

**LTC14D226**

**Title:** *FMH LTQC Course Approvals*  
**Author:** Alexandra Hupton  
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**Issue**

To receive a full course proposal for MSc Adult Nursing Preregistration from the Faculty of Medicine and Health Sciences Learning, Teaching and Quality Committee.

**Recommendation**

None

**Resource Implications**

All comments on the business case have been addressed in section BC9 of the course proposal and comments received on the academic case have been addressed by the proposer in section AC11

**Risk Implications**

None

**Equality and Diversity**

The School is quite polarised in terms of gender, and has relatively low ethnic diversity. Course promotional material should include statements to encourage participation by male students and those from a wide variety of heritage and background. Imagery should reflect this as well. The course is more likely to attract a mature range of students which makes it more diverse in age than many other subject areas – has attention been paid to promoting support for students with caring responsibilities to help them stay the course? Promotional materials for the course could mention the nursery and also the Baby Change/Feeding Room in EFB.

**Timing of decisions**

FMH Exec approved 16 Jun 2015  
FMH LTQC approved 15 Jun 2015

**Further Information**

Contact details: Alex Hupton, Learning and Teaching Coordinator, telephone 01603 597372, email: [a.hupton@uea.ac.uk](mailto:a.hupton@uea.ac.uk), for any queries/further information relating to this document.

**Background**

Dear LTC Committee Members

Thank you for reviewing this document. I wish to make explicit, ahead of your review, five important points regarding this programme. I was not sure if this was immediately obvious from the documentation and I felt it should be the preface for your review.

1. This programme is not giving the school increased commission numbers. The proposed cohort of 25 is a direct replacement of 25 commissions from the BSc adult nursing preregistration programme (January intake).
2. This proposed MSc programme is a derivative of the BSc adult nursing preregistration programme. The BSc programme has been previously validated by the UEA and approved by the Nursing and Midwifery Council. The proposed MSc has therefore the same curriculum model (2 year timetable: years 2 and 3 of the BSc) but the learning outcomes and the assessments have been changed to level 7. The MSc and BSc students (January intake) will share some learning events such as key lectures, but will be in level specific EBL groups so that the different learning outcomes can be supported.
3. The school is also considering changing commissions for the mental health nursing programmes in the future, which may result in a move of some commissioned numbers from the BSc to a proposed MSc. This is still under negotiation with Health Education East of England (HEEoE) and will not be for the forthcoming year. A new course proposal will be written when confirmation has been received from HEEoE.
4. This course has been planned rapidly, with limited time to look at the wider implications for sharing teaching in HSC and beyond. Therefore having this new programme as a BSc adult nursing programme derivative was the pragmatic solution. In addition the new NMC Standards for nursing programmes are still being developed, which will guide the future of nursing education. So, in the longer term (2016-17), a curriculum team in HSC will review all the preregistration provision in the school to design new curricula models for new and grater shared provision, for example across all MSc preregistration programmes.
5. Within each module, there is a practice placement which will be assessed at undergraduate level. Therefore the learning outcomes assessed only in practice are level 5 (year 1), level 6 (year 2).

Nicola Spalding, School of Health Sciences

**Discussion**

N/A

**Attachments**

Course Proposal.



LEARNING & TEACHING SERVICE

## FULL COURSE PROPOSAL FORM

(taught programmes only)



LEARNING & TEACHING SERVICE

## FULL COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and  
**COURSE AMENDMENTS**  
with **RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

<b>Course Title(s)</b>	<b>new course?</b> <i>note 1</i>	<b>If no, please give existing course code</b>
MSc Adult Nursing Preregistration	Y	
<b>School(s) of study &amp; Faculty</b>		
Health Sciences		
<b>Proposer &amp; proposer's school</b>		
Nicola Spalding, HSC		
<b>Proposed start date (of new course or of changes)</b>		<i>note 2</i>

January 2016

<b>This proposal requires:</b> <i>note 3</i>	<b>Prior approval by Council</b>	<b>Y</b>	<b>N</b>	<b>Prior approval by LTC</b>	<b>Y</b>	<b>N</b>
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**This form is in 5 parts:**

