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1.0 INTRODUCTION FROM YOUR 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). You are embarking on a stimulating, challenging and rewarding journey towards becoming a professional Registered Nurse (RN) within the Adult, Children’s, Learning Disability or Mental Health field. Across fields, nurses share requirements to be trustworthy and demonstrate the underpinning healthcare values of being caring, compassionate, courageous, and competent and committed, whilst demonstrating excellent communication skills. Your high-quality programme will equip you to develop professionalism, knowledge and proficiencies specific to your chosen field of nursing practice.

Your programme sets out to empower you as both a student and future Registered Nurse. It will develop you both personally and professionally and build your self-efficacy and professional confidence. Your educators will act as professional role models and you will engage with peers from all fields of nursing and health professionals from many disciplines. Your programme will equip you with knowledge, skills and strategies to influence healthy workplaces and both others’ and your own health.

You will complete the programme with the confidence to manage and deliver high quality care in a fast-changing world, in which you will work in partnership with people to improve health, wellbeing and dignity across the life-course. Nursing takes place in diverse clinical and social environments, knowledge changes at a pace and a wide range of approaches will contribute to your learning which sets out to make you a desirable and sought-after employee.

As a developing professional, there is an expectation that you will fully engage in your learning and contribute to the learning of others, and you are encouraged to maximise the excellent opportunities available within the School and the wider University. We very much look forward to supporting you through this exciting and fulfilling programme.

Yours sincerely,

Coralie Roll
Adult Nursing Course Director

Iain Shuttleworth
Adult Nursing Deputy Course Director

Lucy Arora
Children’s Nursing Course Director

Kirsty Henry
Learning Disabilities Nursing Course Director

Rosalyn McCartney
Mental Health Nursing Course Director
The central **UEA student handbook** is an important resource for you. This 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 2019-20  
xvi. Appeals and complaints  
xvii. Equality and inclusion for students  
xviii. Student representation and feedback

In addition to the University student handbook your Course handbook provides more specific details about your programme.

The **HSC Student Zone** Blackboard® site also provides you with a wealth of important information: [https://learn.uea.ac.uk/webapps/blackboard/content/listContent.jsp?course_id=123516_1&content_id=2146795_1](https://learn.uea.ac.uk/webapps/blackboard/content/listContent.jsp?course_id=123516_1&content_id=2146795_1)

Information contained in the central UEA student handbook will not be repeated on HSC Student Zone site.
### Coralie Roll – Course Director (Adult Nursing)

Coralie worked in the NHS for 25 years, initially as a Health Care Assistant before commencing Nurse training in 1991. After qualifying as a Registered Adult Nurse in 1994, she began working initially in a NHS acute hospital in Oxfordshire before returning to Norfolk to train as a Midwife. After completion of the Dip HE Midwifery programme Coralie worked as Registered Midwife in Norfolk in the acute and community NHS sectors.

In 2000 she qualified as a Specialist Community Public Health Nurse (School Nursing) and worked as a School Nurse in a local Community NHS Trust providing services to children, young people and their families in both the Community and Primary/Secondary education environments.

During this time, Coralie worked initially as a School Nurse, and then gained a Post Graduate qualification in Interprofessional Healthcare Education to perform the role of a School Nurse Practice Teacher supporting student School Nurses on their school nurse training, until her promotion to Locality Team Leader for both School Nursing and Health Visiting. This role enabled Coralie to develop skills in leadership and service delivery, and the practice and supervision of staff in the safeguarding of children and young people.

In 2014 Coralie completed an MSc Clinical Research degree funded by the National Institute of Health Research and then began working at UEA as a Lecturer in Nursing Sciences. She has been Course Director for 3 years.

### Iain Shuttleworth – Deputy Course Director (Adult Nursing)

With a 25-year military career in the British Army Medical Services, Iain qualified as an Adult Nurse in 1983. He served in the UK & Northern Ireland, Germany, Hong Kong, Kenya, Cyprus, Bosnia, Kosovo, Afghanistan and Liberia as a Clinical Nurse Specialist and Senior Nurse Practitioner within Acute Trauma, Primary Care, Genito Urinary Medicine and Tropical Diseases.

