BSc (Hons) Nursing: Adult, Children’s, Learning Disabilities and Mental Health

Course Handbook 2018-19
INTRODUCTION FROM THE NURSING COURSE DIRECTORS

Dear Student,

We are delighted to welcome you to your Nursing Programme within the School of Health Sciences (HSC) at the University of East Anglia (UEA).

We are confident you will find the course stimulating, challenging and rewarding throughout your journey towards becoming a professional Registered Nurse (RN) within the Adult, Children’s, Learning Disability or Mental Health fields. Across fields, nurses share the requirement to be trustworthy and demonstrate the underpinning healthcare values of being caring, compassionate, courageous, competent and committed whilst demonstrating excellent communication skills. This programme will equip you to gain and develop professionalism in these areas along with knowledge and ability specific to your chosen field.

You will engage with student nurses from all fields and with health professionals from all disciplines and in doing so will be supported to gain a broad perspective of how to care for service users and family members, as well as a focused, specialised level of expertise.

Successful students will qualify with the confidence to manage and deliver high quality care in a fast changing world where scientific progress, public expectations, political developments and climatic changes constantly demand flexibility, understanding and a continually revised and evidence-based approach towards working with people to improve health, wellbeing and dignity across the lifespan, in diverse clinical and social environments.

Through full engagement in your own learning and your contributions to the learning of others, you will maximise the developmental opportunities available during your course within the School and the wider University. We very much look forward to supporting you through this exciting, demanding and fulfilling programme in which we expect you to be proud to be a nursing student in HSC at UEA.

Yours sincerely,

Coralie Roll
Adult Nursing (Sept)
Course Director

Gary Parlett
Adult Nursing (Spring)
Course Director

Katie McGhee
Children’s Nursing
Course Director

Kirsty Henry
Learning Disabilities Nursing Course Director

Caroline Downs
Mental Health Nursing Course Director
1.0 UEA STUDENT HANDBOOK, STUDENTZONE AND COURSE HANDBOOK

The central UEA student handbook contains information about all key UEA policies and guidance and is for all students studying on undergraduate and postgraduate taught programmes. It aims to give new and continuing students a central reference point for University-wide regulations, processes and guidance to help and support you through your studies. You can find information about these topics:

i. The advising system
ii. Learning and Teaching Services
iii. Communication
iv. The Student Portal and e:Vision
v. Campus cards
vi. Student finances
vii. The Student Support Service
viii. Regulations
ix. Health and safety
x. Generic course information
xi. Marking criteria
xii. Timetables
xiii. Coursework submission and returns
xiv. Examinations
xv. University dates for 2018-19
xvi. Appeals and complaints
xvii. Equality and inclusion for students
xviii. Student representation and feedback

This list only summarises the main headings; for full details of the content refer to the handbook itself.

Information contained in the central UEA student handbook will not be repeated on the HSC Studentzone Blackboard site. Any general information regarding your taught provision within HSC will be summarised in this handbook and can also be found on the HSC Studentzone Blackboard site.
## 2.0 COURSE OVERVIEW/PROFILE

Accumulated credits and awards:

### Year One

<table>
<thead>
<tr>
<th>MODULE TITLE</th>
<th>MODULE CREDITS</th>
<th>ACCUMULATED CREDITS</th>
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</thead>
<tbody>
<tr>
<td>Foundations of Nursing</td>
<td>60 credits at Certificate Level</td>
<td>60 credits at Certificate Level</td>
</tr>
<tr>
<td>Essential Nursing Practice</td>
<td>60 credits at Certificate Level</td>
<td>120 credits at Certificate Level</td>
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By end of Year One, you will have accrued 120 credits at Certificate Level or an exit qualification of a Certificate of Higher Education.

### Year Two

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<thead>
<tr>
<th>MODULE TITLE</th>
<th>MODULE CREDITS</th>
<th>ACCUMULATED CREDITS</th>
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<tbody>
<tr>
<td>Health and Wellbeing</td>
<td>60 credits at Diploma Level</td>
<td>120 credits at Certificate Level</td>
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<td></td>
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<td>60 credits at Diploma Level</td>
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<tr>
<td>Living Well With Long Term Conditions</td>
<td>60 credits at Diploma Level</td>
<td>120 credits at Certificate Level</td>
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<td>120 credits at Diploma Level</td>
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By end of Year Two, you will have accrued 120 credits at Certificate Level and 120 credits at Diploma Level or an exit qualification of a Diploma of Higher Education.