- Part 1**            **Summary and Rationale**
- Part 2**            **Business Case**
- Part 3**            **Academic Case including Programme Specification**
- Part 4**            **Key Information Set (KIS) data**
- Part 5**            **Approvals and Notification**

**The initiator is responsible for completing parts 1-4**

**FULL COURSE PROPOSAL**

**Part 1 SUMMARY AND RATIONALE**

<b>Course One</b>			
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	HSC
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	FMH
	<b>c</b>	<b>JOINT COURSE? (ie owned/taught by more than one School)</b>	<b>YES</b>
			<b>NO</b> X
<b>d</b>	<b>NAME OF COURSE DIRECTOR (Home School)</b>	TBC	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)</b>	
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	MSc Adult Nursing: preregistration
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	MSc
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	PGCert in Higher Education (this does not lead to entry to the NMC register) PGDip in Higher Education (this does not lead to entry to the NMC register)
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full Time
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich
	<b>g</b>	<b>AVAILABLE FROM:</b>	January 2016
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	Eligible for NMC Registration (subject to NMC approval)
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	NMC
		<b>Website (URL)</b>	<a href="http://www.nmc.org.uk/">http://www.nmc.org.uk/</a>
		<b>Date when accreditation/validation may take place</b>	October / November 2015
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	
		Integrated Masters	
		Masters	X
		Other postgraduate (please specify)	

<b>S5</b> <i>note</i> S5a	<b>a</b>	<b>DURATION</b> (years or months)	2 years			
<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	Full time			
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	X	NO	
			If YES, does this conform with the UEA's code of practice on placements?			Yes
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		Nursing: <a href="http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Nursing.pdf">http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Nursing.pdf</a>  (plus NMC standards for preregistration nursing education (NMC 2010))			
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		Degree 2.2 or above, in any subject. Minimum Cs in GCSE English and maths. APL: Students will be required to provide a portfolio of evidence of relevant health and social care experience. This should be the equivalent of approximately 1000 hours of relevant theory and practical experience. Applicants will be offered a place on the programme subject to meeting these APL requirements. Detailed guidance for applicants will be provided in relation to the APL requirements.			
<b>S9</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...					
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note</i> S12	<p>This course is supported by Health Education East of England and is being developed collaboratively with them as part of the educational strategy in the Eastern region to ensure 'the right number of registered nurses who have the right skills knowledge, confidence and competence to provide high quality nursing in a range of settings'. The programme meets the UEA and HSC strategic objectives to work in partnership to improve the quality of health care through our education and research via curricula that are research informed, challenging and innovative and are at the forefront of practice.</p> <p>This programme is a derivative of the BSc adult nursing preregistration programme (which was validated by the UEA and approved by the Nursing and Midwifery Council (NMC) in 2011).</p> <p>The curriculum offers a range of educational methods including enquiry-based learning (EBL), workshop simulations/scenario work, teaching of essential clinical skills, decision-making, evidence-based practice, research and leadership skills, lectures/flipped lectures, workbooks and flexible learning together with a range of interprofessional learning experiences across a range of programmes.</p> <p>The programme runs over 2 years, each comprising a 45 week year arranged over 2 semesters with placement learning experiences integrated across the whole programme.</p>					

**Enhanced Employability Options:**

The programme specifically includes leadership and management, service improvement, research consumerism, entrepreneurship and public health and addresses key population and demographic requirements (older people with frailty, contemporary care for people with long-term conditions and complex morbidities) to enhance employability and employment options beyond the traditional acute hospital graduate employment. The adult nursing workforce will profit from graduates who are professional and have research and leadership capabilities to enhance the professionalisation of nursing to work in specialist primary and secondary care settings as well as other settings in social care, education, prisons, the armed forces, school nursing, charities in the UK and abroad and to take lead roles in new health care services and organisations.

