:
Marks are not automatically rounded up eg 69.9 equates to Class 2, Division 1 and 59.99 to Class 2, Division 2. The Board of Examiners retains responsibility for determining the classification of the Degree.

### D2c Postgraduate Awards

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Are (any) modules assessed on a pass/fail (instead of numerical) basis?</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>If so how many credits are assessed on a pass/fail basis</td>
<td>........</td>
</tr>
<tr>
<td>ii</td>
<td>Can the award by conferred with distinction?</td>
<td>YES</td>
</tr>
<tr>
<td>iii</td>
<td>On what criteria is the distinction awarded? (See also the Regulations for the Common Postgraduate Regulatory Framework.)</td>
<td></td>
</tr>
</tbody>
</table>

### Please Note

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**Note:** Sections E, F, G and H are for internal approval purposes and should NOT be placed on the intranet
SECTION E: EQUAL OPPORTUNITIES (including students with disabilities and students from ethnic minority groups)

Please indicate

a) How the admissions policy will aim to preserve and promote equality of opportunity for all applicants.

NAM operates an admissions policy that adheres strictly to the UEA’s equal opportunities policy on admissions and access to the University’s courses. Accordingly, NAM aims to ensure that no applicant receives less favourable consideration on the grounds of gender, age, marital status, race, colour, disability, sexual orientation, nationality, ethnic origin, political or religious belief. We welcome applications from people with disabilities and work within relevant legislation and the guidelines offered by the Nursing Midwifery Council, the Health Professions Council, the UEA Admissions Policy for students with a disability, UEA/partner NHS Trust Occupational Health and Human Resources Departments, and the UEA Dean of Students’ office. We aim to achieve this by providing clear, accurate and transparent information regarding all of our admissions policies and processes. Our courses are actively marketed on local, regional and international levels through a range of media that aim to reach prospective students from a wide range of backgrounds. Marketing activities include: the NAM website, published programme information brochures, advertising in the regional press, sixth form/career publications, and UCAS/other university guides, attendance at a variety of UCAS/careers events, NHS and private health sector recruitment events, and regional/national fairs and shows. The IHSCS, whilst espousing the above values relating to equality of opportunity, are only able to recruit applicants with Guernsey residential status.

Our entry requirements reflect a wide range of academic and vocational qualifications encouraging flexible entry routes for school leavers, mature applicants, healthcare workers, and transfers from other HEIs. In addition, the School works closely with the University’s Outreach Office and the Faculty Outreach Officer, engaging in a full annual programme of events for; the “Gifted and Talented” programme, specific lower performing schools, regional FE Colleges, and individuals from lower socio-economic backgrounds. The School also participates fully in Widening Participation and Aim Higher initiatives and activities. This process is supported by a rigorous and efficient system for accrediting prior learning (APL). Entry requirements are reviewed annually by the Recruitment, Selection and Marketing Committee and relevant stakeholders to reflect the rapid changes in academic and vocational qualifications available nationally and internationally.

All recruitment, selection and marketing policies and procedures are agreed, conducted and reviewed in collaboration with service users and our partner Service Providers via the School Recruitment, Selection and Marketing Committee. The School’s Director of Admissions, together with the School’s Admissions Officer is responsible for ensuring that equality of opportunity is assured for all applicants and is accountable to the NAM Executive. The Recruitment, Selection and Marketing Group, with a representative from Guernsey, support the Admissions Officer in this work. The school’s performance in relation to equal opportunities legislation and University policy is monitored continuously by the University’s marketing and Communications Office and reported to the School via the School Executive Committee. Equal opportunities policies are monitored and reviewed annually via the School’s Director of Admissions and the School’s Disability Liaison Officer’s annual Report to the School Board and the NAM Executive Committee.
**b) How the course will aim to preserve and promote equality of opportunity for all students.**

The course will aim to preserve and promote equality of opportunity for all students through its teaching, learning and assessment methods described in Item C below. It is also the case that the concepts of equality and diversity are embedded in the course content where appropriate.

Where a student needs support or reasonable adjustments due to a disability the School has a system, linking with appropriate central University services and placement partners, for ensuring this is achieved promptly and effectively. The School also receives a profile report each year from the Equality and Diversity office showing the student population by protected characteristic, as far as it is currently collated. This information is used to monitor patterns of participation and is part of a developing database to help determine the success within the School of students from different groups.

Wherever possible within the learning and teaching strategy students are encouraged to work with as wide a range of their peers as possible to develop understanding of co-operation within a diverse population. A range of group work and assessment styles is employed within the teaching framework to ensure all students have the opportunity to succeed.

The academic culture in the School encourages the ongoing development and review of programmes to establish curricula that are inclusive of knowledge contributing to the subject area from an international perspective.

**c) How teaching and learning and assessment methods will aim to preserve and promote equality of opportunity.**

The School aims to create an atmosphere of learning that welcomes differences and encourages all staff and students to value diversity. We seek to ensure fair treatment for all students in accessing learning opportunities, teaching, assessment, support and welfare. This is achieved by using a wide variety of teaching, learning and assessment methods to meet the needs of a diverse student population. In addition all staff work in close association with the Dean of Students’ office and Occupational Health to provide individualised learning plans and support where needed. The use of a faith calendar is also used in planning the assessment strategy to ensure that these meet the diversity of students from a diverse range of cultural backgrounds can be accommodated as far as is operationally reasonable.

There is careful monitoring of the student experience to ensure that any reported discrimination is followed up and staff regularly receive briefings and training on equality matters.

[For any resource implications, please see Section G4c.)]
### F1 Academic Strategy

**a)** How does the course fit in with:

- **your School's academic plan?**
  
  The programme has evolved over time, ensuring the programme retains a contemporary edge in preparing students to work with service users and carers. A successful year on year increase in programme applications has lead to this early move to an all graduate intake.

- **the Faculty’s academic plan?**
  
  - Maintain a reputation for a high standard of education to reach wider national and international audiences. This includes a range of approaches, for example, marketing materials and consistent messages via Faculty “Ambassadors”
  - NAM has one of the widest entry gates for admission in the University and understands the issues of working with students who do not come to University through the ‘traditional routes’ 17.1% of NAM’s students come from post codes representing areas of social deprivation, making the School the University’s highest contributor to its Widening Participation Agenda.
  - Adherence to the learning and teaching core principles 6.2 in the FoH Strategic Plan.

- **UEA’s corporate plan?** *(Please refer to the UEA intranet [http://www.uea.ac.uk/ueanetwk/vco/welcome.html]*)

  The UEA strives to develop new markets and partnerships such as the current partnership with IHSCS Guernsey for pre-registration nursing.

**b)** Does the course contain any overlap of material with existing courses at UEA? If so, please give details, naming the School of Studies concerned, identifying the course code and title, and summarising the outcome of prior consultations with that School(s) and the appropriate Faculty on the overlap issue.

This programme will replace the current Dip HE and BSc Nursing programme.

With the move to an all degree programme students on the last diploma intake in September 2010 will have no subsequent cohort to intercalate into should they need an interruption from their programme of study. Prospective students will be informed of this during the admissions process and on joining the programme. Students on current diploma programmes of study requiring an interruption can be APL’d across and will have bespoke academic plans developed to allow completion of their programme. The independent learning weeks can/will be used for any additional practice time that maybe required.
### F2 Market Demand

**a)** Are identical or similar courses offered elsewhere in the UK? If so, please give details of the number, title(s), institution(s) etc and indicate why you think your course has a comparative advantage over its competitors:

Courses of a similar nature are offered in a number of (Approved Education Institution (AEIs) across the UK. The edge that the UEA/NAM programme has over other programmes is:

- a) Its geographical location and the ability to recruit from both a local and national pool of applicants
- b) The development of independent and group learning through the use of blended learning approach to teaching and learning.
- c) The programme continues to meet local demand for newly qualified nurses most of whom still achieve local employment within the NHS, private and independent sector.
- d) The School's awareness of and ability to accommodate students from a wide range of educational and cultural backgrounds makes it a good choice for students from diverse communities.

For Guernsey applicants there is no other nurse education provider on Island.

**b) i)** What is the evidence of current and future demand for the course from employers (industry, commerce, government agencies, the professions etc.), broadly defined national needs, students, developments in the subject area?

This programme will feature in the annual teaching contract that the School has with the Strategic Health Authority, who have continually demonstrated a commitment to this programme. In Guernsey in any 3-year period there are up to 40 students registered on the Pre-registration Programme, demonstrating a long-term and flexible commitment to the programme.
ii) What are the career opportunities for students successfully completing the course?

Employment within the local NHS Health Trusts, Healthcare Trusts nationally, the independent and private Health care sector. In Guernsey, students are required to work within the HSSD for 3 years following the completion of the programme.

c) (For UG proposals only): What is the annual number of applicants currently applying nationally for similar courses (details available from Access and Admissions Office, ext. 3728)?

The number of applications received in the 2009/10 cycle for the four fields were:

- 3,985 applications - Adult
- 5938 - Children’s
- 361 - Learning Disabilities
- 3685 - Mental health.

Guernsey has not run a degree exit only pre-registration nursing course before but in the current programme the majority of students studying at the IHSCS site transfer to degree level studies at the end of Year 2 with a subsequent high graduate output.

d) Is there evidence that current and projected demand for such a course cannot be met from existing provision (a) nationally and (b) regionally? If so, please give details:

Whilst a similar programme is in operation in a regional institution, the local NHS Trusts have expressed a strong desire that a programme should be provided at UEA/NAM as this will:

1) meet local demand
2) reduce travel and other inconveniences for students.

For Guernsey applicants there is no other nurse education provider on Island.
e) What external bodies (eg professional associations and relevant employers or employers’ groups) have been consulted about the course and what views have they expressed?

Throughout the programme development NAM/IHSCS have consulted widely via:

- ongoing dialogue with External Examiners
- whole School curriculum development workshops for lecturers in October 2010
- formal representation of stakeholders including NHS trusts, private and independent sector at curriculum development workshops in November 2010
- consultation with Student Council in November 2010
- consultation with service users and carers via the NAM service user and carer forum in December 2010 and February 2011
- Programme committees where service partners, practitioners and students contribute to curriculum development.

Additionally the developmental process was informed by a critical review of the following influential factors:

- Recent annual monitoring and review activities undertaken by the Nursing and Midwifery Council in 2010
- The findings of Major Review undertaken by the Quality Assurance Agency in June 2006
- Ongoing student evaluations of the current pre-registration curriculum
- Current professional, educational and service drivers
- A critical review of the Nursing and Midwifery Council Standards for pre-registration nursing education (NMC 2010)
- A review of the Nursing and Midwifery Council Advice and guidance for implementing NMC standards for the Pre-registration nursing education (NMC 2010).

f) How will the School/Faculty ensure that the views and/or requirements of professional bodies and of employers are taken into account during the lifetime of the course?