### Year Three

<table>
<thead>
<tr>
<th>MODULE TITLE</th>
<th>MODULE CREDITS</th>
<th>ACCUMULATED CREDITS</th>
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</thead>
<tbody>
<tr>
<td>Meeting Complex Needs</td>
<td>60 credits at Degree Level</td>
<td>120 credits at Certificate Level</td>
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<td></td>
<td></td>
<td>120 credits at Diploma Level</td>
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<tr>
<td></td>
<td></td>
<td>60 credits at Degree Level</td>
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<tr>
<td>Preparation for Future Practice</td>
<td>60 credits at Degree Level</td>
<td>120 credits at Certificate Level</td>
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<tr>
<td></td>
<td></td>
<td>120 credits at Diploma Level</td>
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<tr>
<td></td>
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<td>120 credits at Degree Level</td>
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</table>

By end of Year Three, you will have accrued 120 credits at Certificate Level, 120 credits at Diploma Level, 120 credits at Degree Level and an exit qualification of a BSc in Nursing and will be eligible to apply to the Nursing and Midwifery Council (NMC) for entry to the Professional Register.
The Diploma of Higher Education awarded to you if you leave at the end of Year Two having successfully completed the first two years of the programme is not a professional qualification and therefore you are not eligible to apply to the NMC for entry to the Professional Register.

The BSc in Nursing is a professional qualification and when you have attained this qualification you are eligible to apply to the Nursing and Midwifery Council (NMC) for entry to the Professional Register.

All nursing programmes share a common structure of two modules a year for the three-year period. For each module you will work together, with other nursing students, no matter what field you have joined, for a significant proportion of your school-based learning. You are required by the NMC to achieve a total of 4600 hours learning; 2300 hours in theory and 2300 hours in practice.

All programmes meet the criteria identified within the Directive 2005/36/EC. Therefore, upon successful completion of your programme, you will be eligible to nurse within other European countries.
3.0 AIMS AND PHILOSOPHY

Programme aims give you a broad indication of the intentions of your period of study. Learning outcomes tell you precisely what you must achieve to successfully complete each module.

All pre-registration undergraduate nursing programmes share the same aims.

The aims of this programme are to enable you 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 within the chosen field
- Act to safeguard the public, and be responsible and accountable for safe, person-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 your understanding of how people’s lifestyles, environments and the location of care delivery influence their health and wellbeing
- 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.
4.0 MEET THE COURSE TEAM

**Coralie Roll** – Course Director (Adult Nursing – September intake)

Coralie worked in the NHS for 25 years, initially as a Health Care Assistant before commencing Nurse training in 1991. After qualifying as an Adult Nurse in 1994 she worked at a large hospital in Oxfordshire before returning to Norfolk to train as a Midwife. She then worked as a qualified midwife in Norfolk for a few years until deciding to train as a School Nurse. Subsequently gaining a BSc in Specialist Community Public Health Nursing, working as a school nurse throughout Norfolk.

In 2013 Coralie completed an MSc in Clinical Research, funded by the National Institute of Health Research. She is now a Lecturer in Nursing Sciences at UEA and has been Course Director for 2 years.

**Gary Parlett** – Course Director (Adult Nursing – Spring intake)

Gary trained as an adult nurse in Essex; since qualifying he has worked as a registered nurse in hospital and urgent care settings. His clinical background is in Emergency Care with a particular interest in caring for patients who present with Acute Coronary Syndromes.

Since qualifying he has undertaken a Masters in Higher Education with the Robert Gordon University in Aberdeen. Gary is currently undertaking a Doctorate in Education at UEA; this research is exploring how patient dignity can be promoted by exploring innovative teaching and learning methods within pre-registration nurse education programmes.
Katie McGhee – Course Director (Children’s Nursing)

Katie graduated as a registered Children’s Nurse from Kings College, London in 1998. The greatest challenge and reward in her clinical career came in her capacity as a Clinical Nurse Specialist for the Pain Control Service at Great Ormond Street Hospital NHS Foundation Trust. Here she spent four years fulfilling this specialist nursing role and developing her passion and expertise for healthcare education and delivery of care to children and young people with complex health care needs.