As well as employment opportunities within acute and community NHS Trusts, nurses can be employed within private, charitable and voluntary sector services, industry, education, management and leadership, research, armed forces, school nursing, prisons and public health. This course will enable graduates of the programme to be employed in a range of areas and to gain further experience and specialism according to their interests and in line with some of the key population health needs – including supporting older people with frailty and complex needs, public health and primary care and as early career clinical researchers This innovative accelerated programme enables graduates to develop their personal, professional and interpersonal skills and values as well as providing a robust legal, ethical and science foundation for future practice.

\*\*\*\*Please copy and paste the above table for additional (related) courses\*\*\*\*

<b>S13</b>	<b>RATIONALE FOR PROPOSAL</b>
<i>note S13</i>	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>The programme meets the UEA and HSC strategic objectives to work in partnership to improve the quality of health care through our education and research via curricula that are research informed, challenging and innovative and are at the forefront of practice. Health Education East of England approached us to provide this course, and have thus commissioned this programme. The rationale is:</p> <ol style="list-style-type: none"> <li>1. To work in partnership and to respond to the request for this course from NHS commissioners- an opportunity which we have influenced prompted by our reputation as a quality provider</li> <li>2. To provide graduate nurses into the workforce in two years (compared with a BSc programme of 3 years), to support the need for more nurses in a more timely time frame. There is currently a shortage of adult nurses to meet planned workforce requirements in the UK and the East of England.</li> <li>3. To expand MSc preregistration provision in the school in keeping with a leading School of Health Sciences and the school's aspirant Key Performance Indicators</li> <li>4. To generate educational provision diversity to the current contracts in place</li> <li>5. To capitalise on existing infrastructure and expertise by offering a quality local postgraduate provision for nursing (see below)</li> <li>6. To align with competitor institutions who already have or will be providing similar two year programmes.</li> </ol>

The programme will need to meet the NMC standards, so that following successful completion students will be eligible to apply to register with the Nursing and Midwifery Council. The NMC require that:

- 'The programme can be no less than three years or 4,600 hours in length.'
- 'Up to a maximum of 50 percent of the programme can be accredited' assessed through the accredited HEI's 'own accreditation of prior learning (APL) process'.
- 'Overall the programme requires 50 percent theory (2,300 hours) and 50 percent practice (2,300 hours), with some flexibility in each part of the programme'.
- 'The NMC requires 'two progression points normally separating the programme into three equal parts'.

(NMC standards for pre-registration nursing education, 2010).

To meet the above requirements the NMC permit Accreditation of Prior Learning (APL) of some theory from applicants' previous degrees and some practice experience from work in a healthcare setting. This is a two year programme contingent on APL of the learning outcomes within the established preregistration programme (meeting NMC progression point 1 requirements). This is detailed in later sections.

**Income generation and diversification:**

These students will be funded by the NHS via commissioning from HEEoE at the National benchmark price (currently under review).

**Capitalising on existing infrastructure and expertise:**

We already have BSc programmes in nursing: all fields (adult nursing, mental health nursing, children's nursing and learning disabilities nursing) as well as other healthcare programmes in occupational therapy, physiotherapy, speech and language therapy, midwifery, paramedics and ODP (DipHE). There are already two year preregistration programmes in occupational therapy and physiotherapy and thus we have expertise in the school for developing and running MScs in preregistration programmes and can thereby design in some economies of scale and engineer some important and valued interprofessional elements.

There is already a great deal of expertise and experience of APL on the preregistration BSc programmes in nursing, which will be required for this proposed MSc programme.



