Degree Apprenticeship with BSc (Hons) Nursing: Adult

Apprentice Handbook 2018-19
## CONTENTS

Contents ........................................................................................................................................... 2

1.0 INTRODUCTION FROM THE COURSE DIRECTOR ................................................................ 3

2.0 UEA STUDENT HANDBOOK, STUDENTZONE AND COURSE HANDBOOK .......................... 4

3.0 COURSE OVERVIEW / PROFILE .......................................................................................... 5

4.0 AIMS and PHILOSOPHY ......................................................................................................... 8

5.0 LEARNING OUTCOMES .......................................................................................................... 9

6.0 CONTENT AND STRUCTURE ................................................................................................. 11

6.1 Module Outlines .................................................................................................................. 11

6.2 Assessments ........................................................................................................................ 11

6.2.1 Assignment formatting guidance .................................................................................. 11

6.2.2 Practice-Based Assessments ....................................................................................... 11

6.2.3 Applied Theory Assessments ....................................................................................... 12

6.2.4 Integrated Assessments ............................................................................................... 12

6.2.5 Formative assessment overview .................................................................................. 12

6.3 Placements ................................................................................................................................ 13

6.4 Important information ......................................................................................................... 13

6.4.1 Attendance Policy ....................................................................................................... 13

6.4.2 Uniform Requirements ............................................................................................... 13

6.4.3 Course specific awards ............................................................................................... 13

6.4.4 Declaration of good character ................................................................................... 13

6.4.5 Annual Leave .............................................................................................................. 13

7.0 USEFUL LINKS AND RESOURCES .................................................................................... 14

8.0 FURTHER COURSE READING ............................................................................................ 17
Dear Apprentice

We are delighted to welcome you to your Nursing Degree Apprenticeship Programme within the School of Health Sciences (HSC) at the University of East Anglia (UEA), in partnership with your employer.

As an apprentice you are employed by one of our Trust partners and we work together with you and your employer to facilitate the completion of a BSc (Hons) degree. You will work in a supported learning environment, both here at UEA and within your employer, to develop your skills, competencies and knowledge to complete your qualification and secure a position as a Band 5 Registered Nurse.

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 field. Nurses are required 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, building on your current experience and previous learning.

You 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 apprentices 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, and the support provided by your employer. 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 apprentice in HSC at UEA.

Yours sincerely

Coral Drane

Nursing Degree Apprenticeship Course Director
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.
Accumulated credits and awards:

### Period One

<table>
<thead>
<tr>
<th>MODULE TITLE</th>
<th>MODULE CREDITS</th>
<th>ACCUMULATED CREDITS</th>
</tr>
</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>
</tr>
</tbody>
</table>

By end of Year One, you will have accrued 120 credits at Certificate Level or an exit qualification of a Certificate of Higher Education.

### Period Two

<table>
<thead>
<tr>
<th>MODULE TITLE</th>
<th>MODULE CREDITS</th>
<th>ACCUMULATED CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Wellbeing</td>
<td>60 credits at Diploma Level</td>
<td>120 credits at Certificate Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 credits at Diploma Level</td>
</tr>
<tr>
<td>Living Well With Long Term Conditions</td>
<td>60 credits at Diploma Level</td>
<td>120 credits at Certificate Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>120 credits at Diploma Level</td>
</tr>
</tbody>
</table>

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.

### Period Three

<table>
<thead>
<tr>
<th>MODULE TITLE</th>
<th>MODULE CREDITS</th>
<th>ACCUMULATED CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Complex Needs</td>
<td>60 credits at Degree Level</td>
<td>120 credits at Certificate Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>120 credits at Diploma Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 credits at Degree Level</td>
</tr>
<tr>
<td>Preparation for Future Practice</td>
<td>60 credits at Degree Level</td>
<td>120 credits at Certificate Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>120 credits at Diploma Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>120 credits at Degree Level</td>
</tr>
</tbody>
</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.
Awards gained if you leave the programme having successfully completed the first or second periods of the programme are not a professional qualification and therefore you would not be eligible to apply to the NMC for entry to the Professional Register. Failure to successfully complete 360 credits will also result in failure to progress with the apprenticeship and will be recorded as leaver-non-achiever in accordance with apprenticeship rules. In such cases the terms and conditions of learners’ employment will determine further outcomes and implications.

The BSc in Nursing is a professional qualification and when you have attained this qualification you are eligible to apply to the NMC for entry to the Professional Register. In order to pass your apprenticeship you must also complete the required End Point Assessment. Further details in relation to the End Point Assessment element of your apprenticeship can be found in the Apprenticeship Guide provided by your employer.

You are required by the NMC to achieve a minimum total of 4,600 hours learning; 2,300 hours in theory and 2,300 hours in supernumerary practice. Supernumerary practice may also be referred to as your practice placements.

**Supernumerary means:** as learners you are additional to any workforce requirements and staffing establishment figures. Therefore, under the NMC regulations, all practice-related learning required for the programme must be achieved during supernumerary practice time.

However, as supernumerary learners you are expected to make a contribution to the work of the practice area to enable you to learn how to care for patients/clients. Apprentices must be fit to practise, undertake active involvement in patient/client care and be accepted as members of the placement team.

Employed time, for example, time during which you are working within your employer that is not supernumerary practice time for the BSc (Hons) programme does not count towards the total practice hours required by the NMC.

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.

The Nursing Degree Apprenticeship you are about to undertake is predicated on the full time BSc (Hons) Adult Nursing programme in the School of Health Sciences. You will undertake the same modules, with the same learning outcomes and summative assessments, as your peers on the full time programme, but over a different period of time. Your supernumerary practice will be assessed using the same assessment of practice outcomes. However, your learning, both theory and practice, will take place according to a different schedule to allow you to also fulfil the employment time requirements of your apprenticeship. The School and you employer work closely together to ensure you are able to achieve all aspects of the apprenticeship you have chosen to undertake.