Members of faculty who are closely associated with the programme are members of the relevant professional groups. The views of local employers are obtained through programme committees where there is a representative from each of the NHS, private and independent partners of the programme. Comparable structures are in place in Guernsey.

g) Does the course require/imply any external accreditation? If so, by whom and when might this occur?

Yes, external accreditation is required from the NMC with endorsement to run in Guernsey.
F3 Admissions

a) Admissions Criteria (please specify)

1. Age:

There are no age requirements, however Directive 2005/36/EC on the Recognition of Professional Qualifications, Article 31(1) requires that ‘Admission to training for nurses responsible for general care shall be contingent upon completion of general education of 10 years, as attested by a diploma, certificate or other evidence issued by the competent authorities or bodies in a Member State or by a certificate attesting success in an examination, of an equivalent level, for admission to a school of nursing’.

This will be checked and confirmed by the Admissions Administrator and a member of academic staff at short-listing and interview.

2. Minimum Academic Qualifications for Entry:

AEIs are responsible for setting their own minimum academic qualifications for entry to nursing programmes.

UEA minimum entry qualifications are:

- 3 A2 Levels at grades: BBC (no subjects specified) (BBB for Children’s Nursing only)
- Advanced Diploma in Society, Health & Development: BBC
- International Baccalaureate: 29 points
- Irish Leaving certificate: BBBCCC
- Scottish Highers: BBBCC
- Scottish Advanced Highers BBC
- BTEC National Diploma (18 unit) in Health or Care: DMM
- BTEC National Diploma in early Years: DDM
- CACHE Diploma: B
- Foundation Degree (Health, Care or Science subject): Pass
- Access to Higher Education Diploma: Merits in 45 credits at level 3
- Open University Unit in Health or Care: 60 credits minimum: Pass
- UEA Science Foundation Year: 55% overall
- Diploma of Higher Education: Pass
- Bachelor Degree: pass

Other criteria:

- Five O levels/GCSEs Grade C or above including English Language or Literature, and Mathematics (not required for some qualifications e.g. Access to HE course, Foundation Degree)
- Evidence of recent study (within the last 5 years) is required.

Applicants must able to provide their original qualification documents on the day of selection otherwise that they are not eligible for interview, and/or following results day prior to commencing the course.

3. Literacy and Numeracy

NMC (2010 Standards: R3.1 and R3.2) must ensure that admission criteria include evidence of:
• Good command of written and spoken English including reading and comprehension. This will be assessed throughout the recruitment process, at interview, by appropriate entry qualifications, employment information from application form, and references.

• Literacy including basic skills required to follow a pre-registration nursing programme at a satisfactory level. All applicants will undertake and must pass a computer based literacy test equivalent to key skills level 3 on the selection day prior to interview and hold appropriate entry qualifications.

• Ability to communicate clearly and effectively in writing including the use of a computer. This will be assessed by documented evidence on the application form, entry qualifications and at interview.

• Basic numeracy skills such as the ability to use numbers accurately in respect of volume, weight & length. These skills must include: addition, subtraction, division & multiplication, use of decimals, fractions & percentages, and the use of a calculator. All applicants will undertake a computer based numeracy test equivalent to key skills level 3 on the selection day prior to interview. Appropriate entry qualifications.

When applicants from outside the European Economic Area (EEA) offer the International English Language Testing System (IELTS) as evidence of literacy, AEIs should apply NMC requirements for overseas applicants to the register. In these cases, the NMC will accept IELTS examination results (academic or general) where the scores are at least 7.0 in the listening and reading sections and at least 7.0 in the writing and speaking sections, and where the overall average score is at least 7.0 (NMC Standards: R3.1.2a).

4. Evidence of Good Character and Health

NMC (2010 Standard: R3.4.1) AEIs must check evidence of students’ good health and good character when they enter the programme. Good health and good character must also be checked when transferring from a nursing programme elsewhere, or when rejoining a programme after a lengthy break. AEIs must require students to immediately declare any cautions and convictions they receive, including charges pending, before entering and throughout the programme.

All applicants must demonstrate that they have good health and good character by:

• completion of health questionnaire and subsequent clearance by the University’s or HSSD’s Occupational Health Department
• a minimum of 2 satisfactory character references from suitable referees
• a satisfactory Enhanced Criminal Record Bureau record.

5. APL

NMC (2010 Standards 2010: R3.5.1) Programme providers must have rigorous processes for accrediting both theory and practice learning.

Applicants are invited to apply for APL to the School APL co-ordinator on receipt of confirmation of an offer.

6. Eligibility for an NHS funded place:

Applicants must be personally eligible for NHS funded for a full-time place in England. They need to be ordinarily resident in any UK country on the first day of the first academic year of the course (unless exceptions apply), and have been ordinarily resident in the UK and Islands (or in the territory comprising the EEA and Switzerland...
in some cases) throughout the 3 year period preceding the first day of the first academic year of the course. Eligible students should have settled status under the immigration laws unless they are exempt from this requirement (e.g. where asylum has been granted).

This is verified for each student by the Admissions Administrator and relevant Admissions Officer.

### b) Proposed student intake target

<table>
<thead>
<tr>
<th>FT Home/EU</th>
<th>FT INTL</th>
<th>PT (heads)</th>
<th>DL (heads)</th>
</tr>
</thead>
</table>

### c) Minimum intake (FTEs)

The School is seeking approval for the following minimum numbers:

- a) Adult – 120
- b) Children’s – 14
- c) Learning Disabilities 15

In Guernsey the minimum intake will be:

- a) Adult – 6
- b) Mental Health – 6

### d) Maximum intake (FTEs)

The School is seeking approval for the following maximum numbers:

- a) Adult – 170
- b) Children’s – 20
- c) Learning Disabilities - 21
- d) Mental Health – 29

In Guernsey the maximum intake will be:

- a) Adult – 16
- b) Mental Health – 16

### e) (For UG proposals only): Are any particular Access programmes relevant to this course (and if so which)?

- Foundation Degree in a Health or Care related subject.
- Access to Higher Education in a Health or Care related subject.
- An approved European or international Baccalaureate.
- Open University 60 points Level 1 in a Health or Care related subject.

### f) Student Targets

#### i) Are the intake targets given in Section E3 additional to the currently approved student targets of the sponsoring School(s) of Studies or will the course involve a redistribution of current targets between courses? Please give details:
<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii) If the intake targets are additional, have the additional numbers</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>been authorised by the Planning Office (Deputy Academic Registrar)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**F4 Course Management Details**

1. Faculty

2. i) Teaching Institution (UEA or elsewhere) NAM, UEA, IHSCS Guernsey

   ii) Placement(s)/Work-based Practice required YES ✓

   NO

   iii) Please indicate type (eg year in industry) Health Care Environments

3. i) Exit Awards below final award YES ✓

   NO

   ii) If YES, please specify (eg Diploma of Higher Education, Certificate of Higher Education) At the end of Year 1 Certificate of Higher Education At the end of Year 2 Diploma of Higher Education. These are not professional qualifications and the student is not eligible to apply to the NMC for entry to the professional register.

4. Length of Programme 3 years

   Where students have a period of intercalation/absence, they must complete the programme in not more than 5 years (Standard R3.9.1 NMC 2010)

5. Mode(s) of Attendance (Please tick as appropriate) Full-time ✓

   Part-time

   Distance Learning

6. Course Director(s)

   Catherine Delves-Yates (NAM)

   Rachael Major (IHSCS)

7. Relevant Subject Benchmarking Statements QAA benchmark statements for Nursing QAA (2001)

8. Start date (for new course proposals) 26 September 2011
9. i) Accreditation/Professional Body (where applicable): Nursing & Midwifery Council
   ii) Date of original accreditation/recognition by Profession Body (if relevant)
   iii) Most Recent Accreditation Date (if relevant)

10. **Board of Examiners**
   i) Is a new Board of Examiners to be responsible for the programme(s)/course (*please tick*)
      YES
      NO ✓
   ii) If NO, please specify which Board of Examiners will be responsible for the programme(s)/course
   iii) Is (are) any additional external examiner(s) required? YES
      NO ✓
      If YES, how many?

11. (**For existing programmes**)  
   i) Date of most recent University periodic review
   ii) Date of next University periodic review

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**SECTION G: RESOURCES**

**Preamble**

The introduction of new courses/programmes involves the commitment of additional resources and/or the redistribution of existing resources. The full resource implications of a new course are sometimes not immediately obvious: some costs (eg the additional demands on teaching accommodation) are “hidden” and are not always recognised by course proposers. This section of the approval form is therefore designed to address the full range of resource issues associated with a new course.

**G1 Tuition Fees**

Please specify whether the income to be generated by the course is to be from:

a) tuition fees at the standard home/EU rate plus any HEFCE recurrent grant for teaching that the student numbers may generate  
   N/A

b) some other source (eg full cost fees, teaching contract)  
   SHA contract

c) has the Fees Officer in the Planning Office of the Academic Division (ext 3498 been consulted?  
   YES
   NO ✓
G2 Modules of Teaching

a) Does the course require the provision of additional modules of teaching not currently available (if so, please complete the section below)?

For new programmes involving new modules:
Please complete as far as possible the section below for each new module

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit</th>
<th>Semester (Autumn/Spring)</th>
<th>Pre-requisite(s)</th>
<th>Co-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Module 1 - Foundations of Nursing</td>
<td>60 credits</td>
<td>Autumn</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Convenor: Rupert Wood/Kate Emerson/Rachael Major (Adult) Wendy Dubbin (Children’s) Steve Wilkinson (Learning Disabilities) Rosalyn Spilling/Janey Speers (Mental Health)

Date of Approval

Brief Description
(aims, objectives, content, teaching and learning method(s), learning outcomes)

Aims

The Module aim is to introduce students to the values and evidence base that underpin contemporary nursing practice encapsulated by the NMC Code (2008). Students will begin to develop and harness the skills of lifelong learning including reflection. Key concepts to be explored include therapeutic relationships, professional boundaries, promoting health, clinical governance, interprofessional learning and systematic approaches to nursing. An emphasis is placed on the acquisition of essential nursing skills. There will be a focus on the development of student’s self awareness for effective nursing practice.