In 2000, Iain moved into education, holding a 4-year senior lecturer position, teaching Pre, Post registration, and interdisciplinary clinical education, at Fort Blockhouse, Portsmouth, then the Defence School of Health Care Studies, Birmingham.

In 2004, Iain joined the UEA and held previous posts within the Facility of Nursing Sciences, including: Course Director (Adult Field) and project’s Director. He currently holds the
post of Lecturer in Nursing Sciences where he teaches across multiple clinical programmes both undergraduate and postgraduate.

Iain continues to maintain his Military and NGO links, and is currently a member of the Army Reserve Force, holding the Rank of Lt Col. In July 2014 he deployed with the NGO Save the Children Organisation to assist in the organisation and planning of the clinical management and containment of the Ebola Disease outbreak in West Africa.

Iain continues to maintain keen clinical and educational interests in A & E, Trauma, Primary Care, G U Medicine and Tropical Diseases. He is also currently reading for an MSc in Tropical Medicine & International Health.

Lucy Arora – Course Director (Children’s Nursing)

Lucy qualified as a Children’s Nurse in 2001 and worked at Great Ormond Street Hospital from 2001-2013. Lucy worked in a variety of settings there including Neonatal Intensive Care before taking on a Nurse Practitioner role and setting up a High Dependency Unit for children with metabolic, endocrine and gastroenterological disorders.

Lucy went on to undertake a Non-Medical Prescribing course before embarking on an MSc in Paediatric Advanced Nurse Practice, after which she became a Paediatric Advanced Nurse Practitioner. Lucy worked as a Clinical Site Practitioner, responsible for managing all acute and deteriorating patients, leading the Clinical Emergency Team and becoming the named nurse for safeguarding and major incident management.

Lucy went into education when she was seconded to be the Assistant Chief Nurse in 2009 and from there became the lead practitioner for the Clinical Site Practitioner team and set up in-situ clinical emergency team simulation as the lead nurse for simulation in the hospital.

Lucy moved into higher education in 2015 taking up the post of Senior Lecturer at a London university teaching a range of professionals undertaking a non-medical prescribing qualification, also teaching advanced practitioners who work in settings that see and treat children without a formal paediatric qualification.

Lucy came to the UEA in 2018 and became the Course Director for Children’s Nursing, a role that she is enthusiastic about as she loves supporting students to progress.
**Kirsty Henry** – Course Director (Learning Disabilities Nursing)

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

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

In 2015 Kirsty joined the UEA, where she teaches across a variety of different programmes. Kirsty was honoured to have been shortlisted for UEA’s Personal Adviser of the year in 2017. Her MA in Higher Educational Practice focussed on exploring field identity in nursing and the impact that different teaching styles has upon student experience and learning in nurse education.

**Rosalyn McCartney** – Course Director (Mental Health Nursing)

Rosalyn trained as a Mental Health nurse at UEA, qualifying in 2000, after previously registering as a Learning Disability nurse in 1990, working primarily with children as well as some time working as a community nurse. She has worked in a variety of settings supporting people with mental health issues, both hospital-based and in the community.

She has experience of supporting people with dementia and their families, firstly in ward-based settings where her studies led to improvements in the staff hand-over. Subsequently, she worked in a day hospital. During this time, she was instrumental in setting up a service for older people with functional mental illnesses. Shortly after joining the UEA, Rosalyn led the post registration course ‘Foundations of Person-Centred Dementia Care’.

She has also worked in a forensic mental health setting, supporting people whose mental illness required care within a secure setting. Her most recent post was as a community mental health nurse, with working age adults with a variety of mental health conditions.

Since joining the UEA in 2007, Rosalyn has taken on various roles, including plagiarism officer and placements lead for mental health, as well as working with the new nursing degree apprentices.
4.0 PROGRAMME ETHOS AND PHILOSOPHY

Ethos
Our ethos in the School of Health Sciences (HSC) is one in which educational provision is built on research–informed teaching, innovative curriculum design and an excellent student experience. We aim to produce skilled, creative, intellectually adept and employable graduates who become health-care leaders and contributors to future knowledge. The attributes of these graduates enable them to make a significant contribution to society, professionally, morally and economically, and to contribute to the global pool of knowledge addressing 21st century health challenges (HSC Teaching and Learning Strategic Plan 2017-22).

