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

Course Handbook 2017-18
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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 Disabilities 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 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 (Jan)
Course Director

Katie McGhee
Children’s Nursing
Course Director

Neil James
Learning Disabilities
Nursing Course
Director

Caroline Downs
Mental Health Nursing
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:

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

**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.
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 at 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 delighted to lead on and take forward the workforce education and development of those that deliver healthcare to children and young people. Katie 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.

Neil James – Course Director (Learning Disabilities Nursing)

Neil has worked within secure services, Assessment and Treatment Units, residential homes and as a community nurse for people with a learning disability. Within these environments, he developed experience and knowledge of how to meet the needs of people with a learning disability who present with a range of complex and overlapping needs. He also gained experience of working with individuals who came into contact with the criminal justice system as well as those detained under mental health legislation.

Before joining UEA Neil was Senior Lecturer and Branch Tutor for the learning Disability nursing programme at the Unit for Development in Intellectual Disability. Neil was shortlisted for Lecturer of the Year Student Nursing Times Awards 2014.
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 including bereavement, adjustment, anxiety and depression. In 2006 she commenced at UEA as Lecturer in Mental Health Nursing. Caroline is also the HSC Accreditation of Prior Learning Coordinator for Pre-Registration Programmes.
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 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 field programme.

6.1.1 Adult Specific Modules

**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 devises 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.
6.1.2 Children’s Nursing Specific Modules

CHILDREN’S 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.

CHILDREN’S NURSING MODULE 2 - ESSENTIAL NURSING PRACTICE

Aims:
As a Child field student, in this module you will explore health policy and legislation related to the healthcare of children and young people. You will learn the underpinning knowledge and skills that will enable you to communicate effectively with children, young people and their families. This module will introduce you to family centred care and the importance of this in the caring of children who are unwell. You will explore the effects of hospitalisation on children, young people and their families and will begin to understand the value of therapeutic play. Through
teaching and learning activities you will be required to demonstrate a willingness to actively consider the significance of and factors affecting your own physical and mental wellbeing and the importance of this for the therapeutic use of self.

You will be allocated to hub and spoke environments where you can achieve your learning outcomes.

During this module there are three 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).

**Child Field Specific**
- Explore key issues involved in effective communication with children, young people and their families
- Explore the possible implications of religious, gender and cultural diversity on nursing practice with children, young people and their families
- Explore the role of advocacy in relation to nursing practice with children, young people and families
- Compare and contrast different parenting styles and family dynamics and consider how these might impact on nursing practice with children, young people and their families.
- Recognise and value the need for clinical supervision in Child nursing practice.

CHILDREN’S NURSING MODULE 3 - HEALTH AND WELLBEING

Aims:
In this module, as a Child field student, you will learn the importance of the nurse’s role in empowerment and health promotion with children, young people and their families. You will explore the health needs of children and young people from a range of backgrounds including traveller and immigrant families. The mental health needs of children and young people will also be explored. In this module you will also explore the epidemiology of child health and be introduced to the importance of genetics and inheritance.

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
- Recognise 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.
Child Field Specific
- Explore the implications on practice of recommendations from research and relevant documents such as The State of Child Health (RCPCH 2017), The Future of Child Health Services: New Models for Care (Nuffield Trust 20116) and Report of the Children and Young People’s health outcome forum (DoH 2015)
  2014/15
- Participate in the comprehensive nursing assessment of children and young people with particular reference to recognition of physiological deterioration
- Participate in the effective delivery of health promotion activities to maximise healthy development in children and young people.

CHILDREN’S NURSING MODULE 4 - LIVING WELL WITH LONG TERM CONDITIONS

Aims:
As a Child nursing field student you will be exploring the delivery of services to children and young people who have a range of Living Well with Long Term Conditions and disabilities, and the impact of these on them and their families. You will learn the underpinning knowledge and skills needed to enable you to assess and manage pain in children and young people. Content will include the transition from child to adult services.

The three 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.

Child Field Specific:
- Relate the needs of children and young people to their developmental stage and begin to plan interventions that take into account this development
- Begin to demonstrate an understanding of the ways in which nursing practice can help to ensure the safeguarding of vulnerable children and young people
- Demonstrate the use of negotiation skills in support of children, young people and their families to ensure their autonomy and well-being
- Engage in co-operating with children, young people and their families to actively involve them in decision-making processes
- Undertake the comprehensive nursing assessment of children and young people with complex needs, with particular reference to recognition of rapid physiological deterioration
- Demonstrate an ability to respond in an informed manner to the essential health needs of people across the lifespan and in the full range of health care settings
- Demonstrate effective and evidence-based clinical decision making when helping children and young people to adjust to Living Well With Long Term Conditions
- Show a developing ability to work effectively in ensuring smooth and effective transition from child to adult services for children with Living Well With Long Term Conditions
- Demonstrate numeracy skills to ensure safe calculations for the delivery of Medications.