Content

Professional values

NMC Codes of Conduct (Nurses and Students) (2008, 2009)
Consent and confidentiality
Becoming a student on a professional course
Accountability – including addressing concerns
Equality, diversity, inclusiveness and rights
Partnership working/collaboration
Ethical principles
Developing resilience

Nursing practice and decision making

Person centred approaches
The nurse’s role in promoting health
What is health?
Nursing documentation and record keeping
Introduction to risk assessment and management
Systematic approaches to nursing
Clinical governance
Health and safety:–
  • Fire safety
• Infection control – hand hygiene, dress code
• Food hygiene
• Manual handling
• Personal safety
• Basic Life Support
• First aid
• Pharmacology and medicines management
• 9 Rights
• Standards for medication administration
• Introduction to Safe Medicate
Nutrition, hydration and fluid management
Physiological measurements
Meeting the essential and immediate needs of people eg personal care, elimination, end of life
nursing
Life sciences including anatomy and physiology in health
Social, health and behavioural sciences
Human development
Role of surgery in health practice
Principles of working with service users undergoing surgical interventions to include theatre
nursing
Routine surgical interventions including related anatomy and physiology
Common illnesses, symptoms, diagnosis and treatment.

Communication and interpersonal skills

Engagement
Effective listening and responding
Models of communication eg Calgary Cambridge
Therapeutic relationships and boundaries
Empathy and compassion

Leadership management and team working

Assertiveness skills
IPL
Service improvement
Working in groups

Research

Introduction to Research
Evidence based practice

Lifelong learning

Searching skills
Academic integrity
Reading and note taking
Learning styles
Time management
Portfolio development and use
Reflection
Working in learning groups
Role play
Teaching and learning strategies
Numeracy
Throughout this module, blended and shared learning approaches will enable students to meet the learning outcomes. The programme offers more direction in the first than later years as students commence their learning journey towards attainment of the nursing degree and registration.

Learning Outcomes

By the end of this module students will be able to:

1. Recognise the nurse’s role in promoting health and working with people to identify and meet their health needs.
2. Demonstrate effective listening and responding skills.
3. Understand the values that underpin contemporary nursing practice.
4. Identify the importance of using evidence to underpin nursing practice.
5. Practise safely, recognising and working within the limitations of their own knowledge and skills and professional boundaries.
6. Use reflection to learn from experience and develop self-awareness.
7. Commit to and uphold the Code (NMC 2008).
8. Contribute effectively to nursing documentation.
9. Understand the relevance of a systematic approach to nursing.
10. Recognise the value of interprofessional working.
11. Demonstrate safe practice of essential skills.
12. Demonstrate an awareness of the importance of building a therapeutic relationship within appropriate professional boundaries.
13. Begin to develop the skills required for independent learning.
15. Safely practise medications calculations.

Adult Field Specific

1. Undertake holistic assessments of individuals undergoing a surgical procedure.*
2. Outline an appropriate plan of care for individuals in the pre, peri and post operative periods of a surgical intervention. *
3. Apply surgical nursing skills to safely meet the physical needs of individuals undergoing a surgical procedure. *

*These outcomes will be commenced in module 1 but not completed until module 2.
Method(s) of Assessment

Formative Assessment
Practice assessment
Safe Medicate
EBL presentation feedback
Clinicalskills.net
Academic Advisor feedback on portfolio components
Hand hygiene assessment

Summative Assessment: Total 60 credits
3,000 word Communication assignment:- Credit weighting 1/3
Portfolio:- Credits weighting 1/3
Practice:- Credit weighting 1/3 (a grade will be awarded for the Nursing Attributes component)
G2  Modules of Teaching

a) Does the course require the provision of additional modules of teaching not currently available (if so, please complete the section below)?

For new programmes involving new modules:
*Please complete as far as possible the section below for each new module*

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit</th>
<th>Semester (Autumn/Spring)</th>
<th>Pre-requisite(s)</th>
<th>Co-requisites(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Module 2 - Essential Nursing Practice</td>
<td>60 credits</td>
<td>Spring</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Convenor: Marion Wilson/Katrina Emerson/Rachael Major (Adult) Wendy Dubbin (Children’s) Paul Hunter (Learning Disabilities) Joan Schulz/Janey Speers (Mental Health)

Date of Approval

**Brief Description**
(aims, objectives, content, teaching and learning method(s), learning outcomes)

**Aims**

The aim of this module is for students to explore the health needs of a diverse population. Underpinning theory will take account of individual physical, psychological, social and spiritual health needs. Recognition will be given to the importance of working with families, carers, and support networks to address people’s needs. Key themes within this module will include communication, common physical and mental health problems, children and young people, dealing with emergency situations. This module will provide students with the underpinning knowledge related to the nurse’s role in safeguarding children and vulnerable adults. Interprofessional learning will continue in this module.

Students will be supported in further developing their self awareness, using support systems to recognise, manage and deal with their own emotions. Essential nursing skill development will continue.

**Adult Field Specific**

Adult field students will consider the philosophy and policy underpinning contemporary adult services. They will learn the underpinning knowledge and skills relating to building relationships with people in physical and/or mental distress in a range of settings. The module will include exploration of the power imbalances between professionals and people experiencing physical and mental health problems. Knowledge will be developed to enable the recognition of the early signs of illness in individuals of all ages, accurate patient assessment and an understanding of the prompt and appropriate management of patients who are either acutely ill or have the potential to become so. Through teaching and learning activities students will be required to demonstrate a willingness to actively consider the significance of and factors affecting their own physical and mental wellbeing and the importance of this for the therapeutic use of self. There will be an emphasis on the value and need for clinical supervision in adult practice.

**Children’s Field Specific**

In this module children’s nursing field students will explore health policy and legislation related
to the health of children and young people. They will learn the underpinning knowledge and skills that will enable them to communicate effectively with children, young people and their families. This module will introduce them to family centred care and the importance of this in the nursing of sick children. They will explore the effects of hospitalisation on children, young people and families and will begin to understand the value of therapeutic play.

**Learning Disabilities Field Specific**

In this module Learning Disability nursing field students will explore the philosophy, health and social policy underpinning the provision of services to individuals with learning disabilities. They will develop the knowledge and skills that will enable them to communicate effectively with individuals who have a learning disability their families and carers. Through teaching and learning activities they will demonstrate the importance of promoting the autonomy, rights and choices of individuals with learning disabilities.

**Mental Health Field Specific**

During this module mental health field students will explore the philosophy and policy underpinning contemporary mental health services. They will learn the underpinning knowledge and skills relating to building relationships with people in mental distress in a range of settings. The module will include exploration of the power imbalances between professionals and people experiencing mental health problems. Knowledge will be developed in relation to factors which can lead to deterioration of mental health including trauma and abuse. Through teaching and learning activities students will be required to demonstrate a willingness to actively consider the significance of and factors affecting their own mental wellbeing and the importance of this for the therapeutic use of self. There will be an emphasis on the value and need for clinical supervision in mental health practice.

**Content**

**Professional values**

Promoting dignity, choice and respect, 
Upholding individual’s rights
Advocacy
Professional identity
Professional and legal frameworks

**Nursing practice and decision making**

Common physical and mental health conditions across the lifespan – epidemiology and applied anatomy and physiology in relation to:

- Diabetes
- Cardiovascular disease - hypertension
- Depression
- Anxiety
- Dementia
- Substance misuse
- Asthma
- Epilepsy
- Infection
- Musculo-skeletal

Co morbidity
Community profile
The relationship between the population and health needs
Inclusion/exclusion
Child protection
### Adult protection
Inequalities and stigma
Holism
Spirituality
Essential nursing practice
Human development
Detecting and dealing with common emergencies, within own limitations

### Communication and interprofessional skills

- Overcoming barriers to communication
- Augmented and alternative communication strategies
- Working with distress, including handling strong emotions
- Appropriate communication across the lifespan
- Working with families and carers
- Engagement and self awareness
- Self awareness including own value base
- Use of written and verbal communication
  - telephone communication
  - writing letters
  - writing reports
  - handover

### Leadership, management and team working

- Support networks
- Effective team working

### Research

- Identifying relevant literature
- Applying evidence to practice

### Lifelong learning

- Clinical supervision
- Applied numeracy skills
- Emotional intelligence
- Self awareness

### Adult Field Specific

- Introduction to the principles of sick patient assessment
- Assessing and observing the sick adult or child
- Prompt and appropriate management of the sick adult or child
- History of adult health practice
- History of the NHS
- Politics of the NHS and impact of governmental policies
- Role of NICE and NICE guidance
- Administration of medications across the lifespan
- Service user involvement and experiences of service users
- Power imbalances within the NHS
- Clinical supervision in Adult practice
- Maintaining own physical and mental wellbeing in Adult practice
**Children’s Field Specific**

- Family centred care
- Effects of hospitalisation on child and family
- Therapeutic use of play
- Administration of medicines to children
- Communicating with children and families including non-verbal methods
- Assessing and observing the sick child
- Child health policy and its implications for children’s nurses
- Child development

**Learning Disabilities Field Specific**

- Historical development of learning disability services
- History of learning disability nursing
- Implications of recent government policy
  - Social inclusion
  - Anti-oppressive practice
  - Disability Discrimination
- Co-morbidity in relation to learning disabilities
- Signalong

**Mental Health Field Specific**

- History of mental health nursing
- Community emphasis/services in the least restrictive setting
- Implications of recent government policy
- Priorities for service delivery
- Early engagement with people presenting with psychosis, low mood, cognitive impairment and mania
- Sociology and Psychology – power, organisational cultures, anti-oppressive practice, service user involvement (including history), experiences of services users (including professional attitudes and social exclusion, attitude formation)
- Determinants of mental illness, including trauma, the stress/vulnerability model and significant life events
- Mental health pharmacology
- Mental health legislation – an introduction
- Recovery approach
- Contemporary policy – No helath without mental health
- NICE guidance

**Teaching and Learning Methods**

In the first 8 weeks of the module blended and shared learning approaches support students to meet the module outcomes. During week 9 they will engage in simulated practice to further prepare them, prior to their 11 week practice experience. Students return to School for a 1 week period of practice learning experience evaluation and contextualisation.

Students will be allocated to either a generic or field practice learning experience, which contrasts with module 1, as their practice Hub. Together with spoke learning experiences this will facilitate them to meet the practice learning outcomes. Students will return to School on Wednesdays for simulated practice to enhance skills development.