Throughout your programme, a blended approach to learning emphasises the integration of theory and inter-professional practice. The learning methodology draws upon a broad range of contemporary strategies that will empower you to reach your full potential across educational settings. The programme will promote your ability to learn autonomously and collaboratively, including as part of a wider health care team. You will be encouraged to read and engage with a wide range of sources to inform your educational development and nursing practice. In line with the School’s strategy, your programme is underpinned by the belief that students learn best in an environment that integrates research and teaching and which draws upon a range of knowledge, expertise and co-production from health and social care professionals, health scientists, service users and students.

Philosophy
The programme sets out to influence people’s equality of access to safe and effective healthcare from critical thinking, accountable, knowledgeable and skilled nurses. You will be enabled to become a nurse who understands people’s specific needs and the broader determinants of health, and who facilitates positive health outcomes for people across the life course. At the centre of this is the prevention of ill-health and promotion of health and wellbeing through an empowering approach. As a graduate of this programme you will be equipped to make critically informed decisions with knowledge and skills that are transferrable across settings. This will enable you to provide holistic needs-led and evidence-based high quality care.

The modules which make up the programme will develop your academic skills and applied knowledge of health and social sciences which will enable you to deliver integrated evidence-based nursing practice. This practice will include early and proactive approaches to assessment, planning, delivery and evaluation of care to people of all ages and stages of life. In addition to this, it is widely recognised that working in the healthcare environment can be both personally and professionally challenging, and the programme will equip you with knowledge, skills and strategies to influence others, your own health and a healthy workplace. This approach will influence the development of your professional integrity, including the skills to cope and demonstrate resilience, to work within boundaries and to be prepared to speak up on behalf of others.

The programme sets out to empower you through partnerships which build your self-efficacy, professional confidence and self-esteem. Your educators and assessors will act as professional role models.
5.0 GRADUATE ATTRIBUTES, EMPLOYABILITY SKILLS AND LEARNING OUTCOMES

Graduate attributes and Employability Skills

By the end of the programme you will be able to:

- Practice as an autonomous and accountable practitioner in order to make judgments that enable individuals, groups and populations to optimise holistic health, well-being and maximise potential.
- Use reflective practice and manage your own learning within a framework of continuing professional development
- Manage yourself and others within shifting contexts of health, education and social care, enhancing service development whilst ensuring quality and productivity
- Apply robust evidence to nursing practice in complex circumstances in a safe, effective and person-centred manner
- Manage ethical dilemmas and use problem-solving and decision-making skills in a knowledgeable and value-based way within the context of relevant legislation

Learning outcomes

By the end of your programme you will have demonstrated:

- A systematic understanding of nursing practice including the acquisition of coherent and detailed contemporary nursing knowledge
- Conceptual understanding, integration and application of professionalism, nursing theory, health promotion and health and life sciences for nursing practice
- Critically reflective approaches and self-awareness when evaluating your own and others' practice
- Practice underpinned by high quality research evidence and personal contribution towards a culture of enquiry within the profession
- Flexibility, innovation, and responsiveness to change
- Management of ambiguity and limitations in evidence in the context of nursing practice
- Safe and effective activity within your scope of practice with an understanding of the impact of culture, equality and diversity so that you act in the best interests of people, across the life-course, and services at all times.
- Proactive leadership and management of others to meet the challenges that exist in health and social care
- Skilful team behaviours in interdisciplinary and multi-agency environments by working effectively with different professionals, organisations, individuals and their families and carers
- The ability to critically evaluate and apply evidence in order to inform clinical decision making and to deliver best practice
6.0 YOUR COURSE ORGANISATION, STRUCTURE AND CONTENT

6.1 Course structure
You are required by the Nursing and Midwifery Council (NMC) to achieve a total of 4600 hours learning. In your programme this equates to 2300 hours of theory and 2300 hours of practice. To achieve this your course is organised over three years in weeks of 40 hours of learning per week. Years one and two are forty-weeks in length, and year three is thirty-five weeks. This structure and sequencing integrate theory and practice at increasing levels of complexity and will enable you to manage your learning experiences effectively.

Each of Years One and Year Two of your programme involve three year-long modules. In the final year, two compulsory year-long modules are accompanied by a small selection of option modules and you will express a preference as to which one of these you wish to study.