CHILDREN’S 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, managerial strategies and the effectiveness of the inter-professional team.

Building on the content of previous modules, as a Child field student, you will acquire the knowledge and skills that will enable you to work effectively with children and young people who utilise healthcare services. Content will focus on the effects of
trauma on children, young people and their families, breaking bad news and the knowledge and skills you will require when coping with emergency situations arising within the context of Child nursing.

You will be allocated practice learning settings where you will be able to meet your learning outcomes.

**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 interprofessional 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.

**Child Field Specific:**

- Evaluate the implications for practice of recommendations from relevant documents such as The State of Child Health (RCPCH 2017), The Future of Child Health Services; New Models for Care (Nuffield Trust 2016) and Report of the Children and Young People’s Health outcome forum (DoH 2015)
- Every Child Matters and the NSF for Children, Young People and Maternity Services and suggest ways in which these might be used to change or improve practice
- Develop strategies to ensure that the child, young person and families are involved in decision-making to the fullest extent possible
- Accurately assess the developmental stage of the child or young person and initiate developmentally-appropriate practices and interventions
- Make decisions at all stages of their nursing interactions with children, young people and families based on a sound understanding of theoretical underpinnings from life, behavioural and social sciences
- Demonstrate effective and evidence based clinical decision making when managing complex situations, particularly where the views of the child or
young person and their carers differ, seeking help or acting autonomously as required
- Judge the comparative effectiveness of the nurse in health promotion and health education for children, young people and families and suggest how this might be improved where appropriate
- Communicate with children and young people to ensure that they understand their health care needs and can actively make decisions about these needs to the fullest possible extent
- Demonstrate the effective delivery of health promotion within practice to maximise healthy development in children and young people
- Apply knowledge of laws relating to consent in relation to withdrawal of treatment
- Critically evaluate the laws relating to consent with regard to children and young people with complex needs
- Demonstrate a detailed understanding of the ways in which nursing practice can help to ensure the safeguarding of vulnerable children and young people within an interagency and inter-professional approach to safeguarding.

CHILDREN'S NURSING MODULE 6 - PREPARATION FOR FUTURE PRACTICE

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

During the module, blended and shared learning approaches continue to support you to meet the module outcomes. You will concentrate on the acquisition of field knowledge and skills to prepare you for future practice. Within this year of the programme, as an increasingly independent learner, you will be expected to use self-directed study time to prioritise your learning in relation to the module outcomes.

In this module you will be consolidating and reviewing the knowledge and skills gained throughout the programme in relation to the field of Child nursing. 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 be allocated to hub and spoke environments where you can achieve your learning outcomes.

During this module there are three 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:
- 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.

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

LEARNING DISABILITIES 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.

LEARNING DISABILITIES NURSING MODULE 2 - ESSENTIAL NURSING PRACTICE

Aims:
As a Learning Disabilities field student, in this module you will explore the philosophy, health and social policy underpinning the provision of services to individuals with learning disabilities. You will develop the knowledge and skills that will enable you to communicate effectively with individuals who have a learning disability, their families and carers. Through teaching and learning activities you will
demonstrate the importance of promoting the autonomy, rights and choices of individuals with learning disabilities.

**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).

**Learning Disabilities Field Specific:**
- Discuss the power imbalances between professionals and people with learning disabilities
- Explore the impact and influence of the historical development of services for people with learning disabilities on current service provision
- Recognise the value and need for clinical supervision in learning disability nursing practice
- Recognise the factors that may lead to the deterioration of mental health (including trauma/abuse).

**LEARNING DISABILITIES NURSING MODULE 3 - HEALTH AND WELLBEING**

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

**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
- Recognise 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.

**Learning Disabilities Field Specific**
(These field outcomes can be completed in Module Three or Four of the programme)
- Facilitate opportunities for self-determination and self-management with people who have learning disabilities
- Discuss the effect that a learning disability may have on normal development
- Demonstrate the ability to use the full range of person-centred alternative and augmentative communication strategies to build partnerships and therapeutic relationships
- Actively promote partnerships with service users, carers and other professionals, services and agencies to agree and implement person-centred care and ensure continuity of care
- Use a range of effective strategies to make all relevant information accessible to and understandable by people with learning disabilities.
LEARNING DISABILITIES NURSING MODULE 4 - LIVING WELL WITH LONG TERM CONDITIONS

Aims:
As a Learning Disabilities field student you will be exploring both the needs and service provision for individuals with a learning disability who have complex needs which may be arising from ageing, related to their cognitive impairment or as they approach end of life care. Key themes will include advocacy within services provided for people with learning disabilities, to promote social inclusion and ensure access to services as required.