Following the transition to an academic career to Kings College, London in 2006, she led the child branch programme before returning to her roots of Norfolk in 2011 as a Child Health Nursing Lecturer at the UEA. Katie is committed and enthused to lead on and take forward the workforce education and development of those that deliver healthcare to children and young people. She was delighted to be a runner up for Most Innovative Teaching at The Transforming Teaching Awards at UEA in 2016 after being nominated by a selection of her students.

Caroline Downs – Course Director (Mental Health Nursing)

Caroline Registered as a Mental Health Nurse in 1990, her first role as a qualified nurse was working for a short time in NHS dementia services. Caroline has worked in a variety of settings including mental health acute services, the private sector, social services and local charities supporting the mental health of older people.

From 1994-2005 Caroline’s main role was working for the local mental health trust within older person’s day services, supporting older people with a variety of mental health issues includingbereavement, adjustment, anxiety and depression. In 2006 she commenced at UEA as Lecturer in Mental Health Nursing.
Kirsty Henry – Course Director (Learning Disabilities Nursing)

Kirsty graduated from UEA as a registered Learning Disability Nurse in 2007. She began her nursing career working locally within a secure hospital for people with learning disabilities who had been detained under mental health legislation.

Following this, Kirsty took up post as a community Learning Disabilities nurse supporting individuals with learning disabilities, and their families and carers in the community. In this role Kirsty worked closely alongside other health and social care professionals to meet the individual needs of the people with a learning disability, who may present with a range of complex needs. Kirsty is a passionate advocate in challenging the inequalities in healthcare faced by people with learning disabilities and their families and carers.

In 2015 Kirsty joined the School of Health Sciences at UEA, where she teaches across a variety of different programmes. Kirsty was honoured to have been shortlisted for UEA’s Personal Adviser of the year in 2017. She is currently undertaking a Masters in Higher Educational Practice, exploring the impact that different teaching styles has upon student experience and learning in nurse education.
5.0 LEARNING OUTCOMES

Knowledge and Understanding
- Analyse and apply relevant life sciences to nursing practice
- Recognise the significance of the determinants of health and wellbeing, in nursing practice
- 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 and boundaries of nursing practice
- Manage and be proactive in making improvements to personal and service user safety and its maintenance/promotion in nursing practice.

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 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.

Subject Specific Practical Skills
- Provide safe, sensitive, professional and ethical nursing practice in accordance with the NMC Code
- Undertake safe and effective essential nursing skills
- Communicate effectively using a wide range of strategies and interventions including the effective use of communication technologies
- Carry out systematic, accurate and holistic assessments appropriate to the service user needs, using a range of assessment tools and frameworks
- Formulate, plan, implement, document, monitor and evaluate nursing interventions in partnership with health/social care professionals, service users, carers and families
- Demonstrate collaborative communication within the inter-professional team in a range of health and social care settings
- Conduct relevant diagnostic and monitoring procedures or undertake/arrange appropriate clinical investigations and treatments
- Prioritise nursing interventions in response to changing service user and environmental needs
- Work therapeutically within professional relationships
- Carry out effective risk assessment and management
- Practice effective medication management skills.

**Key Skills and Attributes**

- Warm and compassionate
- Emotional intelligence
- Numeracy including complex drug calculations
- Effective use of IT
- Legible, comprehensible hand written documentation
- Safe and effective information management including documentation and record keeping
- Prioritises and manages 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
- Effective personal coping strategies
- Undertake project initiation and management.
6.0 CONTENT AND STRUCTURE

6.1 Module Outlines
Full module information can be accessed via eVision as follows:
- Within the Module and Course information section, select Course Profiles
- Select ‘Health Sciences’ for the school and the current academic year.
- Select your course from the list and select Profile (on the right hand side)
- To view module information click on the module code (left hand side)
- Within the module outline there is a ‘Module description’ section.
- Within this section select ‘additional module details’
- This will take you to a ‘general information’ page where there are tabs to select along the top to select from learning outcomes to assessment details and so on.