Following this module there are 3 independent learning weeks in which students can make up practice or theory time, undertake additional skills practice or independent study/reading (should they need to).
Learning Outcomes

By the end of this module students will be able to:

1. Explore the health needs of a diverse population.
2. Discuss individual health needs, taking account of physical, psychological, social and spiritual aspects.
3. Deliver basic care required to meet essential needs for people who are unable to meet their own.
4. Use a range of effective strategies to communicate with people with diverse needs.
5. Demonstrate an understanding of how the environment, culture, religion, spiritual beliefs, age, gender and sexuality can impact on illness and disability.
6. Demonstrate respect for people’s rights, promoting dignity, choice and autonomy.
7. Describe common physical and mental health problems across the lifespan.
8. Recognise the importance of working with families, carers, and support networks to address people’s needs.
9. Have an understanding of the development of children and young people within the family context and how this affects their individual needs, health, behaviour and communication.
10. Demonstrate an understanding of how to work within ethical, legal and professional frameworks and local policies to safeguard and protect vulnerable people.
11. Use support systems to recognise, manage and deal with own emotions.
12. Respond appropriately when faced with an emergency or a sudden deterioration in a person’s physical or psychological condition.
13. Safely and accurately carry out basic medications calculations.
14. Develop emotional intelligence and self awareness to enable effective engagement with people.
15. Commit to and uphold the code (NMC 2008).

Adult Field Specific

3.1 Recognise and respond to the essential needs of all individuals who access health care services.
4.1 Consider and apply relationship building skills to engage with and support individuals and their families.
6.1 Explore the power imbalances between professionals and people experiencing adult health problems.
9.1 Describe the normal physical, emotional and psychological developmental stages in children.
9.2 Identify normal developmental milestones in children.
9.3 Recognise a vulnerable child and the adult nursing role in relation to safeguarding children.
11.1 Recognise the value and need for clinical supervision in adult health practice.
12.1 Recognise the early signs of illness in individuals of all age
12.2 Undertake accurate assessments and commence appropriate and prompt management for individuals who are acutely ill, at risk of clinical deterioration or require emergency care.
14.1 Demonstrate a willingness to actively consider the significance of and factors affecting their own physical and mental wellbeing and the importance of this for the therapeutic use of self.

Children’s Field Specific

2.1 Participate in an informed manner, in meeting the essential health needs of people across the lifespan and in the full range of health care settings.
4.1 Explore key issues involved in effective communication with children, young people and their parents.
5.1 Explore the possible implications of religious, gender and cultural diversity on nursing practice with children, young people and their families.

6.1 Explore the role of advocacy in relation to nursing practice with children, young people and families.

8.1 Explore the concepts of family centred care and their implications for practice.

9.1 Compare and contrast different parenting styles and family dynamics and consider how these might impact on nursing practice with children, young people and their families.

11.1 Recognise and value the need for clinical supervision in children’s nursing practice.

14.1 Demonstrate a willingness to actively consider the significance of factors affecting your own mental wellbeing and the importance of this for the therapeutic use of self.

Learning Disabilities Field Specific

3.1 Discuss the power imbalances between professionals and people with learning disabilities.

3.2 Explore the impact and influence of the historical development of services for people with learning disabilities on current service provision.

11.1 Recognise the value and need for clinical supervision in learning disability nursing practice.

12.1 Recognise the early signs of illness in individuals of all ages.

12.2 Recognise the factors that may lead to the deterioration of mental health (including trauma/abuse).

11.2 Demonstrate a willingness to actively consider the significance of factors affecting their own mental wellbeing and the importance of this for the therapeutic use of self.

Mental Health Field Specific

3.1 Explore the philosophy underpinning contemporary mental health services.

4.1 Consider and apply relationship building skills to engage with and support people in mental distress and their families.

6.1 Explore the power imbalances between professionals and people experiencing mental health problems.

11.1 Recognise the value and need for clinical supervision in mental health practice.

12.1 Recognise the factors that can contribute to the deterioration of mental health including trauma and abuse.

14.1 Demonstrate a willingness to actively consider the significance of factors affecting their own mental wellbeing and the importance of this for the therapeutic use of self.

Method(s) of Assessment

Formative Assessment
Presentation feedback
Mock OSCE
Safe Medicate
Clinicalskills.net
Practice assessment

Summative Assessment: Total 60 credits
Group presentation:- Credit weighting 1/3
OSCE including Safe Medicate:- Credit weighting 1/3
Practice:- Credit weighting 1/3 (a grade will be awarded for the Nursing Attributes component)
G2 Modules of Teaching

a) Does the course require the provision of additional modules of teaching not currently available (if so, please complete the section below)?

For new programmes involving new modules: Please complete as far as possible the section below for each new module

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit</th>
<th>Semester (Autumn/Spring)</th>
<th>Pre-requisite(s)</th>
<th>Co-requisite(s)</th>
<th>Convenor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Module 3 - Health and Wellbeing</td>
<td>60 credits</td>
<td>Autumn</td>
<td>Achievement of Year 1 Learning Outcomes</td>
<td>None</td>
<td>Charlene Lobo/Annette Hardy/Rachael Major (Adult) Bruce Lindsay (Children’s) Sara Laugher (Learning Disabilities) Caroline Downs/Janey Speers (Mental Health)</td>
</tr>
</tbody>
</table>

Date of Approval

Brief Description (aims, objectives, content, teaching and learning method(s), learning outcomes)

Aims

The aim of this module is to explore and apply the concept of empowerment and health promotion in nursing practice. An emphasis on therapeutic relationships continues. There will be exploration of the impact of illness and disability on people’s lives across the life span. The assessment of nursing needs and planning of interventions continues to be a key theme. The skills and knowledge related to identifying changes in health status, health crises and coping strategies form a key part of learning. Students will receive support with the transition to Diploma level studies. Interprofessional learning (IPL2) commences in this module.

Adult Field Specific

Adult students will learn the principles of maintaining and promoting health and well-being across all ages. The context of health and well-being for adults will be grounded in public health principles looking at the relationship between lifestyle and health, detecting and responding to health changes and exploring the nature of health screening. Adult students will explore the impact of illness and disability following patient pathways as they move between primary and secondary care. There will be an emphasis on the ability to safely apply a range of diagnostic skills and the appropriate technology to assess the needs of the individual. The complexities of forming therapeutic relationships within a range of adult service delivery settings will be explored. The normal physiological and psychological processes of pregnancy will be focused upon with adult students gaining experience in pre and postnatal care over the course of this and the following module. In a similar way adult field students will learn about the normal physical, emotional and psychological development of children and young people gaining experience in practice over the course of the year.

Children’s Field Specific

In this module children’s nursing field students will focus on the importance of the nurse’s role in empowerment and health promotion with children, young people and families. They will explore the health needs of children from 0 to 16 years of age from a range of backgrounds including traveller and immigrant families. The mental health needs of this age group will also be explored. The epidemiology of child health will be explored and they will be introduced to the concepts of genetics and inheritance.
Learning Disabilities Field Specific

Learning Disabilities field students will learn the importance of the nurse’s role in empowerment and health promotion with individuals who have a learning disability. They will develop the knowledge and skills required to make all information accessible to and understandable by individuals with a learning disability. There will be an emphasis on working in partnership with individuals, their families and carers with a focus on a person-centred approach.

Mental Health Field Specific

Mental health field students will learn the principles and nature of assessment within mental health settings. There will be an emphasis on the knowledge and skills of working effectively with those in mental health crisis. The complexities of forming therapeutic relationships within a range of mental health service delivery settings will be explored. The concepts of stigma and social inclusion and the mental health nurse’s role in relation to these will be a theme within this health and wellbeing module. There will be a focus on the application of mental health promotion strategies, in addition to the learning of knowledge and the evidence-based skills of commonly used treatment approaches within mental health service provision.

Content

Professional values

Ensuring safe practice
Ethics of health promotion
Ethical theory including utilitarianism and deontology

Nursing practice and decision making

Risk assessment, applied to crisis situations
The relationship between lifestyle and health
The impact of illness and disability and implications for nursing practice
  - Coping strategies
  - Social support
  - Sick role
  - Social and economic implications
  - Family
  - Promoting health through community action
  - Political context of health provision
Models of nursing
The use of assessment frameworks and data in individual health assessment and planning
Principles of holistic nursing practice
Detecting and responding to changes in health status
Record keeping
The benefits of health promotion
The role of empowerment in health promotion
Physiological and psychological processes of pregnancy and childbirth
Role of the Midwife.
Obstetric emergencies and the role of the nurse.
Physical, emotional and psychological development of children.
Epidemiology of child health.
Genetics and inheritance.

Communication and interpersonal skills

Therapeutic strategies including
  - motivational interviewing
- principles of CBT
- The nature and significance of therapeutic relationships
- Using communication, language and active listening to empower individuals
- Developing health promotion material
- Customer care

**Leadership management and team working**

Professional aspects of empowerment including
- social learning theory
- learned helplessness
- self efficacy and locus of control
- identity
- motivation

Role of the nurse as a health promoter

**Research**

- Literature searching
- Critiquing evidence
- Development of analytical skills

**Lifelong learning**

Personal progression towards independent learning
- Rationale
- Techniques

Dealing with the theory practice gap including cognitive dissonance

**Adult Field Specific**

- Adolescents and their specific health needs – including sexual health.
- Mental health needs of children and young people.
- Health needs assessment.
- Healthy child programme.
- Safeguarding children and domestic violence.
- Screening in health and immunizations and immunology.
- Role of technology and its application to Adult practice.
- Interpreting patient related data – eg routine diagnostic tests
- Building therapeutic relationships whilst retaining appropriate boundaries in an Adult setting.
- Communicating with patients in relation to sensitive issues.
- Promoting health in patients with addictive behaviours.
- Adult patients as “customers” of care.
- Principles of working with patients in a community setting.
- Role of Health Visitor.
- Health needs of individuals from alternative backgrounds – eg travellers, migrant population, asylum seekers.
- Racial and cultural awareness.

**Children’s Field Specific**

- Theories of child development
- Epidemiology of child health
- Genetics and inheritance
- Adolescence and specific health needs of this age group including sexual health
- Mental health needs of children and young people
- Young carers
Health needs of children from alternative backgrounds – travellers, immigrant population, asylum seekers
Racial and cultural awareness
Empowering children and families
Role of the children’s nurse in health promotion
Immunisation

**Learning Disabilities Field Specific**

Person-centred planning
Self-determination
- Informed choice
- Valid consent
Effective strategies for developing accessible information
Co-morbidity
- Health implications in relation to mental wellbeing
- Learning disabilities focus on particular syndromes
Building therapeutic relationships
- Retaining appropriate boundaries in the context of learning disability services.