## FULL COURSE PROPOSAL

### Part 2 BUSINESS CASE

*note BC*

<b>BC1</b>	<b>ACADEMIC AND RECRUITMENT STRATEGY</b>	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
<b>BC1.1</b>	<b>How does the proposal fit with the University's Corporate Plan?</b>	
<i>note BC1.1</i>	<p>Corporate plan currently under review but have used the existing plan.</p> <p>Corporate plan precept #1- This programme will enhance the care for patients in the East of England, nationally and internationally, supporting the emerging priorities to support nurses with the appropriate underpinning knowledge, competencies and clinical practice experience to provide appropriate assessments, treatment and to implement appropriate management plans for their patients. The programme will be informed by current evidence and enhance the diversity of adult nursing educational route options offered within FMH. Other competitor HEIs have two year programmes for graduates who wish to have a career in nursing, suggesting a growing market. There is an opportunity to demonstrate our ability to become a key player in postgraduate preregistration nursing.</p> <p>Corporate plan #4- The programme design will incorporate blended learning and innovation, build on the interprofessional learning currently formally offered via the Centre for Interprofessional Practice and provide efficient education by bringing together nursing students from all fields. This will facilitate effective teamwork and learning, enhancing sustainability, effective use of resources and employability and 'real world qualities'.</p> <p>The programme will include a transition into masters level study. In collaboration with the new proposed Physician Associate MSc, induction events can be shared to maximise peer support and ensure efficiency; thereby supporting the corporate plan priorities to provide an inclusive and supportive learning environment and minimise attrition and maximise achievement. A core element of this induction will also be professionalism, which continues as a theme throughout the programme. Programme design will explicitly incorporate leadership and entrepreneurial abilities over and above the QAA/NMC requirements – this will enable graduates of this programme to not only be successful as registered nurses but to provide the highest quality of care and be future leaders within their profession.</p> <p>The design of the programme and its ongoing monitoring will be undertaken by a key group of stakeholders; this will include patients/carers and members of the public – such engagement being a key feature of curriculum design and delivery in HSC.</p> <p>The programme is being developed to support the delivery of FMH's strategic plan and key metrics to enhance growth in the faculty, enhance diversity in admissions, enhance partnership relationships and support high employability.</p> <p>The programme will also support the UEA aspirations related to Student Educational Experience</p> <ul style="list-style-type: none"> <li>• Contact time will exceed the 1994 group average by 2014 – the average weekly contact time will be 20 hours, plus directed independent study/EBL and online activities, amounting to a total of approximately 40</li> </ul>	

	<p>study hours per week. (The NMC require a total of 2,300 placement hours and 2,300 study hours, some of which some can be accrued via APL.)</p> <ul style="list-style-type: none"> <li>The programme will include learning activities to develop academic, personal and lifelong learning skills to ease the transition to Masters level and a professional programme. There will be formative assessment/activities programmed into the learning for modules and this includes feedback on academic work within 3 weeks of arrival.</li> </ul> <p>Research with Impact, and Engagement Enterprise and Entrepreneurship:</p> <ul style="list-style-type: none"> <li>The curriculum will be informed by some of the key research being undertaken in the faculty: <ul style="list-style-type: none"> <li>Improving access to health care, with a particular focus in emergency and urgent care (Prof Val Lattimer)</li> <li>The health needs of those in later life and at the end of life and long-term conditions (Prof Tony Arthur)</li> <li>Public health and primary care and include: lifestyle behaviour change; preventative care; development and evaluation of complex interventions (Prof Francine Cheater)</li> <li>Dementia research and innovation (Prof Fiona Poland)</li> <li>Research into mental health services for young people (Richard Sly and Chris Lawson)</li> <li>Eating Disorders (Richard Sly)</li> <li>Stroke Rehabilitation (Prof Valerie Pomeroy and Dr Nicola Hancock)</li> <li>Professionalism (Dr Rosie Mason)</li> <li>Dignity and Compassion (Gary Parlett)</li> <li>Ethics in relation to working with those who have learning disabilities / dementia in relation to capacity</li> </ul> </li> </ul> <p><b>Enhanced Employability Options:</b>  The programme specifically includes leadership and management, service improvement, research consumerism, entrepreneurship and public health and addresses key population and demographic requirements (older people with frailty, contemporary care for people with long-term conditions and complex morbidities) to enhance employability and employment options beyond the traditional acute hospital graduate employment. The adult nursing workforce will profit from graduates who are professional and have research and leadership capabilities to enhance the professionalization of nursing to work in specialist primary and secondary care settings as well as other settings in social care, education, prisons, the armed forces, school nursing, charities in the UK and abroad and to take lead roles in new health care services and organisations.</p>
<b>BC1.2</b>	<b>Proposed Recruitment Strategy</b>
<i>note BC1.2</i>	<p>Applicants will be required to have a degree at 2.2 or above in any subject, GCSEs or equivalent, at C or above in Maths and English, and will have had some relevant experience in health and social care or equivalent - the marketing strategy will include information for prospective candidates of what this could include. This will support candidates in providing evidence for the APL required to enable them to access and complete this accelerated programme in the 2 years of the programme.</p>

