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 field. 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 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 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,

Gary Parlett
Adult Nursing (Jan)
Course Director

Coralie Roll
Adult Nursing(Sept)
Course Director
1.0 UEA STUDENT HANDBOOK, YOUR SCHOOL 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 2017/18
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 in the School of Health Sciences (HSC) handbook. Any general information regarding your taught provision within the HSC will be summarised in this handbook and can also be found on the HSC Students: School and General Information Blackboard site.

All information specific to your programmes of study can be found in your course handbook (this handbook), your course specific HSC Students: School and General Information Blackboard site and via the New-Student Website.
# 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>
</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>
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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

<table>
<thead>
<tr>
<th>MODULE TITLE</th>
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<th>ACCUMULATED CREDITS</th>
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<tbody>
<tr>
<td>Health and Wellbeing</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>
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<tr>
<th>MODULE TITLE</th>
<th>MODULE CREDITS</th>
<th>ACCUMULATED CREDITS</th>
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<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>
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<td>120 credits at Degree Level</td>
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<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>
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<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.
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 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 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.
**4.0 MEET THE COURSE DIRECTORS**

**Gary Parlett** – **Course Director (Adult Nursing – January 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. One of Gary’s key responsibilities within the school is the role of Module Organiser for the first module of the BSc (Hons) Nursing programme. 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.

**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 Specialist Community Public Health Nursing (school nurse).

In 2013 Coralie was successful in applying to do the MSc Clinical Research degree funded by the National Institute of Health Research and commenced as a Lecturer in Nursing Sciences, UEA in 2014. Coralie is also Module Organiser for Module 1 (Promoting Community and Public Health) on the MSc Adult Nursing programme.
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 interprofessional 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 found via evision and your HSC Students: School and General Information Blackboard site. In the pages that follow you will find the module outcomes for your programme.

ADULT NURSING MODULE 1 - FOUNDATIONS OF NURSING

Aims:
This module introduces you to the values and evidence base that underpin contemporary nursing practice encapsulated by the NMC Code (2015). You will begin to develop and harness the skills of lifelong learning including reflection. Key concepts explored include therapeutic relationships and person-centred care, professional boundaries, promoting health, clinical governance, inter-professional 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 your self-awareness for effective nursing practice.

In addition to school-based learning you will engage with service users, carers and practitioners through practice experience. You will also engage in simulated practice to further prepare you for your practice experiences.

Learning outcomes:
By the end of the module you will be able to:
- Recognise the nurse’s role in promoting health and working with people to identify and meet their health needs
- Demonstrate effective listening and responding skills
- Understand the values that underpin contemporary nursing practice
- Identify the importance of using evidence to underpin nursing practice
- Practise safely, recognising and working within the limitations of their own knowledge and skills and professional boundaries
- Use reflection to learn from experience and develop self-awareness
- Commit to and uphold the Code (NMC 2015)
- Contribute effectively to nursing documentation
- Understand the relevance of a systematic approach to nursing
- Recognise the value of inter-professional working
- Demonstrate safe practice of essential skills
- Demonstrate an awareness of the importance of building a therapeutic relationship within appropriate professional boundaries
- Begin to develop the skills required for independent learning
- Adhere to the principles of clinical governance and health and safety legislation
- Safely practise medications calculations.

Adult Field Specific:
- Undertake holistic assessments of individuals undergoing a surgical procedure*
- Outline an appropriate plan of care for individuals in the pre, peri and post operative periods of a surgical intervention*
- Apply surgical nursing skills to safely meet the physical needs of individuals undergoing a surgical procedure. *
*These outcomes will be completed within the first years

**ADULT NURSING MODULE 2 - ESSENTIAL NURSING PRACTICE**

**Aims:**
Within this module you will 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 and dealing with emergency situations. This module will provide you with the underpinning knowledge related to the nurse’s role in safeguarding children and vulnerable adults. Inter-professional learning will continue in this module. You will be supported in further developing your self-awareness, using support systems to recognise, manage and deal with your own emotions. Essential nursing skill development will continue. Blended and shared learning approaches support you to meet the module outcomes. You will engage in simulated practice to prepare you for your practice experience.

During this module there are independent learning weeks in which you can, should you need to, make up practice/theory time or undertake independent study/reading.

**Learning outcomes:**
By the end of the module you will be able to:
- Explore the health needs of a diverse population
- Discuss individual health needs, taking account of physical, psychological, social and spiritual aspects
- Deliver basic care required to meet essential needs for people who are unable to meet their own
- Use a range of effective strategies to communicate with people with diverse needs
- Demonstrate an understanding of how the environment, culture, religion, spiritual beliefs, age, gender and sexuality can impact on illness and disability
- Demonstrate respect for people’s rights, promoting dignity, choice and autonomy
- Describe common physical and mental health problems across the lifespan
- Recognise the importance of working with families, carers, and support networks to address people’s needs
- 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
- Demonstrate an understanding of how to work within ethical, legal and professional frameworks and local policies to safeguard and protect vulnerable people
- Use support systems to recognise, manage and deal with own emotions
- Respond appropriately when faced with an emergency or a sudden deterioration in a person’s physical or psychological condition
- Safely and accurately carry out basic medications calculations
- Develop emotional intelligence and self-awareness to enable effective engagement with people
- Commit to and uphold the code (NMC 2015).