**Mental Health Field Specific**

Empowerment in mental health
Coping strategy enhancement
Social inclusion strategies, application of mental health promotion strategies
Mental health assessment
Crisis in mental health
Assessing & managing risk in crisis-including risk of suicide and self harm
De-escalation
Early intervention
IAPT, Wellbeing services in primary care
Care in the least restrictive setting, including the role of mental health services in crisis and home treatment
Building therapeutic relationships whilst retaining appropriate boundaries in a mental health context
Anxiety disorders and depression, substance misuse
Therapeutic modalities (including the understanding and application of motivational interviewing in depth, CBT, BSFT, anxiety management, assertiveness, exploring sexuality and spirituality, GLBT)
Mental health pharmacology

**Teaching and Learning Methods**

Throughout this module, blended and shared learning approaches will enable students to meet the learning outcomes.
Students will be allocated to either a generic or field practice learning experience as their practice Hub together with Spoke learning experiences these will facilitate students to meet the practice learning outcomes. During the 12 week practice experience students will have one study day in school per week to integrate their theory and practice learning.

**Learning Outcomes**

By the end of this module students will be able to:

1. Recognise major risks and act quickly in an emergency to secure expert help.
2. Recognises indicators of unhealthy lifestyles.
3. Explore and contribute to practice based on an understanding of the impact of illness and disability.
4. Where relevant, apply knowledge of age and development when interacting with people.
5. Collect and interpret routine data, under supervision, related to the assessment and planning of care from a variety of sources.
6. Practice safe and holistic nursing to meet essential needs for people who are unable to meet their own.
7. Detect, record, report and respond appropriately to signs of deterioration or improvement in people’s health.
8. Discuss the benefits of health promotion within the contexts of individual and public health.
9. Explore and apply the concept of empowerment in nursing practice.
10. Demonstrate understanding of the nature and significance of therapeutic relationships.
11. Recognise the importance of customer care

**Adult Field Specific**

1. Discuss the normal physiological and psychological processes of pregnancy and childbirth.*
2. With supervision, provide basic nursing care to pregnant women and families during pregnancy and after childbirth.*
3. Discuss how to respond safely and effectively in an emergency to safeguard the health of the mother and baby.*
4. Ability to undertake health screening and referral assessment for individuals across lifespan.
5. Safely apply a range of diagnostic skills and appropriate technology to assess the needs of individuals.
6. Demonstrates understanding of the complexities involved and skills required to build relationships with people experiencing distress.

*These outcomes will be commenced in Module 3 but not completed until Module 4.

**Children’s Field Specific**

5. Explore the implications on practice of recommendations from research and relevant documents such as Every Child Matters and the NSF for Children, Young People and Maternity Services.
7. Participate in the comprehensive nursing assessment of children and young people with particular reference to recognition of physiological deterioration.
8. Analyse theories of health promotion in nursing practice with children, young people and their families.
9. Participate in the effective delivery of health promotion activities to maximise healthy development in children and young people.
10. Understand the knowledge base that informs issues around obtaining consent from children, young people and their families.
11. Explore the concept of empowerment in nursing practice with children, young people and their families.

**Learning Disabilities Field Specific**

3. Facilitate opportunities for self determination and self-management with people who have learning disabilities.
4. Discuss the effect that a learning disability may have on normal development.
5. Demonstrate the ability to use the full range of person-centered alternative and augmentative communication strategies to build partnerships and therapeutic relationships.
6. Actively promote partnerships with service users, carers and other professionals.
services and agencies to agree and implement person-centred care and ensure continuity of care.

8.1 Assess and promote the health and wellbeing of people with learning disabilities by focusing on and developing their strengths and abilities.

9.1 Use a range of effective strategies to make all relevant information accessible to and understandable by people with learning disabilities.

**Mental Health Field Specific**

3.1 Actively promote mental health to offset the effect of stigma on the lives of people living with mental health problems.

5.1 Demonstrate ability to undertake mental health screening and referral assessment and planning of care from a variety of sources.

6.1 Demonstrate understanding of the complexities involved and skills required in building relationships with people experiencing a range of mental distress.

7.1 Undertake a mental health assessment of an individual in mental distress.

<table>
<thead>
<tr>
<th>Method(s) of Assessment</th>
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<tbody>
<tr>
<td><strong>Formative Assessment</strong></td>
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<tr>
<td>Mock report</td>
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<tr>
<td>Research critique activities</td>
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<tr>
<td>Mock exam questions</td>
</tr>
<tr>
<td>Portfolio</td>
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<tr>
<td>Clinicalskills.net</td>
</tr>
<tr>
<td>Practice Assessment</td>
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</tbody>
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| **Summative Assessment: Total 60 credits** |
| Empowerment essay and artefact: Credit weighting 1/2 |
| Report: Credit weighting 1/2 |
| Practice: Credit weighting 1/6 (The Nursing Attributes component will be graded) |
### Modules of Teaching

**For new programmes involving new modules:**

*Please complete as far as possible the section below for each new module*

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit</th>
<th>Semester (Autumn/Spring)</th>
<th>Pre-requisite(s)</th>
<th>Co-requisite(s)</th>
<th>Convenor</th>
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<tbody>
<tr>
<td></td>
<td>Module 4 - Long Term Conditions</td>
<td>60 credits</td>
<td>Spring</td>
<td>None</td>
<td>None</td>
<td>Steve Smith/Rachael Major (Adult) Katie Hunt (Children’s) Steve Wilkinson (Learning Disabilities) Rosalyn Spilling / Janey Speers (Mental Health)</td>
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</tbody>
</table>

#### Brief Description

**Aims**

The aim of this module is to explore the unique needs across the lifespan of individuals living with a long-term condition. Using a strengths-based approach students will explore the adjustment needs of people, including families and carers, living with long term conditions to enable them to function to their full potential. Key concepts and content will include communication, social inclusion, reasonable adjustments, legislation, capacity, pharmacology, reflexivity, health and social policy, and end of life care.

**Adult Field Specific**

The Adult focus of this module will be on working in partnership with individuals who have long-term conditions, their families and carers, to maximise self-care and self-management. The contemporary care of adults, their families and carers during end of life care will be explored, including how treatment goals and individuals choices may alter during differing stages of progressive illness, loss and bereavement. Adult students will continue to gain experience in pre- and postnatal care and child development over the course of this module. Long term conditions will incorporate patient pathways that involve journeys through primary and secondary care.

**Children’s Field Specific**

Children’s nursing field students will be exploring the delivery of services to children and young people who have a range of disabilities and long term conditions, and the impact of these conditions on families. They will focus on the underpinning knowledge and skills needed to enable them to assess and manage pain in children and young people. Content will include the transition from children’s to adult services.

**Learning Disabilities Field Specific**

Learning Disability field students will be exploring both the needs and service provision for individuals with a learning disability who have complex needs which may be needs arising from
Mental Health Field Specific

The Mental Health field focus of this module will be on working collaboratively to promote recovery; minimise the incidence of relapse and enhance wellbeing in individuals with mental health problems and their families. Content will include that related to severe and enduring mental illness such as dementia, schizophrenia and bipolar disorder. Contemporary interventions explored will include dementia care mapping, developing relapse signatures, recovery plans and psycho-education with individuals, groups and families. Key themes will include advocacy in mental health care, the application of mental health legislation, medication management and concordance therapy when working with people living with long term mental health problems.

Content

Professional values

Autonomy versus dependency in the context of
- Capacity
- Human rights legislation
- Mental health legislation
- Inclusion

The principles of the Code applied

Maximising independence and achievement of potential
Principles of end of life care – a good death
Autonomous practice and its relationship with safety and accountability

Nursing practice and decision making

Common long term conditions and underlying anatomy and physiology
Living with long term conditions across the lifespan including
- Adjustment
- Using strengths based approach
Cognitive impairment, including
- Causes
- Types
- Impact
Reasonable adjustments
- positive risk taking
- disability legislation
- social inclusion
Practice of end of life care
- cultural diversity
- spirituality
- emotional needs
- nursing practice including symptom management and post death practicalities
- assisted dying, euthanasia, termination, advance directives
- support for families, friends and carers
Dealing with loss
Palliative care
Carer’s assessment
Transition for example:
- to age appropriate services
• between provider services
  Transfer between services including discharge planning
  Principles of medication management
Health and social care policy related to people living with long term conditions
Pharmacology related to long term conditions including
  • Concordance and concordance aids
  • Polypharmacy
  • Iatrogenic disease
  • Across the life span
  • Medication calculations of increased complexity

Communication and interpersonal skills

Communication needs in the context of long term conditions including difficult conversations and breaking bad news, shared decision making, giving information and maintenance of therapeutic optimism
Communication with families, carers and support networks in a range of settings

Leadership management and team working

Care co-ordination
Working with statutory, private and third sector agencies and providers
The role of specialists in long term care
Decision making
Attributes of a well functioning team
Leadership styles
Audit and evaluation
Innovation

Research

Research methodologies
Data collection and analysis
Research ethics

Lifelong learning

Reflexivity
Proactive management of own learning
Project management
Revision skills

Adult Field Specific

Significant long term conditions (Coronary vascular disease, respiratory diseases, dementia, diabetes, cancers) including related A&P, common illnesses, symptoms, diagnosis and treatment.
Role of Adult nurse in working with individuals and their families with long term conditions.
The contribution of carers and voluntary organisations in managing long term care.
Medicines management and prescribing.
Nurse and patient concordance and self-managed care.
Role of Adult nurse in managing end of life care in relation to long term conditions.
Rehabilitation.
Pain management.
Advocacy in Adult practice.
### Children’s Field Specific

Effects of disability on children and families  
Effects of long term illness on children and families to include physical and psychological impact  
Common long term conditions in children to include related anatomy and physiology – cystic fibrosis, eczema, asthma, diabetes, epilepsy, childhood cancer  
Access to services for children with disabilities or long term conditions  
Meeting the needs of the dying child and their family  
Palliative care  
Resource management  
Community services  
Pain management  
Transitional care

### Learning Disabilities Field Specific

Advocacy  
- professional advocate  
- self-advocate  
- advocacy groups  
Epilepsy  
- causes  
- types  
- treatment  
- impact  
Profound learning and multiple disabilities  
Partnership working  
- liaison skills  
- negotiation skills  
- assertiveness  
- advocacy  
Meeting complex health needs  
- overcoming barriers to service access  
- providing information to health and social professionals

### Mental Health Field Specific

Severe and enduring mental illness (dementia, schizophrenia and bipolar disorder)  
Relapse signatures, recovery plans, psychoeducation (individual, groups and families)  
Advocacy in mental health care  
The application of mental health legislation and the Mental Capacity Act  
Medication management and concordance therapy when working with people with long term MH conditions  
Interventions related to adjustment for mental health  
Life and social skills training  
Electro Convulsive Therapy  
Mental health pharmacology  
Mental health legislation

### Teaching and Learning Methods

For the first 8 weeks of the module blended and shared learning approaches support students to meet the module outcomes. Students will be allocated to either a generic or field practice learning experience as a practice hub. Together with spoke learning experiences this will facilitate the students’ achievements of the practice learning outcomes. During the 12 week practice experience students will have one day in school per week to integrate theory and
practice learning for the initial 8 weeks, followed by 3 weeks of continuous practice. The 3 independent learning weeks that follow this module will be used for a local, national or international elective placement learning opportunity.