6.2 Modules
The successful completion of all the modules in your course ensures that you meet the professional requirements of the Future Nurse: Standards of Proficiency for Registered Nurses (NMC 2018). Adult field nursing students will meet the professionally required criteria identified within Article 31(6) and 31(7) of the European Directive 2005/36/EC.

The teaching and learning experiences provided in each module will enable you to meet clearly identified module learning outcomes. Teaching and learning methods will include short key note lectures, small group teaching, seminars, workshops, enquiry-based learning, experiential learning, simulated practice, practice-based placements, independent directed and self-directed activities. A balance between lecturer-led and student-led learning sets out to develop you to become a Registered Nurse who can capably and confidently identify and meet their own learning needs and engage in continuous professional development (CPD).

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming a Professional (30 credits)</td>
<td>Managing Care (30 credits)</td>
<td>Complexity and Innovation in nursing practice (40 credits)</td>
</tr>
<tr>
<td>Facilitation Health and Wellbeing (30 credits)</td>
<td>Health and Life Sciences for Nursing Practice (30 credits)</td>
<td>Option Module (20 credits)</td>
</tr>
<tr>
<td>Nursing Practice and Simulation 1 (60 credits)</td>
<td>Nursing Practice and Simulation 2 (60 credits)</td>
<td>Nursing Practice and Simulation 3 (60 credits)</td>
</tr>
</tbody>
</table>

6.2.1 Table 1 Modules: BSc (Hons) 3-Year route
Full module information can be accessed via eVision as follows:

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

7.0 ASSESSMENTS

There is an equal weighting between the academic credit awarded for your theory and practice assessments. Some assessments test your knowledge and the application of this to practice and other assessments are practice-based.

Your programme includes formative and summative assessments. Formative assessments offer opportunities to develop knowledge and skills with relevance for your summative assessments. Summative assessments are those which attract academic credit and in which you must be successful to progress on your programme. Feedback and feed forward are integral to your programme, and the emphasis is on providing you with opportunities to both assess how you are progressing, and to identify how you can develop, adjust your efforts and improve prior to your summative assessments.

7.1 Practice Module Assessments

• Assessment of your practice will take place during year-long Nursing Practice and Simulation (NP&S) modules which involve blocks of practice learning and simulated-based practice learning in the university setting
• Each year the NP&S module allows time for you to learn, rehearse and be assessed in nursing proficiencies, healthcare values and the application of your growing knowledge to nursing practice
• Your practice-based assessments will involve both continuous and episodic assessment and you must successfully achieve all of the NP&S module learning outcomes
• Your achievement of the NP&S module learning outcomes and proficiencies will be recorded in your Practice Assessment Document (MYEPAD)
• Each year you will also be required to pass a medication-based numeracy assessment
• At pre-determined dates within your blocks of practice learning, you will have an initial interview; a formative assessment (midpoint review) and a summative assessment
• You will reflect on your own development and receive a range of feedback from others including your Practice Assessor, Practice Supervisor and service users which. This feedback will contribute to your practice assessment
• You will be expected to assess your own performance and share this assessment with your Practice Supervisor and Practice Assessor
• The assessment of your practice learning blocks will be on a pass/fail basis
• There is a Progression Point at the end of each year (part) of the programme when your allocated Practice Assessor and your allocated Academic Assessor will confirm that you have completed the practice requirements to progress to next year (part) of your programme
• Your Ongoing Achievement Record (OAR) will document your professional proficiencies and skills throughout the three years of your programme
• Adult field students will have a record that demonstrates that they have met the knowledge and skills requirements for general care and the competencies
set out in Article 31(6) and 31(7) of Directive 2005/36/EC for Pre-registration Nursing programmes

7.2 Theory Module Assessments
- You must achieve all the learning outcomes for each of the theory modules in your programme
- Your achievement of these learning outcomes will be assessed through clearly identified assessment tasks in each module
- Across the course there is a wide variety of theory assessments. For example, poster presentations, essays, course tests, an examination and a final course project which involves a literature review and Service Improvement Proposal
- Each summative assessment task is weighted in relation to its contribution to the academic credit which you will be awarded for completion of the module
- For assignment formatting guidance - Follow Health Sciences’ standard formatting for written assignments unless otherwise advised by your module organizer

The full guidance is available via the Student Zone Blackboard® site, within Policies and Processes/Guidance and advice.