**Adult Field Specific:**
- Explore the power imbalances between professionals and people experiencing adult health problems
- Recognise a vulnerable child and the adult nursing role in relation to safeguarding children
- Recognise the value and need for clinical supervision in adult health practice
- Recognise the early signs of illness in individuals of all age.

**ADULT NURSING MODULE 3 - HEALTH AND WELLBEING**

**Aims:**
This module explores and applies 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 your learning. You will receive support with the transition to Diploma level studies.

Essential nursing skill development will continue. During your 12 week practice experience you will have nominated study days in school per week to integrate your theory and practice learning.

You will learn the principles of maintaining and promoting health and wellbeing across all ages. The context of health and wellbeing 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. You 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 health service delivery settings will be explored. The normal physiological and psychological processes of pregnancy will be focused upon with adult nursing field students and you will develop an understanding in pre and postnatal care over the course of this and the following module, in order to meet the NMC Maternity related outcomes. In a similar way you 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.

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

NMC Maternity Outcomes:
- Discuss the normal physiological and psychological processes of pregnancy and childbirth*
- With supervision, provide basic nursing care to pregnant women and families during pregnancy and after childbirth*
- Discuss how to respond safely and effectively in an emergency to safeguard the health of the mother and baby *

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

Adult Field Specific:
- Undertake health screening and referral assessment for individuals across lifespan
- Safely apply a range of diagnostic skills and appropriate technology to assess the needs of individuals.

ADULT NURSING MODULE 4 - LIVING WELL WITH LONG TERM CONDITIONS

Aims:
This module explores the unique needs across the lifespan of individuals living with a long-term condition. Using a strengths based approach you 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 Legislation, Research and Health and Social Policy in relation to specific Living Well With Long Term Conditions, Pharmacology, Communication Skills, Social Inclusion, Reasonable Adjustments, Mental Capacity and Palliative Care including End of Life care.

You will be allocated to either a generic or field practice learning experience as your practice Hub. Together with spoke learning experiences this will facilitate you to meet the practice learning outcomes. During your 12 week practice learning
opportunity you will have nominated study days in School to integrate your theory and practice learning.

The adult field 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 individual choices may alter during differing stages of progressive illness, loss and bereavement. As an Adult field student you will continue to gain experience in pre and postnatal care and child development over the course of this module. Living Well with Long Term Conditions will incorporate patient pathways that involve surgical interventions and involve journeys through primary and secondary care thus offering surgical opportunities for those who have not accessed them in the previous module.

The independent learning weeks that follow this module can be used for a local, national or international elective placement learning opportunity.

**Learning outcomes:**
By the end of the module you will be able to:
- Explore the unique needs across the lifespan of individuals living with a long-term condition
- Consider the main types and causes of cognitive impairment and their likely impact on mental and physical health
- Discuss and apply the legislation relating to mental health, capacity, and human rights and safeguarding
- Apply the principles of the Code with increasing confidence and less direct supervision
- Explore and respond to the communication needs of people living with a long-term condition
- 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
- Consider the role of the specialists working with more complex needs, using their skills appropriately
- Enable people to function to their full potential
- Demonstrate the skills of independent learning, including reflexivity
- Discuss and apply the principles of end of life care
- Demonstrate a strengths based approach to nursing
- Explore and respond to the adjustment needs of people, including families and carers, living with Living Well With Long Term Conditions
- Assist individuals and families to make successful transitions and transfers
- Demonstrate the potential to work autonomously, in a safe manner, making the most of learning opportunities
- Safely implement the principles of medication management including drug calculations
- Demonstrate the attributes of an effective team member, contributing to team decisions and functioning
- Demonstrate an understanding of leadership in nursing
- Discuss the context of nursing within health and social policy
- Demonstrate interagency working.

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

**ADULT NURSING MODULE 5 - MEETING COMPLEX NEEDS**

**Aims:**
The module facilitates your increasing autonomy with regard to theory and practice learning whilst supporting your transition to degree level studies. Theory and practice experience focuses on developing your 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, prioritising and managing caseloads and patients and working effectively within the professional team. During the third year either in Module Five or Module Six there will be an option to attend a one day inter-professional conference (known as IPL3) and two half day workshops (known as IPL4). You will continue to work in both multi-field and field specific study groups.

Within this module you as an Adult nursing student will be building on the knowledge and skills you have developed to demonstrate that you 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. You will demonstrate your 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.

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

**Learning outcomes:**
By the end of the module you will be able to:
- Independently apply the principles of the code and the requirements of legal frameworks with confidence in complex care situations
- Critically analyse and positively influence the functioning of the inter-professional team
- Prioritise and practice safe and holistic nursing to meet the complex needs of people who are unable to meet their own
- Judge the comparative effectiveness of different managerial strategies and suggest how these may be improved
- Engage, maintain and where appropriate disengage from therapeutic relationships while respecting professional boundaries
- Critically evaluate and demonstrate effective communication in diverse and challenging situations
- Interpret and respond proactively to situations in which people are vulnerable, at risk or in need of support and protection
- 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 critical appraisal and analysis of a wide variety of evidence
- Demonstrate ability to construct a coherent argument supported by analysis of data from a wide range of sources
- Devise strategies to improve and disseminate good practice
- Critically reflect on practice, providing examples of how practice has been/can be modified as appropriate.