**Learning Outcomes**

**By the end of this module students will be able to:**

1. Explore the unique needs across the lifespan of individuals living with a long-term condition.
2. Consider the main types and causes of cognitive impairment and their likely impact on mental and physical health.
3. Discuss and apply the legislation relating to mental health, capacity, and human rights and safeguarding.
4. Applies the principles of the Code with increasing confidence and less direct supervision.
5. Explore and respond to the communication needs of people living with a long-term condition.
6. Actively involve the person and their family in decisions about reasonable adjustments and managing risk in a way that helps to minimise the disruption to their lifestyle, where appropriate promoting their autonomy, wellbeing and inclusion.
7. Consider the role of the specialists working with more complex needs, using their skills appropriately.
8. Enable people to function to their full potential.
9. Demonstrate the skills of independent learning, including reflexivity.
10. Discuss and apply the principles of end of life care.
11. Demonstrate a strengths based approach to nursing.
12. Explore and respond to the adjustment needs of people, including families and carers, living with long term conditions.
13. Assist individuals and families to make successful transitions and transfers.
14. Demonstrate the potential to work autonomously, in a safe manner, making the most of learning opportunities.
15. Safely implements the principles of medication management including drug calculations.
16. Demonstrate the attributes of an effective team member, contributing to team decisions and functioning.
17. Demonstrate an understanding of leadership in nursing.
18. Discuss the context of nursing within health and social policy.
19. Demonstrate interagency working.

**Adult Field Specific**

6.1 Work in partnership with individuals who have long-term conditions, their families and carers.
6.2 Provide therapeutic nursing interventions, optimise health and wellbeing, facilitate choice and maximise self-care and self-management.
10.1 Recognise and respond to the changing needs of adults, families and carers during terminal illness.
10.2 Discuss how treatment goals and service users’ choices may change during different stages of progressive illness, loss and bereavement.

**Children’s Field Specific**

1.1 Relate the needs of children and young people to their developmental stage and begin to plan interventions that take into account this development.
3.1 Begin to demonstrate an understanding of the ways in which nursing practice can help to ensure the safeguarding of vulnerable children and young people.
7.1 Undertake the comprehensive nursing assessment of children and young people with complex needs, with particular reference to recognition of rapid physiological
8.1 Demonstrate an ability to respond in an informed manner to the essential health needs of people across the lifespan and in the full range of health care settings.

9.1 Demonstrate the use of negotiation skills in support of children, young people and their families to ensure their autonomy and well-being.

9.2 Engage in co-operating with children, young people and their families to actively involve them in decision-making processes.

12.1 Demonstrate effective and evidence based clinical decision making when helping children and young people to adjust to long term conditions.

13.1 Show a developing ability to work effectively in ensuring smooth and effective transition from child to adult services for children with long term conditions.

15.1 Demonstrate numeracy skills to ensure safe calculations for the delivery of medications.

**Learning Disabilities Field Specific**

7.1 To professionally advocate, as appropriate to represent the health need and protect the rights of people with learning disabilities and challenge negative stereotypes.

13.1 Demonstrate partnership working with people with learning disabilities and their families and carers to facilitate choice and maximise self-care and self-management and to coordinate the transition between different services and agencies.

**Mental Health Specific**

12.2 Work collaboratively to promote recovery; minimise the incident of relapse and enhance wellbeing in individuals with mental health problems and their families.

12.3 Facilitate and exploit opportunities for self determination and enable self management with people who have mental health problems.

**Method(s) of Assessment**

**Formative Assessment**
- Practice exam papers
- Safe Medicate
- Clinicalskills.net
- Practice assessment

**Summative Assessment: Total 60 credits**
- Exam:- Credit weighting 1/3
- Practice:- Credit weighting 1/3
- The Nursing Attributes component (a graded will be awarded for the Nursing Attributes component)
- Portfolio (to include Safe Medicate):- Credit weighting 1/3
G2 Modules of Teaching

a) Does the course require the provision of additional modules of teaching not currently available (if so, please complete the section below)?

For new programmes involving new modules:  
Please complete as far as possible the section below for each new module

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit</th>
<th>Semester (Autumn/Spring)</th>
<th>Pre-requisite(s)</th>
<th>Co-requisites(s)</th>
<th>Convenors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Module 5 - Meeting Complex Needs</td>
<td>60 credits</td>
<td>Autumn</td>
<td>Achievement of Year 2 Learning Outcomes</td>
<td>None</td>
<td>Maggie Quinn/Marion Wilson/Rachael Major (Adult) Jackie Phipps (Children’s) Paul Hunter (Learning Disabilities) Ian McKay/ Janey Speers (Mental Health)</td>
</tr>
</tbody>
</table>

Date of Approval

Brief Description  
(aims, objectives, content, teaching and learning method(s), learning outcomes)

Aims

The aim of this module is to facilitate students increasing autonomy with regard to theory and practice learning whilst supporting their transition to degree level studies. Theory and practice experience focuses on developing student’s ability to prioritise the requirements of people with complex needs. Building on previous skills a focus will be on effective communication in diverse and challenging situations. Themes will include influencing others, managerial strategies and the effectiveness of the interprofessional team with the option to attend IPL3 and IPL4 conferences. Students will continue to work in both multi-field and field specific study groups.

Adult Field Specific

Within this module Adult students will be building on the knowledge and skills they have developed to demonstrate that they can effectively deliver nursing interventions and communicate with individuals with complex needs. This will include leading assessments of individuals with complex health issues, promoting informed choice in situations where autonomy is compromised and demonstrating nursing practice that protects vulnerable individuals. Students will demonstrate their ability to develop appropriate plans of care, critically evaluate the efficacy of nursing interventions, formulate risk assessment management plans and safely use invasive and non-invasive procedures, relevant medical technology and pharmacological interventions to provide information.

Children’s Field Specific

Building on the content of previous modules, children’s nursing field students, will be learning and demonstrating the knowledge and skills related to working effectively with children and young people who have complex health needs. Content will focus on the effects of trauma on children, young people and their families, breaking bad news and the knowledge and skills required when coping with emergency situations arising within the context of children’s nursing.
Learning Disabilities Field Specific

In the context of previous learning and progression within this module Learning Disabilities students will be learning and demonstrating the knowledge and skills to enable them to respond therapeutically to individuals with a learning disability who have complex behaviour. This will include dual diagnosis. They will acquire the knowledge and skills to work therapeutically with individuals who have a learning disability and are in receipt of forensic services.

Mental Health Field Specific

In the context of previous learning and progression within this module, mental health field students will be learning and demonstrating the knowledge and skills related to working effectively with complex cases. This will include complex mental health needs and risk assessment across a range of presentations. Content will include that related to those with dual diagnoses; to children and adolescents within mental health settings and individuals with a personality disorder. Therapeutic mental health nursing in forensic settings will also be a key theme.

Content

Professional values

Application of ethical theory and principles in order to manage ethical dilemmas
Strategies for challenging other people’s attitudes

Nursing practice and decision making

Complex field-specific nursing practice
Prioritisation
Risk assessment, risk management and the protection of the vulnerable person

Communication and interpersonal skill

Therapeutic relationships
Safe and effective management including the role of clinical supervision
Engagement, maintenance and disengagement
Communication in challenging and diverse situations, including:
  • conflict resolution
  • de-escalation
  • managing complaints
Providing positive feedback
Constructing a sound persuasive argument

Leadership management and team working

Maximising team functioning
Managerial strategies and their strengths and weaknesses
Change management
Staff support including debriefing following an incident
Sharing evidence following critical appraisal
Framing appropriate questions to achieve a solution

Research

Evidence-based practice
Critiquing literature
Writing proposals
Service Improvement Projects
Preparation for writing a dissertation

Lifelong learning
Independence
Employability skills – eg writing CV, interview skills, self management

Adult Field Specific
Manual handling techniques in Emergency care.
Role of Adult nurse in Emergency care.
Assessment of potentially critically sick individuals.
Psychological needs of critically sick individuals and their families.
Resuscitation.
Management of emergency situations.
Management of MAJAX.
Role of Adult nurse in medical care.
Psychological needs of individuals with medical illnesses.
Assessing individuals with complex health needs.
Role of care planning with individuals with complex needs.
Role of effective communication in working with individuals with complex needs.
Managing distressed individuals to include anger management.
Promoting autonomy in Adult practice.
Risk assessment and maintaining safety whilst maximising independence.
Discharge planning

Children’s Field Specific
Trauma – effects on child and family
Moral development
Breaking bad news
Care of children being nursed in critical care settings
Management of sick and premature infants being cared for in a neonatal intensive care unit
Advanced paediatric life support
The child in theatre – airway management, anaesthesia
Management of emergency situations in children’s nursing
Assessment and observation of the acutely ill child

Learning Disabilities Field Specific
Dual diagnosis
• assessment strategies
• complex care formulation
• interventions
Therapeutic work with people in secure settings
Working with volatile people
Adapted therapeutic interventions
• CBT
• Group therapy
• Anger management
Working with learning disabled offenders
Complex risk assessment and management
Forensic nursing in learning disabilities

**Mental Health Field Specific**

Therapeutic work with people in secure settings/recovery based principle (including prison, MSU)
Therapeutic interventions, including working with people with a diagnosis of personality disorder, family therapy, working with survivors (of abuse), group therapy, DBT, self-soothing strategies
Psychodynamic theory
Working with the potentially violent person
Anger management
Common child and adolescent mental health problems and common interventions
Cultural competence
Diverse assessment tools used in complex mental health care
Complex case formulation
Evaluating the current and emerging evidence base
Complex risk assessment and management, including MAPPA
Co morbidity (including dual diagnosis and physical health problems)
Working with the person with a learning disability and mental health needs

**Teaching and Learning Methods**

In the first 9 weeks of the module blended and shared learning approaches continue to support students to meet the module outcomes. They will concentrate on the acquisition of field knowledge and skills to meet the requirements of people with complex needs. Within this year of the programme, as an increasingly independent learner, students will be expected to use self directed study time to prioritise their learning in relation to the module outcomes. Student dissertation preparation is supported by engagement in seminars and a reading week.

Students will be allocated to a field practice learning experience as their practice Hub. Together with spoke learning experiences this will facilitate students to meet the practice learning outcomes during their 12 week continuous practice experience.