For further information please visit the Assessment folder on your HSC Student Zone Blackboard® site.

7.3 Overview of your programme’s assessment activities

<table>
<thead>
<tr>
<th>Year and Module</th>
<th>Formative assessment (FA)</th>
<th>Summative assessments (SA)</th>
<th>Summative Assessment Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BECOMING A PROFESSIONAL</td>
<td>Poster presentation</td>
<td>Poster presentation focussed on professionalism</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Essay Plan for summative assignment</td>
<td>Legal &amp; Ethical Issues Essay</td>
<td></td>
</tr>
<tr>
<td>FACILITATING HEALTH &amp; WELLBEING</td>
<td>Essay Development Plan</td>
<td>Health &amp; Wellbeing Essay</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Public Health Issue Presentation</td>
<td>Health Promotion Presentation</td>
<td></td>
</tr>
<tr>
<td>NURSING PRACTICE &amp; SIMULATION 1</td>
<td>Practice Assessment</td>
<td>Practice Assessment</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td></td>
<td>Safe-medicate assessment</td>
<td>Safe-medicate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anatomy and Physiology online tests</td>
<td></td>
<td>Pass/Fail (80% pass mark)</td>
</tr>
<tr>
<td>Year and Module</td>
<td>Formative assessment (FA)</td>
<td>Summative assessments (SA)</td>
<td>Summative Assessment Weighting</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEALTH &amp; LIFE SCIENCES FOR NURSING</td>
<td>Essay plan presentation</td>
<td>Holistic case study</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Course tests</td>
<td>Anatomy and Physiology examination</td>
<td>40%</td>
</tr>
<tr>
<td>MANAGING CARE</td>
<td>Assessment of Risk Concept Map</td>
<td>Aspect of care assessment video</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td></td>
<td>Managing Care group discussion (with individual element)</td>
<td>Managing Care Essay</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Research article critique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING PRACTICE &amp; SIMULATION 2</td>
<td>Practice Assessment 2</td>
<td>Practice Assessment Safe-medicate</td>
<td>Pass/Fail (90% pass mark)</td>
</tr>
<tr>
<td></td>
<td>Safe-medicate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anatomy and Physiology online tests</td>
<td>Practice Assessment Safe-medicate</td>
<td>Pass/Fail (90% pass mark)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safe-medicate</td>
<td></td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPLEXITY &amp; INNOVATION in NURSING PRACTICE</td>
<td>Presentation of project proposal to peers</td>
<td>Capstone Project</td>
<td>100%</td>
</tr>
<tr>
<td>OPTION MODULE</td>
<td>Facilitated peer group discussion</td>
<td>Poster presentation</td>
<td>100%</td>
</tr>
<tr>
<td>NURSING PRACTICE &amp; SIMULATION 3</td>
<td>Practice Assessment</td>
<td>Reflective audio/video account</td>
<td>Pass/Fail (100% pass mark)</td>
</tr>
<tr>
<td></td>
<td>Safe-medicate</td>
<td>Safe-medicate</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td></td>
<td>Anatomy and Physiology online tests</td>
<td>Practice Assessment</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safe-medicate</td>
<td></td>
</tr>
</tbody>
</table>

**7.3.1 Table 2 - Summary of Course Assessments**
8.0 PRACTICE LEARNING

Practice learning opportunities are integral to your programme and these will enable you to develop and meet the Standards of proficiency for Registered Nurses (NMC 2018). You will have supernumerary status during practice-based learning and will experience the variety of practice expected by Registered Nurses.

Your practice-learning blocks take place twice in each year (in Year 1 of your programme the first block of practice learning is divided into two parts). During Year 3 you will undertake a ‘Professional Development Practice’ (PDP) learning experience which will be influenced by an element of professional practice which you wish to develop further.

Apart from your final block of practice learning, all practice blocks include one Continuous Professional Development (CPD) day of eight hours per week. This CPD practice time will provide you with the opportunity for practice-based reflection. In contrast to this, the final ten weeks practice block of your programme includes forty hours placement time per week (without a CPD day). This will fully prepare you for professional registration and recognises our Practice Education Partners’ feedback that a consistent period in practice is important at this time.