The whole Nursing Degree Apprenticeship at UEA is four years in length, and comprises six consecutive modules. Each week of the programme is based on a 40 hour week over the course of the apprenticeship will include a mixture of ‘theory learning’, ‘supernumerary practice learning’, and employment time. The balance of
these activities will vary according to the requirements of each module and the stage of your studies.

Apprentices who have already achieved a Foundation Degree in Health Studies are able to join the course for a two year programme, commencing with module 4, following completion of an accreditation of prior learning (APL) portfolio.

The diagram over the page provides an overview of the Nursing Degree Apprenticeship programme for the 4 year and 2 year programme.

Please refer to your individual module timetables for details of the scheduling of theory and supernumerary practice education.
4.0 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 have achieved 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.
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. Please refer to the detailed assessment guidelines posted on your course Blackboard site for submission dates and the requirements of each assessment item.

Please be aware that should you be identified as ‘at risk of failure’ in any assessment activity your employer will be notified.

6.2.1 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.

6.2.2 Practice-Based Assessments
- Practice-based assessment uses a system of continuous assessment over the period of each supernumerary 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 period 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.

6.2.3 Applied Theory Assessments
- Assessments of applied theory require apprentices 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
- The assessment of theory in Period Three includes a structured literature review which provides an opportunity for you to explore in detail an area of interest for you in contemporary Nursing practice.

6.2.4 Integrated Assessments
- Integrated assessments include an Objective Structured Clinical Examination (OSCE)
- In an Objective Structured Clinical Examination (OSCE), you will move through various 'stations' (usually lasting 15 minutes each) at which you will demonstrate some of your developing skills and knowledge
- The assessment item and marking criteria are given to apprentices either prior to the module commencing or at the beginning of the module.

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

6.2.5 Formative assessment overview

<table>
<thead>
<tr>
<th>Module 1 – Foundations of Nursing</th>
<th>Module 2 – Essential Nursing Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Early formative writing activity</td>
<td>• Group presentation feedback</td>
</tr>
<tr>
<td>• Safe Medicate</td>
<td>• Mock OSCE</td>
</tr>
<tr>
<td>• EBL participation feedback</td>
<td>• Safe Medicate</td>
</tr>
<tr>
<td>• Clinicalskills.net</td>
<td>• Clinicalskills.net</td>
</tr>
<tr>
<td>• Practice assessment</td>
<td>• Practice assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3 – Health &amp; Wellbeing</th>
<th>Module 4 – Long Term Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Activities to support Empowerment assignment</td>
<td>• Practice exam papers</td>
</tr>
<tr>
<td>• Mock report</td>
<td>• Research critique activities</td>
</tr>
<tr>
<td>• Research critique activities</td>
<td>• Safe Medicate</td>
</tr>
<tr>
<td>• Safemocate</td>
<td>• Clinicalskills.net</td>
</tr>
<tr>
<td>• Clinicalskills.net</td>
<td>• Practice assessment</td>
</tr>
<tr>
<td>• Practice assessment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 5 – Meeting Complex Needs</th>
<th>Module 6 – Preparation for Future Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Agreed Literature Review Question</td>
<td>• Literature Review Seminar</td>
</tr>
<tr>
<td>• Safe Medicate</td>
<td>• Safe Medicate</td>
</tr>
<tr>
<td>• Clinicalskills.net</td>
<td>• Practice assessment</td>
</tr>
<tr>
<td>• Portfolio development</td>
<td></td>
</tr>
<tr>
<td>• Practice assessment</td>
<td></td>
</tr>
</tbody>
</table>


6.3 Placements
Policies are available if you need to report any concerns arising from practice. Please refer to the Practice Education Handbook available on the HSC Studentzone Blackboard site for further information.

6.4 Important information

6.4.1 Attendance Policy
Visit the HSC Studentzone Blackboard site for details of your course specific attendance policy. Attendance is monitored and we provide clear guidelines for the required reporting mechanisms. 100% attendance is required across the programme and failure to meet these requirements may result in action under the Fitness to Practice processes.

Please note: as apprentices you must ensure you adhere to both the UEA and your employer’s requirements in relation to reporting absences.

6.4.2 Uniform Requirements
It is mandatory that you attend your scheduled uniform fitting. This provides an opportunity for you to try on uniforms sizes to ensure you order the correct size and fit. The schedule fitting dates will be detailed in your induction timetable.

Failure to attend the uniform fitting and submit your uniform order form could result in delays with your uniform being delivered. You CANNOT ATTEND PLACEMENT unless you have a UEA apprentice uniform.

Please contact the Local Support team on ecb.reception@uea.ac.uk or 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).

6.4.3 Course specific awards

https://portal.uea.ac.uk/prizesandscholarships/fmh/hsc

6.4.4 Declaration of good character
On completion of your programme, and prior to your registration on the Professional Register maintained by the Nursing and Midwifery Council (NMC), 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.

6.4.5 Annual Leave
As part of your Nursing Degree Apprenticeship, UEA vacation times have been built into the programme. This is to ensure you have appropriate time within your studies to engage with other aspects of university life, to have a break from your studies, and to consolidate and reflect on your learning. All annual leave must be taken during university vacation time; this must not be taken during theory or supernumerary practice time.
As employees you have an allocated number of days annual leave per year. This time must be taken during the vacation times built into the apprenticeship (as shown on the planner) and must be agreed and arranged via the processes required by your employer.

7.0 USEFUL LINKS AND RESOURCES

**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 (JARID)

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.

**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/] - @Learning DisElf

**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/lp

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.