**Learning Outcomes**

**By the end of this module students will be able to:**

1. Independently apply the principles of the code and the requirements of legal frameworks with confidence in complex care situations.
2. Critically analyse and positively influence the functioning of the interprofessional team.
3. Prioritise and practice safe and holistic nursing to meet the complex needs of people who are unable to meet their own.
4. Judge the comparative effectiveness of different managerial strategies and suggest how these may be improved.
5. Engage, maintain and where appropriate disengage from therapeutic relationships while respecting professional boundaries.
6. Critically evaluate and demonstrate effective communication in diverse and challenging situations.
7. Interpret and respond proactively to situations in which people are vulnerable, at risk or in need of support and protection.
8. Critically reflect on clinical governance including evidence-based practice, clinical effectiveness processes and research methodologies in the provision of effective and efficient nursing practice.
9. Demonstrate critical appraisal and analysis of a wide variety of evidence.
10. Demonstrate ability to construct a coherent argument supported by analysis of data from a wide range of sources.
11. Devise strategies to improve and disseminate good practice
12. Critically reflect on practice, providing examples of how practice has been/can be modified as appropriate

**Adult Field Specific**

1.1 Promote informed choice regarding care and treatment including in situations where autonomy is compromised.
1.2 Apply current legislation to the care of all adults to demonstrate nursing practice that protects vulnerable individuals.
3.1 Promote the concept, knowledge and practice of self-care with individuals using a range of communication skills and strategies.
3.2 Leads assessments with individuals with complex health problems.
3.3 Develop plans of care and negotiate goals supported by evidence-based interventions within a range of adult health contexts.
3.4 Critically and collaboratively evaluate the efficacy of nursing interventions.
3.5 Safely use invasive and non-invasive procedures, medical devises and current technological and pharmacological interventions to provide information and take account of individual needs and preferences.
6.1 Demonstrate expertise when communicating and working with individuals who have complex health needs.
7.1 Undertake a risk assessment and formulate a risk management plan which maximises the opportunities for independence.

**Children’s Field Specific**

1.1 Evaluate the implications for practice of recommendations from relevant documents such as Every Child Matters and the NSF for Children, Young People and Maternity Services and suggest ways in which these might be used to change or improve practice.
3.1 Develop strategies to ensure that the child, young person and families are involved in decision-making to the fullest extent possible.
3.2 Accurately assess the developmental stage of the child or young person and initiate developmentally-appropriate practices and interventions.
3.3 Make decisions at all stages of their nursing interactions with children, young people and families based on a sound understanding of theoretical underpinnings from life, behavioural and social sciences.
4.1 Demonstrate effective and evidence based clinical decision making when managing complex situations, particularly where the views of the child or young person and their carers differ, seeking help or acting autonomously as required.
6.1 Judge the comparative effectiveness of the nurse in health promotion and health education for children, young people and families and suggest how this might be improved where appropriate.
6.2 Communicate with children and young people to ensure that they understand their health care needs and can actively make decisions about these needs to the fullest possible extent.
6.3 Demonstrate the effective delivery of health promotion within practice to maximise healthy development in children and young people.
7.1 Apply knowledge of laws relating to consent in relation to withdrawal of treatment
7.2 Critically evaluate the laws relating to consent with regard to children and young people with complex needs
7.3 Demonstrate a detailed understanding of the ways in which nursing practice can help to ensure the safeguarding of vulnerable children and young people within an interagency and interprofessional approach to safeguarding.
<table>
<thead>
<tr>
<th>Learning Disabilities Field Specific</th>
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</thead>
<tbody>
<tr>
<td>1.1 Consistently promote autonomy, rights and choices of people with learning disabilities and support and involve their families and carers, ensuring that each person's rights are upheld according to policy and law.</td>
</tr>
<tr>
<td>2.2 Lead and coordinate to ensure that people with learning disabilities receive support that creatively addresses their physical, social, economic, psychological, spiritual and other needs, when assessing, planning and delivering care.</td>
</tr>
<tr>
<td>3.1 Critically apply a structured, person centred approach to assess, interpret and respond therapeutically to people with learning disabilities, and their often complex, pre-existing physical and psychological health needs.</td>
</tr>
<tr>
<td>6.1 Critically apply a structured approach to assess communication with, interpret and respond therapeutically to people with learning disabilities who have complex physical and psychological health needs or those in behavioural distress.</td>
</tr>
<tr>
<td>6.2 Recognise and respond appropriately to the complex behaviour that people with learning disabilities may use as communication.</td>
</tr>
<tr>
<td>7.1 Consistently use their knowledge and skills to exercise professional advocacy, and recognise when it is is appropriate to refer to independent advocacy services to safeguard dignity and human rights.</td>
</tr>
<tr>
<td>7.2 Demonstrate collaborative working with stakeholders to enable people with learning disabilities to exercise choice and challenge discrimination.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mental Health Field Specific</th>
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</thead>
<tbody>
<tr>
<td>1.1 Promote informed choice regarding mental health interventions including in situations where autonomy is compromised.</td>
</tr>
<tr>
<td>3.1 Critically employ skills and knowledge to facilitate an eclectic range of therapeutic activities with individuals experiencing complex mental health problems, groups, families and carers.</td>
</tr>
<tr>
<td>3.2 Lead assessments with individuals with complex mental health problems.</td>
</tr>
<tr>
<td>3.3 Develop case formulations and negotiate goals supported by evidence based interventions within a range of mental health contexts.</td>
</tr>
<tr>
<td>3.4 Critically and collaboratively evaluate the efficacy of nursing interventions.</td>
</tr>
<tr>
<td>3.5 Embrace a recovery focused approach and maximising service user involvement in challenging situations whilst maintaining safety.</td>
</tr>
<tr>
<td>6.1 Demonstrate expertise when communicating and working with individuals who have complex mental health needs.</td>
</tr>
<tr>
<td>7.1 Is able to undertake a risk assessment and formulate a risk management plan which maximises the opportunities for positive risk taking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method(s) of Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Formative Assessment</strong></td>
</tr>
<tr>
<td>Dissertation proposal</td>
</tr>
<tr>
<td>Clinicalskills.net</td>
</tr>
<tr>
<td>Safe Medicate</td>
</tr>
<tr>
<td>Portfolio development</td>
</tr>
<tr>
<td>Practice assessment</td>
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<table>
<thead>
<tr>
<th><strong>Summative Assessment: Total 60 credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation: Credit weighting 2/3 (Submission in Module 6)</td>
</tr>
<tr>
<td>Practice: Credit weighting 1/3 (The Nursing Attributes component will be graded)</td>
</tr>
</tbody>
</table>
G2 | Modules of Teaching
---|---
| a) | Does the course require the provision of additional modules of teaching not currently available (if so, please complete the section below)?

For new programmes involving new modules:
*Please complete as far as possible the section below for each new module*

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit</th>
<th>Semester (Autumn/Spring)</th>
<th>Pre-requisite(s)</th>
<th>Co-requisite(s)</th>
<th>Convenor</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Module 6 – Preparation for Future Practice</td>
<td>60 credits</td>
<td>Spring</td>
<td>None</td>
<td>None</td>
<td>Carys Horne/Iain Shuttleworth/Rachael Major (Adult) Jackie Phipps (Children's) Sara Laugher (Learning Disabilities) Jane Blowers/ Janey Speers (Mental Health)</td>
</tr>
</tbody>
</table>

**Date of Approval**

**Brief Description**

*(aims, objectives, content, teaching and learning method(s), learning outcomes)*

**Aims**

In this module students will critically consider the effective and efficient use of resources required to deliver nursing outcomes in an interprofessional arena. As students move towards professional registration they will explore their role in relation to the enhancement of nursing practice and service delivery. The emphasis will be on the knowledge and skills of a resilient nurse. Key themes will include change management, service improvement, conflict management, and decision making in complex situations. The opportunities for student involvement in policy making and implementation will be critically reviewed.

Students will be consolidating and reviewing the knowledge and skills gained throughout the programme in relation to their field of practice. Contemporary legislation and policy will be considered in the light of existing knowledge and experience with an emphasis on future autonomous practice. Self-management in complex and challenging situations will be a key theme. Students will also be expected to contribute to the management of practice learning environment and use the knowledge gained throughout the programme to act as a resource regarding best practice to members of the wider interprofessional team.

**Content**

**Professional values**

Initiating supporting and maintaining change
Managing autonomy where it conflicts with safety
Maintaining ongoing motivation, professional values and standards
Preceptorship

**Nursing practice and decision making**

Safe medications management
• the management of errors and near misses
• avoiding a blame culture
Decision making in complex situations
<table>
<thead>
<tr>
<th>Leadership in the interagency and interprofessional context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomous practice</td>
</tr>
</tbody>
</table>

**Communication and interpersonal skills**

- Communicating innovative ideas
- Facilitation of clinical supervision

**Leadership management and team working**

- Positive role models
- Supporting others to develop – facilitating learning and assessment
- Effecting service improvement
- Reporting escalating concerns

**Research**

- Evidenced-based practice
- Service improvement – at a micro level, including policy change
- Disseminating a service improvement project

**Lifelong learning**

- Lifelong learning and resilience
- Continuing professional development

**Adult Field Specific**

- Role of Staff Nurse in Adult practice.
- Preparation for role of Staff Nurse in Adult practice.
- Clinical Governance in Adult practice.
- Acting as a resource and disseminating knowledge to others.
- The teaching role and responsibilities of the Staff Nurse.
- Clinical supervision as a Staff Nurse.
- Managing the Adult practice environment.
- Supervising and delegating as a Staff Nurse.
- Managing own stress and that of others.
- Medicines management as a Staff Nurse.
- Management of staff sickness and unexpected incidents – eg needle stick injury.
- Reflective practice as a Staff Nurse.

**Children’s Field Specific**

- Clinical governance in Children’s nursing practice
- Conflict management in Children’s nursing practice
- Preparation for the role of the Staff Nurse in Children’s nursing practice
- Managing the Children’s practice environment
- Managing own stress and that of others
- Management of a caseload
- Discharge planning in Children's nursing

**Learning Disabilities Field Specific**

- Political context of care delivery
- Policy
- Guidelines
- Protocols
• Service improvement
• Clinical governance
• Role modelling
• Role of the learning disabilities nurse

**Mental Health Field Specific**

Mental health pharmacology
Quality assurance in mental health services
Legalisation, health & social policy re-visited and applied in complex mental health contexts
Leadership, co-ordination & delegation
Professional behaviour reflecting on experiences
Ethical frameworks revisited
Ethical decision making
Role of the registered mental health nurse within the interprofessional & interagency team
Management of self in complex, challenging situations
First aid in the context of mental health emergencies
Role modelling
Facilitating learning and assessment of learning in mental health settings
Management of self in complex situations
Preparation for employment in mental health settings - mock interviews etc.