8.1 Pattern of Practice Learning Blocks during your programme

Your Nursing Practice and Simulation modules include identified hours of simulated practice in the university setting and blocks of practice learning. The length of your practice learning blocks and the amount of simulated practice in hours in each year is summarised in the table which follows.

<table>
<thead>
<tr>
<th>Year 1: Nursing Practice and Simulation 1</th>
<th>Year 2: Nursing Practice and Simulation 1</th>
<th>Year 3: Nursing Practice and Simulation 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Learning Block 1:</td>
<td>Practice Learning Block 1:</td>
<td>Practice Learning Block 1:</td>
</tr>
<tr>
<td>weeks 13-16 and weeks 22-25 inclusive,</td>
<td>weeks 4-12 inclusive,</td>
<td>(Professional Development Placement)</td>
</tr>
<tr>
<td>8 weeks of 40 hours learning including CPD days</td>
<td>9 weeks of 40 hours learning including CPD days</td>
<td>weeks 2-6 inclusive,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 weeks of 40 hours learning including CPD days</td>
</tr>
<tr>
<td>Practice Learning Block 2:</td>
<td>Practice Learning Block 2:</td>
<td>Practice Learning Block 2:</td>
</tr>
<tr>
<td>weeks 30-38 inclusive,</td>
<td>weeks 20-29 inclusive,</td>
<td></td>
</tr>
<tr>
<td>9 weeks of 40 hours learning including CPD days</td>
<td>10 weeks of 40 hours learning including CPD days</td>
<td>weeks 25-34 inclusive,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 weeks of 40 hours learning</td>
</tr>
<tr>
<td>Simulated Practice: 120 hours</td>
<td>Simulated Practice: 72 hours</td>
<td>Simulated Practice: 72 hours</td>
</tr>
</tbody>
</table>

8.1.1 Table 3 - Summary of Practice Learning Blocks and Simulated Practice hours

If you need to report any concerns arising from your experiences in practice, policies to support you are available on the HSC Student Zone Blackboard® site. Please also refer to the Placement Handbook for further information.
8.2 Support and assessment in practice
There will be several people involved in supporting and assessing you during your practice learning. For each of your assessed practice placements you will be allocated a nominated Practice Supervisor and a nominated Practice Assessor who have had preparation to take on these roles. Your Practice Supervisor will work directly with you to facilitate your learning and will contribute to your overall assessment and achievement. Your Practice Assessor will be a Registered Nurse and will confirm that you have met the required outcomes for each block of practice learning. At the end of each year, a Practice Assessor and an identified Academic Assessor will confirm your readiness to progress to the next stage of your programme.

Each practice learning area also has a Link Lecturer and Multi-Professional Education Co-ordinator and/or Practice Educator and these people will be readily available to support you. At the commencement of each block of practice learning you will be made fully aware of the specific support and opportunities available to you and the nominated person who will actively address any concerns that you might have.

8.3 Collaborative Learning in Practice (CLiP)
During your programme you will experience a coaching approach to your learning. In several areas, this will be structured using the Collaborative Learning in Practice model (CLiP). CLiP is an approach implemented in The School of Health Sciences (HSC) at UEA which has received national recognition for its success in the support, development and assessment of student nurses.

Working patterns
You will be required to experience a pattern of shifts over the 24-hour care provision and must record your completed practice hours for monitoring by the Learning and Teaching Services (LTS), in line with the School Attendance policy (Practice).

You will be allocated shifts in line with the practice learning environment, however there is potential for you to negotiate and agree elements of your shift pattern with your practice area to optimise your learning. Conversations with practice professionals will take into consideration patient/service user safety, your welfare, placement needs and your programme outcomes.

9.0 INTERPROFESSIONAL LEARNING
Interprofessional learning which integrates theory and practice is an important focus in HSC. We are fortunate at UEA to deliver all four fields of nurse education and a wide range of other healthcare programmes and this provides opportunities for students from different disciplines to be taught and learn together. UEA has well established interprofessional learning activities for healthcare students and you will be supported to participate in such activities. Lecturers and professionals from multiple health, social care and health science backgrounds will contribute to your learning, and attention is given to the assessment of interprofessional working in your practice assessment document (MYEPAD). This will help to develop your knowledge, skills, attitudes and behaviour to facilitate effective interprofessional
collaboration, and improve the experience of people referred to health and social care services.