6.2 Assessments
There is an equal weighting between theory and practice. Some assessments test applied theory, others are practice-based, and others take an integrated approach to the assessment of theory and practice.

6.2.1 Practice-Based Assessments
- Practice-based assessment uses a system of continuous assessment over the period of each practice learning opportunity. You will have a preliminary interview during the first week of your placement followed by a formative assessment and a summative assessment at predetermined dates. You are expected to assess your own performance and share this with the Placement Mentor before they make the final assessment
- The module outcomes have been developed to encompass all aspects of nursing practice
- The summative assessment is informed by evidence drawn from your Ongoing Achievement Record which includes the Skill Development Profile
- You should ensure that you collect a range of evidence from your placement learning opportunities (hub and spoke)
- All practice learning outcomes must be passed for each module
- Service users and carers may contribute to your assessment
- There is a Progression Point at the end of each year of the programme. To progress and be signed off in practice you must have demonstrated achievement of the module practice learning outcomes and relevant skills within the Skill Development Profile
- At the end of the programme, you will be signed off by a sign-off mentor to confirm that you have met the nursing and midwifery competencies for the programme
- Once a practice area has identified your sign-off mentor, this information will be forwarded to your course director who is responsible for checking the name and live status of the identified sign-off mentor against the mentor database in the School. In the event of any changes in allocation of your sign-off mentor, it is your responsibility to inform your course director.
6.2.2 Applied Theory Assessments
- Assessments of applied theory require students to incorporate, and later integrate, material from nursing, the humanities, the biological sciences and the behavioural sciences
- There are various types of applied theory assessment, including essay assignments and an examination
- Assignment formatting guidance - Follow Health Sciences’ standard formatting for written assignments unless otherwise told by your module lead. The full guidance is available via Studentzone Blackboard within Policies and Processes/Guidance and advice.

6.2.3 Integrated Assessments
- Integrated assessments include an Objective Structured Clinical Examination (OSCE) and the assessment of your portfolio at key points in the programme
- The portfolio will provide an important record of your learning and achievement and will contribute to assessment at a number of points in the programme
- In an Objective Structured Clinical Examination (OSCE), you will move through various ‘stations’ (usually lasting ten minutes each) at which you will demonstrate some of your developing skills and knowledge
- The assessment item and marking criteria are given to students either prior to the module commencing or at the beginning of the module.

For further information please visit the Assessment folder on your HSC Studentzone Blackboard site.

6.2.4 Formative assessment overview

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<tr>
<th>Module 1 – Foundations of Nursing</th>
<th>Safemedicate</th>
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<td>Early formative activity</td>
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<td></td>
<td>Feedback on EBL participation</td>
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<td>Practice assessment</td>
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<td>Module 2 – Essential Nursing Practice</td>
<td>Group presentation feedback</td>
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<td>Mock OSCE</td>
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<td>Safemedicate</td>
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<td>Practice assessment</td>
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<tr>
<td>Module 3 – Health &amp; Wellbeing</td>
<td>Activities feeding into empowerment assignment</td>
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<td></td>
<td>Mock clinical report</td>
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<td></td>
<td>Research critique activities</td>
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<td></td>
<td>Practice assessment</td>
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<tr>
<td>Module 4 – Living Well With Long Term Conditions</td>
<td>Practice exam papers</td>
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<tr>
<td>Module 5 – Meeting Complex Needs</td>
<td>Agreed literature review question</td>
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<tr>
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<td>Safemedicate</td>
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<td>Portfolio development</td>
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<td>Practice assessment</td>
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<tr>
<th>Module 6 – Preparation for Future Practice</th>
<th>Literature review seminar</th>
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<tr>
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<td>Safemedicate</td>
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<td></td>
<td>Practice assessment</td>
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### 6.3 Placements
Policies are available if you need to report any concerns arising from practice. Please refer to the Placement Handbook available on the HSC Studentzone Blackboard site for further information.

### 6.4 Interprofessional Learning

*Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care*”

(Centre for the Advancement of Interprofessional Education, 2002)

During your time at UEA on a pre-registration programme you will have opportunities to work with students from other HSC programmes in situations of interprofessional learning (IPL). This will help develop your knowledge, skills, attitudes and behaviour to facilitate effective interprofessional collaboration, and improve the experience of individuals referred to our services.