The three 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.
Learning Disabilities Field Specific
(These field outcomes can be completed in Module 3 or 4 of the programme)
- Professionally advocate, as appropriate, to represent the health need and protect the rights of people with learning disabilities and challenge negative stereotypes
- Demonstrate partnership working with people with learning disabilities and their families and carers to facilitate choice and maximise self-care and self-management and to co-ordinate the transition between different services and agencies.
- The identification of the physical and psychological health needs of people with a learning disability and how these can be addressed

LEARNING DISABILITIES 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, managerial strategies and the effectiveness of the inter-professional team. You will continue to work in both multi-field and field specific study groups.
During the module blended and shared learning approaches continue to support you to meet the module outcomes. You will concentrate on the acquisition of field knowledge and skills to meet the requirements of people with complex needs.
Within this year of the programme, as an increasingly independent learner, you will be expected to use self-directed study time to prioritise your learning in relation to the module outcomes.

In the context of previous learning and progression within this module you will be developing and demonstrating the knowledge and skills required to enable you to respond therapeutically to individuals with a learning disability, who have overlapping complex needs, and their carers. This module will support you in acquiring the understanding and abilities required to support individuals who have a learning disability and present with complex physical and psychological needs, challenging behaviour and/or offending behaviour.
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.

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.

**Learning Disabilities Field Specific:**
- Consistently promote autonomy, rights and choices of people with learning disabilities and support and involve their families and carers, ensuring that each person’s rights are upheld according to policy and law
- Lead and coordinate to ensure that people with learning disabilities receive support that creatively addresses their physical, social, economic, psychological, spiritual and other needs, when assessing, planning and delivering care
- Critically apply a structured, person centred approach to assess, interpret and respond therapeutically to people with learning disabilities, and their often complex, pre-existing physical and psychological health needs
- Critically apply a structured approach to assess communication with, interpret and respond therapeutically to people with learning disabilities who have complex physical and psychological health needs or those in behavioural distress
- Recognise and respond appropriately to the complex behaviour that people with learning disabilities may use as communication
- Consistently use their knowledge and skills to exercise professional advocacy, and recognise when it is appropriate to refer to independent advocacy services to safeguard dignity and human rights
- Demonstrate collaborative working with stakeholders to enable people with learning disabilities to exercise choice and challenge discrimination.

**LEARNING DISABILITIES NURSING MODULE 6 - PREPARATION FOR FUTURE PRACTICE**

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

During the module, blended and shared learning approaches continue to support you to meet the module outcomes. You will concentrate on the acquisition of field knowledge and skills to prepare you for future practice. Within this year of the programme, as an increasingly independent learner, you will be expected to use self-directed study time to prioritise your learning in relation to the module outcomes. In this module you will be consolidating and reviewing the knowledge and skills gained throughout the programme in relation to the field of learning disability nursing.

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 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.

During this module there are three 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:
- 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.
Learning Disabilities Field Specific:
- Articulate the unique contribution of the learning disability nurse in service design and provision
- Critically analyse and apply data and research findings on the health of people with learning disabilities to help improve people’s experiences and care outcomes and shape of future services
- Actively makes use of and facilitate clinical supervision for themselves and others as part of learning disability nursing practice.

6.1.4 Mental health nursing specific module

MENTAL HEALTH 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, interprofessional learning and systematic approaches to nursing. An emphasis is placed on the acquisition of essential nursing skills. There will be a focus on the development of 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
MENTAL HEALTH NURSING MODULE 2 - ESSENTIAL NURSING PRACTICE

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

You will be allocated to hub and spoke environments where you can achieve your learning outcomes.

At the end of this module there are three 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).

**Mental Health Field Specific:**
- Explore the philosophy underpinning contemporary mental health services
- Consider and apply relationship building skills to engage with and support people in mental distress and their families
- Explore the power imbalances between professionals and people experiencing mental health problems
- Recognise the value and need for clinical supervision in mental health practice
- Recognise the factors that can contribute to the deterioration of mental health including trauma and abuse.

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

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

**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
- Recognise 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.

Mental Health Field Specific:
- Actively promote mental health to offset the effect of stigma on the lives of people living with mental health problems
- Demonstrate ability to undertake mental health screening and referral assessment and planning of care from a variety of sources
- Demonstrate understanding of the complexities involved and skills required in building relationships with people experiencing a range of mental distress
- Undertake a mental health assessment of an individual in mental distress.

MENTAL HEALTH NURSING MODULE 4 - LIVING WELL WITH LONG TERM CONDITIONS

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

The three 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.