10.0 EMPLOYABILITY DEVELOPMENT PORTFOLIO: MYEVOLUTION INCLUDING THE VALUE-BASED CHARTER

From early in the programme you will be encouraged to develop your electronic MyEvolution employability development portfolio and the development of this will be reflected in available learning opportunities and your formative assessments. The MyEvolution site is based on six foundations and these are defined in the table which follows:

<table>
<thead>
<tr>
<th>PERSONAL AND PROFESSIONAL GROWTH</th>
<th>Developing yourself as an individual and as a professional. This can be through informal as well as formal approaches.</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLICIES AND RESEARCH</td>
<td>An awareness of policies that influence you and your work and to be involved with research as appropriate to your job.</td>
</tr>
<tr>
<td>EXCELLENCE</td>
<td>To strive towards excellence in yourself and your job using safe, evidence-based practice with enthusiasm and passion.</td>
</tr>
<tr>
<td>INTEGRITY</td>
<td>To be a trusted individual applying professionalism and relevant reporting processes i.e. safeguarding as appropriate.</td>
</tr>
<tr>
<td>RESPECT</td>
<td>To be a compassionate individual respecting everybody and being a team player.</td>
</tr>
<tr>
<td>ORGANISATIONAL DEVELOPMENT</td>
<td>To be involved in organisational development relating to service delivery and/or leadership and people management.</td>
</tr>
</tbody>
</table>

10.1 Table 4 Employability Portfolio: MyEvolution Foundations

These foundations will be applied within each part of your programme. Each stage will reflect the expectations of you at the relevant stage of your development. **Year One** the focus is on you as an individual, **Year Two** the focus also builds in the needs of service users/carers and families, **Year Three** the focus expands to include the wider workplace context.

11.0 BSC (HONS) PRE-REGISTRATION NURSING AWARD

The achievement of your module assessment tasks will contribute academic credit to your final award of BSc (Hons) Pre-Registration Nursing. Each assessment task is awarded either a grade or a pass/fail outcome. The contribution of each assessment task to the module grade is weighted (see assessment information).

In the first year of the programme your module grades do not contribute to the classification of the final award. In the second year, grades contribute 40% to your degree classification and the contribution in the final year grades to this is 60%.
### Year One

<table>
<thead>
<tr>
<th>Module title</th>
<th>Assessments</th>
<th>Academic credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming a Professional</td>
<td>Poster Presentation</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Written Assignment</td>
<td></td>
</tr>
<tr>
<td>Facilitating Health and Wellbeing</td>
<td>Written Assignment Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Nursing Practice and Simulation 1</td>
<td>Safemedicate Assessment of Practice</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td></td>
<td><strong>120</strong></td>
</tr>
<tr>
<td><strong>Exit Award</strong></td>
<td>Certificate of Higher Education</td>
<td></td>
</tr>
</tbody>
</table>

### Year Two

<table>
<thead>
<tr>
<th>Module title</th>
<th>Assessments</th>
<th>Academic credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Care</td>
<td>Podcast/video</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Written Assignment</td>
<td></td>
</tr>
<tr>
<td>Health and Life Sciences for Nursing Practice</td>
<td>Written Assignment Examinati</td>
<td>30</td>
</tr>
<tr>
<td>Nursing Practice and Simulation 2</td>
<td>Safemedicate Assessment of Practice</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td></td>
<td><strong>120</strong></td>
</tr>
<tr>
<td><strong>Exit Award</strong></td>
<td>Diploma of Higher Education</td>
<td></td>
</tr>
</tbody>
</table>

### Year Three

<table>
<thead>
<tr>
<th>Module title</th>
<th>Assessments</th>
<th>Academic credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option Module</td>
<td>Poster Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Complexity and Innovation</td>
<td>Project</td>
<td>40</td>
</tr>
<tr>
<td>Nursing Practice and Simulation 3</td>
<td>Video Diary Safemedicate Assessment of Practice</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td></td>
<td><strong>120</strong></td>
</tr>
<tr>
<td><strong>Exit Award</strong></td>
<td>BSc (Hons) Pre-Registration Nursing</td>
<td></td>
</tr>
</tbody>
</table>