### 6.5 Important information

#### 6.5.1 Attendance Policy
Visit the HSC Studentzone Blackboard site for details of your course specific attendance policy.

#### 6.5.2 Uniform Requirements
Attendance at your scheduled uniform fitting is mandatory. This provides an opportunity for you to try on uniforms to ensure you order the correct size and fit. The scheduled fitting dates will be detailed in your induction timetable.

Please note that failure to attend the uniform fitting and/or to submit your uniform order form could result in delays with your uniform being delivered. You CANNOT ATTEND PLACEMENT unless you have a UEA student uniform.
Please contact the Local Support team, 01603 597001 prior to your uniform fitting to discuss any additional uniform requirements you may have due to cultural beliefs or medical grounds. (Hijabs can be provided in black or blue. Please advise the uniform company during your fitting if this is required).

6.5.3 Course specific awards
https://portal.uea.ac.uk/prizesandscholarships/fmh/hsc

6.5.4 Declaration of good character
On completion of your programme, and prior to your registration on the NMC Professional Register), the School will need to provide the NMC with details of your satisfactory programme completion (Theory and practice) and a Declaration of Good Health and Good Character, as required for professional registration.

You should be aware that, at the end of your programme, the School will provide references to prospective employers and these will contain details on professional behaviour both in class and while on placement, and of the degree awarded.

6.5.5 Paid employment
We advise you not to participate in any paid employment outside of your normal programme activities as this may impact on your engagement with the course and with the range of opportunities to build your employability portfolio within the School and University community e.g. involvement in the Student Staff Liaison Committee, student ambassador roles and Peer Assisted Learning programmes.

Please refer to the HSC Studentzone Blackboard site for the full Policy.
7.0 USEFUL LINKS AND RESOURCES

**Addenbrookes Hospital**

**British Institute of Learning Disabilities (BILD)**

BILD is the British Institute of Learning Disabilities. “We want people with learning disabilities to be valued equally, participate fully in their communities and be treated with dignity and respect.”

The website contains lots of resources, research & information about their work. You can join as a student or sign up for weekly updates. They publish several journals including:

- Good Autism Practice (GAP)
- The International Journal of Positive Behaviour Support
- The SLD Experience
- The British Journal of Learning Disabilities (BJLD)
- The Journal of Applied Research in Intellectual Disabilities (JARI)

They also publish a monthly information service called the BILD Current Awareness Service or CAS for short. This keeps you up to date with what is happening in the field of learning disabilities.

**Bury St Edmunds Hospital**

**Cambridgeshire and Peterborough NHS Foundation Trust**

At Cambridgeshire and Peterborough NHS Foundation Trust (CPFT) they are dedicated to providing high quality care with compassion. They deliver many of the NHS services that are provided outside of hospital and in the community such as physical, mental health and specialist services.

**Children and Young People’s Health Outcomes Forum**

**The Challenging Behaviour Foundation**

This is a charity for people with severe learning disabilities whose behaviour challenges. Their vision is for anyone with severe learning disabilities who displays challenging behaviour to have the same life opportunities as everyone else. They work to improve understanding of challenging behaviour, empower families with information and support, and help others to provide better services and more opportunities.

**Hertfordshire Partnership Foundation Trust**

Provide health and social care for over 400,000 people with mental ill health, physical ill health and learning disabilities across Hertfordshire, Buckinghamshire, Norfolk and North Essex. They employ nearly 3,000 staff who deliver these services within the community as well inpatient settings. They also deliver a range of nationally commissioned specialist services including Tier 4 services for children and young people, perinatal services and medium and low secure learning disabilities services.
**Improving Health and Lives Website**
The Learning Disability Public Health Observatory run by Public Health England contains lots of information both qualitative and quantitative on the health of people with Learning Disabilities.

**Improving the Mental Health of Children and Young People**

**James Paget University Hospitals NHS Foundation Trust**
The JPUH is a vibrant university hospital providing the best possible care to a population of 230,000 residents across Great Yarmouth, Lowestoft and Waveney, as well as to the many visitors who come to this part of East Anglia. Their main site in Gorleston is supported by the Newberry Clinic and other outreach clinics in the local area.