Mental Health Field Specific:
- Work collaboratively to promote recovery; minimise the incident of relapse and enhance wellbeing in individuals with mental health problems and their families
- Facilitate and exploit opportunities for self-determination and enable self-management with people who have mental health problems.

MENTAL HEALTH 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, managerial strategies and the effectiveness of the inter-professional team. You will continue to work in both multi-field and field specific study groups.

During the module, blended and shared learning approaches continue to support you to meet the module outcomes. You will concentrate on the acquisition of field knowledge and skills to meet the requirements of people with complex needs. Within this year of the programme, as an increasingly independent learner, you will be expected to use self-directed study time to prioritise your learning in relation to the module outcomes. Your dissertation preparation is supported by engagement in seminars and a reading week.
In the context of previous learning and progression within this module, as a Mental Health field student you will be learning and demonstrating the knowledge and skills related to working effectively with complex cases. This will include complex mental health needs and risk assessment across a range of presentations. Content will include that related to those with dual diagnoses; to children and adolescents within mental health settings and individuals with a personality disorder. Therapeutic mental health nursing in forensic settings will also be a key theme.

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.

**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.

**Mental Health Field Specific**
- Promote informed choice regarding mental health interventions including in situations where autonomy is compromised
- Critically employ skills and knowledge to facilitate an eclectic range of therapeutic activities with individuals experiencing complex mental health problems, groups, families and carers.
- Lead assessments with individuals with complex mental health problems.
- Develop case formulations and negotiate goals supported by evidence based interventions within a range of mental health contexts
- Critically and collaboratively evaluate the efficacy of nursing interventions
- Embrace a recovery focused approach and maximising service user involvement in challenging situations whilst maintaining safety
- Demonstrate expertise when communicating and working with individuals who have complex mental health needs
- Undertake a risk assessment and formulate a risk management plan which maximises the opportunities for positive risk taking.

**MENTAL HEALTH NURSING MODULE 6 - PREPARATION FOR FUTURE PRACTICE**

**Aims:**
As a Mental Health field student you will be consolidating and reviewing the knowledge and skills gained throughout the course in relation to their field of practice. Contemporary legislation, policy and service development 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 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 this module there are three 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:
- 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.
**Mental Health Field Specific:**
- Act as a resource and provide consultation regarding best practice in mental health to members of the wider inter-professional team
- Contribute to the management of a mental health care environment conducive to the wellbeing of all
- Actively make use of and facilitate clinical supervision for themselves and others as part of mental 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

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>Communication assignment</td>
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<td></td>
<td>Level 1</td>
<td>Practice assessment</td>
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<tr>
<td></td>
<td></td>
<td>Post Placement Reflective account</td>
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<tr>
<td>2</td>
<td>60</td>
<td>Group Presentation (EBL)</td>
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<tr>
<td></td>
<td>Level 1</td>
<td>Practice assessment</td>
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<td></td>
<td>OSCE</td>
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<td>Safemedicate</td>
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<tr>
<td>3</td>
<td>60</td>
<td>Empowerment assignment</td>
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<td></td>
<td>Level 2</td>
<td>Practice assessment</td>
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<td></td>
<td>Clinical Report</td>
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<tr>
<td>4</td>
<td>60</td>
<td>Examination</td>
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<tr>
<td></td>
<td>Level 2</td>
<td>Practice assessment</td>
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<td></td>
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<td>Portfolio elements and maternity outcome work</td>
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<td>5</td>
<td>60</td>
<td>Practice assessment</td>
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<tr>
<td></td>
<td>Level 3</td>
<td>Literature Review</td>
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<tr>
<td>6</td>
<td>60</td>
<td>Practice assessment</td>
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<tr>
<td></td>
<td>Level 3</td>
<td>Service improvement proposal (based on literature review)</td>
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<td></td>
<td></td>
<td>Portfolio elements</td>
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<tr>
<td></td>
<td></td>
<td>Safemedicate</td>
</tr>
</tbody>
</table>
### 6.2.5 Formative assessment overview

| Module 1 – Foundations of Nursing | Safemedicate  
Early formative activity  
Feedback on EBL participation  
Practice assessment |
|----------------------------------|---------------------------------------------------|
| 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 to 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, 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.thelarningdisabilitieself.net/](http://www.thelarningdisabilitieself.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
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


Burton M, Pavord E and Williams B (2014) *An introduction to child and adolescent mental health* SAGE


UK
http://www.councilfordisabledchildren.org.uk/media/554523/ChildrenAndFamiliesActBrief.pdf Accessed 14.06.17


Jessica Kingsley Publishers


Gov.uk (2015) Child Health [online] UK  


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


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