11.1 Table 5 Accumulated credits and exit awards

Should you leave after successful completion of Year 1 of your programme you will be eligible for the exit award of 'Certificate of Higher Education'. If you leave the programme after successful completion of year 2 you will be eligible for an exit award of 'Diploma of Higher Education'. These awards are not professional nursing qualifications and therefore you are not eligible to apply to the Nursing and Midwifery Council (NMC) for entry to the Professional Register as a Registered Nurse.

The BSc (Hons) 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. After successful completion of your programme you will have a period of five years to register your award with the NMC. In the event of a failure to register your qualification within five years you would have to undertake additional
education and training or gain such experience as specified to satisfy NMC standards.

12.0 IMPORTANT INFORMATION

12.1 Attendance Policy
Visit the HSC Student Zone Blackboard® site for details of your course specific attendance policy.

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

12.3 Health and character
At the start of your course you will sign programme conditions which include information about the Nursing and Midwifery Council’s professional requirements to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments. You must declare any of the above both prior to commencing your programme and during your programme should they occur. Any such declarations will be dealt with promptly, fairly and lawfully. Additionally, you will be required to declare your good health and character annually.

On completion of your programme, and prior to your registration with the Nursing and Midwifery Council (NMC) your Course Director, or designate, who is a Registered Nurse will need to provide the NMC with details of your satisfactory programme completion (theory and practice) and a Declaration of Health and Character.

The School provides references to prospective employers and these may contain details about your professionalism including attendance and behaviour in all settings.

12.4 Useful Links and Resources

Addenbrookes Hospital

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

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

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

**Bury St Edmunds Hospital**

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

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

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

**Hertfordshire Partnership Foundation Trust**
Provide health and social care for over 400,000 people with mental ill health, physical ill health and learning disabilities across Hertfordshire, Buckinghamshire, Norfolk and North Essex. They employ nearly 3,000 staff who deliver these services within the community as well inpatient settings. They also deliver a range of nationally commissioned specialist services including Tier 4 services for children and young people, perinatal services and medium and low secure learning disabilities services.

**Improving Health and Lives Website**
The Learning Disability Public Health Observatory run by Public Health England contains lots of information both qualitative and quantitative on the health of people with Learning Disabilities

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

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

**Learning disability.co.uk**
Learning disability.co.uk aim to provide information, education, resources, advocacy and services for those working with adults with learning disabilities. They are committed to the social inclusion for all people with a learning disabilities into mainstream society. This can be achieved through the wider education and training of all communities in understanding learning disabilities, it’s impact upon the individual, the family and equality of life.
The Learning Disabilities Elf
The Learning Disabilities Elf aims to bring you the latest learning disabilities evidence that is published each week. They scan the most important websites, databases and journals and select evidence that is relevant to health and social care professionals with an interest in learning disabilities. Their daily posts include summarised published evidence, policy guidance, reports and links to primary sources.  [http://www.thelearningdisabilitieself.net/](http://www.thelearningdisabilitieself.net/)  - @LearningDisElf

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

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

MindEd: Children and Young People’s Mental Health

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

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

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

Norfolk and Suffolk Foundation Trust
Provides a wide range of health and social care services, specialising in mental health and wellbeing.
RCN Learning Disability Nursing Forum

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

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

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

Spotting the Sick Child

The State of Child Health in the UK

Together for Short Lives
Resources for families and professionals including care pathways for life limiting conditions.

12.5 Reading Lists
Access your reading list now

Alongside engagement with taught sessions and practice learning a substantial part of your development on the programme will include directed and self-directed study activities. Reading around your topic will make a huge contribution to your understanding, as will learning through other media. Your reading lists for each module, which include a wide range of resources, will be available through an online system. Please click on the link below and enter your module title or module code to access each list https://uea.rl.talis.com/index.html
Once you are at UEA you will be able to access your reading lists directly through your online modules (via Blackboard©); but before you arrive you can use the steps above to look at the reading you will be expected to engage with. This will give you a better feel for the topics covered in your course.

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

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