**Teaching and Learning Methods**

In the first 9 weeks of the module blended and shared learning approaches continue to support students to meet the module outcomes. Students will concentrate on the acquisition of field knowledge and skills to prepare them for future practice. Within this year of the programme, as an increasingly independent learner, students will be expected to use self directed study time to prioritise their learning in relation to the module outcomes. Students will continue to be supported in the development of their dissertation by seminars and a reading week.

Students will be allocated to a field practice learning experience as their practice Hub. Together with spoke learning experiences this will facilitate them to meet the practice learning outcomes during their 12 week continuous practice experience.

Following this module there are 3 independent learning weeks in which students (should they need to) can make up practice or theory time, undertake additional skills practice or engage in independent study/reading.

**Learning Outcomes**

**By the end of this module students will be able to:**

1. Confidently and consistently apply the values that underpin contemporary nursing.
2. Critically evaluate and respond to opportunities to influence health and social policy to promote public health.
4. Act as a positive role model, facilitating the development of others.
5. Critically explore opportunities for service improvement and initiate innovative practice based on best available evidence.
6. Carry out systematic, accurate and holistic assessments appropriate to the service user needs, using a range of assessment tools and frameworks.
7. Be innovative in creating/devising strategies to anticipate, respond appropriately and adapt to complex care situations.
8. Proactively contribute to the effective management of resources, reporting any concerns appropriately.
9. Actively engage with life-long learning to enable development, change and resilience.
10. Critically apply leadership, influencing and decision-making skills effectively with a range of agencies and professionals.
11. Devise and recommend a range of solutions to manage situations where a person’s wishes conflict with nursing interventions necessary to maintain safety.
12. Demonstrate the ability to practice autonomously.

**Adult Field Specific**

4.1 Act as a resource and provides consultation regarding best practice in adult health to members of the wider interprofessional team.
6.1 Contribute to the management of an adult health care environment conducive to the wellbeing of all.
7.1 Actively make use of and facilitate clinical supervision for themselves and others as part of adult health practice.

**Children’s Field Specific**

1.1 Critically analyse issues of diversity and suggest innovative strategies for dealing sensitively with these in the care of children, young people and families.
2.1 Act as advocate for children, young people and their families in appropriate situations and circumstances and be proactive in making appropriate changes to nursing practice.
2.2 Actively engage with health and social policy relating to children and young people in order to empower them, their parents and carers, in influencing health care strategies.
3.1 Demonstrate numeracy skills to ensure safe calculations for the delivery of medications including via infusions.
8.1 Plan and implement nursing practice to ensure that care delivery takes place in the most appropriate environment for the child or young person, whether this is hospital, home, or another practice setting.
9.1 Demonstrate the use of negotiation skills in support of the best interests of children or young people where their wishes conflict with the nursing practice required to ensure their safety and well-being.

**Learning Disabilities Field Specific**

4.1 Articulate the unique contribution of the learning disability nurse in service design and provision.
5.1 Critically analyse and apply data and research findings on the health of people with learning disabilities to help improve people’s experiences and care outcomes and shape of future services.
7.1 Actively makes use of and facilitates clinical supervision for themselves and others as part of learning disability nursing practice.

**Mental Health Field Specific**

4.1 Act as a resource and provides consultation regarding best practice in mental health to members of the wider interprofessional team.
6.1 Contributes to the management of a mental health care environment conducive to the wellbeing of all.
7.1 Actively makes use of and facilitates clinical supervision for themselves and others as part of mental health practice.

**Method(s) of Assessment**

**Formative Assessment**
Dissertation seminar
Safe Medicate
Practice assessment
**Summative Assessment: Total 60 credits**

Service improvement proposal (based on dissertation): Credit weighting 1/3
Practice: Credit weighting 1/3 (The Nursing Attributes component will be graded)
Portfolio: Credit weighting 1/3 (to include Safe Medicate)

**Total 60 credits**

<table>
<thead>
<tr>
<th>G2 b)</th>
<th>Please specify which/whether any existing modules are to be withdrawn from the Course Management System.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
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</table>

<table>
<thead>
<tr>
<th>G3 Staffing</th>
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</thead>
<tbody>
<tr>
<td>a) Are new teaching appointments required and if so how many, at what level and how do the School(s)/Faculty intend to fund these?</td>
</tr>
<tr>
<td>No, but Guernsey lecturers, through the partnership agreement, have honorary lectureship status at the UEA.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G2 b)</th>
<th>If no new teaching appointments are required, what teaching adjustments for existing faculty are proposed if</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) new modules of teaching are required?</td>
<td></td>
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<tr>
<td>ii) certain existing modules of teaching are to be withdrawn?</td>
<td></td>
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<tr>
<td>No the ‘old’ course will naturally run out so there will be minimal overlap of teaching commitments.</td>
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<tr>
<th>G3 Staffing</th>
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<tbody>
<tr>
<td>b) If no new teaching appointments are required, what teaching adjustments for existing faculty are proposed if</td>
</tr>
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</tr>
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<td>No the ‘old’ course will naturally run out so there will be minimal overlap of teaching commitments.</td>
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</table>

<table>
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<tr>
<th>G3 Staffing</th>
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<tbody>
<tr>
<td>c) What are the resource implications for Schools of Studies outside the sponsoring School(s) (eg service teaching, overseas exchange links)? Please give below the outcome of consultations that have taken place on this matter (including with the relevant Faculty/Faculties) and attach relevant documentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G4 Other resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Is any other additional recurrent or non-recurrent expenditure envisaged in the sponsoring School(s)? If so, please give details, indicating how the School(s)/Faculty intends to fund these:</td>
</tr>
<tr>
<td>i) equipment, including computers</td>
</tr>
<tr>
<td>Already in place.</td>
</tr>
<tr>
<td>ii) consumables</td>
</tr>
<tr>
<td>No additional resources needed from what is already required for the current programme</td>
</tr>
<tr>
<td>iii) non-teaching staff</td>
</tr>
<tr>
<td>Support staff levels remain the same as for the current programme.</td>
</tr>
</tbody>
</table>
However, there has been an increase in personnel with the expertise to support developments in electronic learning, in both Norwich and Guernsey.

b) What are the resource implications for the following central services of the course:

   i) academic administration
      No change from current course.

   ii) the Audio Visual Service
      No change from current course.

   iii) Centre for English Language and British Studies
      No.

   iv) Dean of Students’ Office
      No change from current course on the Norwich site. IHSCS students have access to all web-based information and resources on the Dean of Students’ website, along with the resources provided locally for students with specific learning needs. IHSCS staff will have contact details to access expertise within Dean of Students’ office for problems which go beyond the information provided in web based materials.

   v) IT and Computing Services
      No change from current course.

   vi) Library and Learning Resources

      a) Resources

         • What resources books, journals, other media) are already available in the Library to support this programme?

           There are currently a large number of books and journals for the current course which are updated regularly.

         • What resources (books, journals, other media) other than those already available will be required (a) immediately (b) as the programme numbers increase? *The answer should include comments on the need for additional copies as well as for new stock and on the degree of reliance on interlending which may be necessary to support the programme.*

      b) Services

         • What Library services are likely to be used by student taking this programme (a) during the daytime (b) in the evening and at weekends? *Please comment on the likely use of Restricted Loan and the Audio-Visual Services and on the need for evening/weekend access to borrowing facilities, particularly by part-time or distance learning students.*
Will there be regular teaching in the evening? Will any teaching take place away from the campus? Will professional placement form part of the programme?

Students will be encouraged to use online resources in addition to attending the Library to use services. Teaching only occurs on UEA/Guernsey, IHSCS premises. There is no evening or weekend teaching however, students spend 50% of their programme learning in practice. Due to the shift patterns prevalent in many practice settings, students are likely to utilise library and computing services out of hours and at weekends.

c) Usage

- Are there other, similar programmes which the Library could use as indicators of likely demand for stock and services if the programme is approved and introduced?

Current BSc/Dip HE Nursing courses.

- What level of bibliographic instruction is likely to be required in order that the students taking the programme are able to use the Library fully and effectively? Will this be given by faculty or by Library staff?

For the current course library staff induct new groups in the use of the library resources. It is anticipated that this would continue for this new course.

vii) teaching accommodation

The theory hours within the course will not change from the current course.

viii) University Counselling Service

No change from current course. In Guernsey, counselling is available through the Occupational Health Department.

ix) University Careers Service

No change from current course.

c) Equal Opportunities

i) Is any special provision (eg equipment) or alteration (eg to facilitate access, to ensure health and safety is maintained) required to preserve and enhance equality of opportunity.

No

iii) Has the Dean of Students’ Office been consulted and if so, what is their advice?

No

It is important that the Schools discuss with the Information Services Directorate any resource implications and that any additional needs can be met from within their routine resource allocation unless otherwise indicated in the comment above.
## SECTION H: APPROVAL SHEET

**TITLE OF PROGRAMME:** …………………………………………………………………………………

### 1. CENTRAL SERVICES

**a)**

Director of Careers Centre: ………………………………………………………

Date: ……………………………

(Section F2 refers)

**b)**

Access and Admissions Office: ………………………………………………………

Date: ……………………………

(Section F3 refers)

**c)**

Deputy Academic Registrar (Planning Office):

………………………………………………

Date: ……………………………

(Section F3 refers if the proposal is for additional intake numbers)

**d)**

Director of Library, Learning and IT Services:

………………………………………………

Date: ……………………………

(Section G4b refers if the proposal has resource implications)

### 2. SCHOOL

…………………………………………………………………………………………

**Date of School Board (or equivalent) approval:**

………………………………………………

**Signature of Chair:**

…………………………………………………………………………………………

*After signatures have been obtained, please forward this form to Sue Koria, Room 3.30, Learning, Teaching and Quality Office, Academic Division, Floor 3, The Registry*
### 3. LEARNING, TEACHING AND QUALITY COMMITTEE APPROVAL

#### 3.1 (for new course proposals with resource implications)

Date of LTQC Approval in principle: .................................................................

Signature of Chair: .............................................................................................

#### 3.2 (for new course proposals without resource implications/major modifications to existing courses)

i) Signature of Director of Undergraduate Studies or Director of Graduate Studies (as appropriate): 
........................................................................................................................................

Date: ........................................

ii)  

Signature of Academic Registrar: 
.................................................................................................

Date: .................................

iii)  

Signature of Director of Admissions (or nominee):

Date: .................................

### 4. FACULTY APPROVAL

(for new course proposals remitted to the Faculty for detailed consideration)

Date of Faculty approval: 

Signature of Associate Dean: .................................................................