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

ADULT NURSING MODULE 6 - PREPARATION FOR FUTURE PRACTICE

Aims:
As an Adult field student you will be consolidating and reviewing the knowledge and skills gained throughout the programme in relation to your 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. You will also be expected to contribute to the management of an adult nursing practice learning environment and use the knowledge gained throughout the programme to act as a resource regarding best practice to members of the wider inter-professional team.
You will be allocated to a field practice learning experience as your practice Hub. Together with spoke learning experiences this will facilitate you to meet the practice learning outcomes during your 12 week continuous practice experience. As your final placement you will be assessed additionally within the formal 'Sign Off process' to enable completion of your course.

During this module, the three independent learning weeks can be used, should you need, to make up practice/theory time, or independent study/reading.

**Learning Outcomes:**
By the end of the module you will be able to:
- Confidently and consistently apply the values that underpin contemporary nursing
- Critically evaluate and respond to opportunities to influence health and social policy to promote public health
- Competently and confidently meet the NMC (2015) standards for safe medicines management
- Act as a positive role model, facilitating the development of others
- Critically explore opportunities for service improvement and initiate innovative practice based on best available evidence
- Carry out systematic, accurate and holistic assessments appropriate to the service user needs, using a range of assessment tools and frameworks
- Be innovative in creating/devising strategies to anticipate, respond appropriately and adapt to complex care situations
- Proactively contribute to the effective management of resources, reporting any concerns appropriately
- Actively engage with life-long learning to enable development, change and resilience
- Critically apply leadership, influencing and decision-making skills effectively with a range of agencies and professionals
- Devise and recommend a range of solutions to manage situations where a person’s wishes conflict with nursing interventions necessary to maintain safety
- Demonstrate the ability to practice autonomously.

**Adult-Field Specific:**
- Act as a resource and provide consultation regarding best practice in adult health to members of the wider inter-professional team
- Contribute to the management of an adult health care environment conducive to the well-being of all
- Actively make use of and facilitate clinical supervision for themselves and others as part of adult health practice.
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.
- The assessment of theory in Year Three includes a dissertation.
- The dissertation provides you with an opportunity to explore in depth an aspect of practice that is of special interest to you.

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 student HSC Students: School and General Information Blackboard site.

### 6.2.4 Summative assessment scheme

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<tr>
<th>Module</th>
<th>Credit</th>
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<td>Level 1</td>
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<td>60</td>
<td>Communication assignment</td>
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<td>Practice assessment</td>
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<td>Group Presentation (EBL)</td>
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<td>Portfolio elements and maternity outcome work</td>
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<td>Service improvement proposal (based on literature review)</td>
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### 6.2.5 Formative assessment overview

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<th>Module 1 – Foundations of Nursing</th>
<th>Safemedge</th>
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<td>Early formative activity</td>
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<td>Feedback on EBL participation</td>
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<td>Practice assessment</td>
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| Module 2 – Essential Nursing Practice | Group presentation feedback  
Mock OSCE  
Safemedicate  
Practice assessment |
|--------------------------------------|--------------------------------------------------|
| Module 3 – Health & Wellbeing        | Activities feeding into empowerment assignment  
Mock clinical report  
Research critique activities  
Practice assessment |
| Module 4 – Living Well With Long Term Conditions | Practice exam papers  
Research critique activities  
Safemedicate  
Mock exam questions  
Practice assessment |
| Module 5 – Meeting Complex Needs     | Agreed literature review question  
Safemedicate  
Portfolio development  
Practice assessment |
| Module 6 – Preparation for Future Practice | Literature review seminar  
Safemedicate  
Practice assessment |

**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 Students: School and General Information 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 Student HSC Students: School and General Information Blackboard site for details of your course specific attendance policy

6.5.2 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.

Please note that 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 student uniform.

Please contact the Local Support team 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 Professional Register maintained by the Nursing and Midwifery Council (NMC), the School (for midwifery it will be the Lead Midwife for Education) 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 Students: School and General Information Blackboard for the full Policy
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, its 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/ldp

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

The following list is offered as an indication of the type and level of resources you will be expected to consult.

A comprehensive Reading List of Child and Young People’s Nursing including other fields can be found here. Updated 14.06.17


Royal College of Paediatric and Child Health (2017) The State of Child Health UK http://www.rcpch.ac.uk/state-of-child-health– Accessed 05.06.17


Taylor DB (2014) *Writing Skills in Nursing and Healthcare* SAGE


Watson G and Rodwell S (2014) *Safeguarding and protecting children, young people and their families* SAGE


Williamson G and Whittaker A (2014) *Succeeding in Literature Reviews and Research Project Plans for Nursing Students* SAGE