**Learning disability.co.uk**
Learning disability.co.uk aim to provide information, education, resources, advocacy and services for those working with adults with learning disabilities. They are committed to the social inclusion for all people with a learning disabilities into mainstream society. This can be achieved through the wider education and training of all communities in understanding learning disabilities, it’s impact upon the individual, the family and equality of life.

**The Learning Disabilities Elf**
The Learning Disabilities Elf aims to bring you the latest learning disabilities evidence that is published each week. They scan the most important websites, databases and journals and select evidence that is relevant to health and social care professionals with an interest in learning disabilities. Their daily posts include summarised published evidence, policy guidance, reports and links to primary sources. [http://www.thelearningdisabilitieself.net/](http://www.thelearningdisabilitieself.net/) - @LearningDisElf

**MENCAP**
Mencap’s vision is a world where people with a learning disability are valued equally, listened to and included. Their challenge, alongside people with a learning disability and their families, is to make this world a reality. Right now, people with a learning disability face inequalities in every area of life. Mencap tackle the issues head on through tireless campaigning and the delivery of high quality support and services to the people who need us.

**MIND**
Mental Health Charity - information regarding mental health and support for a wide range of audiences

**MindEd: Children and Young People’s Mental Health**

**The National Autistic Society**
The leading UK charity for people with autism (including those with Asperger syndrome) and their families. They provide information, support and pioneering services, and campaign for a better world for people with autism.

**Norfolk Community Health and Care NHS Trust**
At NCH&C their focus is on continually improving the quality of care they offer to local people and on improving access to that care, helping people to move seamlessly from one service to another. They serve a population of 1.5 million
people, in and around Norfolk and Suffolk, making them one of the largest providers of community health and care services in the NHS. Their aim is to constantly improve patients’ lives by providing them with the best care, close to where they live. Their specialist teams all across Norfolk and Suffolk provide personalised health and care services for everyone, from babies to the elderly.

**Norfolk and Norwich University Hospitals NHS Foundation Trust**

The Norfolk and Norwich University Hospitals NHS Foundation Trust consists of the Norfolk and Norwich University Hospital and Cromer and District Hospital, with some services available at other sites across Norwich. The Trust carries out nearly 1 million outpatient appointments, day case procedures and inpatient admissions annually. The population we serve is predominantly the people of Norfolk and north Suffolk, although some patients are referred from further afield especially to access specialist services available at this Trust.

**Norfolk and Suffolk Foundation Trust**

Provides a wide range of health and social care services, specialising in mental health and wellbeing.

**RCN Learning Disability Nursing Forum**

This is the online home of the RCN Learning Disability Nursing Forum. It is for all nurses in this field and works hard to promote closer links with service users and their families. The RCN also publish the monthly journal Learning Disability Practice, available in hard copy or online [http://rcnpublishing.com/journal/lzp](http://rcnpublishing.com/journal/lzp)

**Nursing and Midwifery Council** – The NMC regulate nurses and midwives in England, Wales, Scotland and Northern Ireland. We exist to protect the public. We set standards of education, training, conduct and performance so that nurses and midwives can deliver high quality healthcare throughout their careers.

**Rethink**

Mental Health Charity - information regarding mental health and support for a wide range of audiences

**Spotting the Sick Child**

**The State of Child Health in the UK**

**Together for Short Lives**

Resources for families and professionals including care pathways for life limiting conditions.
8.0 FURTHER COURSE READING

Access your reading list now

Alongside making notes in your lectures and discussing topics in seminars, reading is a core part of obtaining knowledge in any degree. Your reading lists for each module will be available through an online system. Please click on the link below and enter your module title or module code to access each list https://uea.rl.talis.com/index.html

Once you are at UEA you will be able to access your reading lists directly through your online modules (via Blackboard); but before you arrive you can use the steps above to look at the reading you will be expected to engage with. This will give you a better feel for the topics covered in your course.

Each module will have its own reading list and items will be recorded as ‘core’ or ‘further’ reading. This allows you to know what sources are mandatory for you to do well in the course and which are additional- if you are interested in exploring the topic further.

If you would like to get a head start on your reading please feel free to do so but we would advise that you don’t buy any books yet until you explore what the UEA library has to offer.