	<p>It is anticipated that the recruitment strategy will be multifaceted and involve inclusion of the Course Profile Pages on the UEA site, Course brochure, course animation, Google AdWords campaign, press advertising, possible radio campaign, email to relevant enquirers via Hobsons, converting declined FMH applicants from selected courses, new marketing images. This list is not exhaustive and the Admissions Team and ARM will look at the best approaches available to optimise recruitment. ARM have already been notified of the proposed course and the school has already planned open days and interview days.</p> <p>Selection for this course will be through mini-multiple interviews carried out by faculty, service users, and registered healthcare professionals and must access NHS values. (Therefore it will be the same process as all our other pre-registration programmes.)</p> <p>APL – to meet the NMC requirement for the programme to have 4,600 hours (theory and practice) some of the programme learning outcomes can be APL'd using previous experience of working in a health or social care setting, and their previous degree. These are carefully mapped to the stage 1 outcomes (the NMC require 3 stages with two progression points). NMC skills can also be APL'd.</p> <p>APL: Practice hours: 450 minimum, 675 maximum (for non registrant applicants) Theory hours: 660 minimum, 900 maximum Skills: 50 % minimum. 100% maximum</p> <p>Each applicant will complete an APL applications form and submit a portfolio including a mapping framework, completed skills passport and range of supporting evidence (a handbook will be available on blackboard with reference to online supportive material via Blackboard)</p> <p>The application and portfolio will be assessed by the APL coordinator and Course Director with support of the programme team as appropriate.</p> <p>Where students have not met the requirements for awarding of the maximum APL hours and skills, they will have a personalised learning contract to meet before week 12. This will be supported by a range of learning resources and activity to ensure equivalence is achieved.</p>		
<b>BC1.3</b>	<b>Partnership and commercial sensitivity</b>		
<i>note BC1.3</i>	<b>Has this proposal, in outline, been approved by the Partnerships Office?</b>	<b>YES</b>	x
		<b>NO</b>	
	<b>Please paste their comments below</b>		
	'No comments to make from a partnerships perspective. I wish you well with the course, it sounds an exciting opportunity.' (Sally Walker 1.5.15)		

<b>BC2</b> <i>note BC2</i>	<b>MARKET RESEARCH</b>	Consult with Market Research team	
<b>BC2.1</b>	<b>What other and type of institution offers identical and/or similar courses in the UK?</b>		
	MSc nursing: Huddersfield (starting 2017), University of West of Scotland, Oxford Brookes, Essex, Herts, Nottingham, Hertfordshire, PGDips: LSBU, Southampton, Middlesex, City University, New Bucks, Bournemouth, KCL, Kingston, Sheffield.		

	N.B This programme at UEA is being set up in partnership with our commissioners: Health Education East of England and with other HEIs in the region who may also develop MScs in adult nursing as requested by the commissioners: UCS, ARU, Essex, Herts.)																	
<b>BC2.2</b>	<b>Are there any likely international competitors?</b> (Please give brief details)																	
	This is not likely in the first instance due to NMC registration requirements and based on previous experience at undergraduate level, however we can explore the feasibility of recruiting overseas students in the future.																	
<b>BC2.3</b> <i>note</i> <i>BC2.3</i>	<b>What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?</b>																	
	This data is currently being sought. Entry requirements are very similar because they have to meet the NMC requirements. Most specify a science or science related degree but a few do not.																	
<b>BC2.4</b>	<b>What is the evidence for current and future demands for the course from</b> <ul style="list-style-type: none"> <li>• <b>potential students?</b></li> <li>• <b>employers (public services, private sector, the professions etc)</b></li> </ul>																	
	<p>Health Education East of England (HEEoE) commissions adult nursing numbers, so with HEEoE we are in the process of confirming the total adult nursing numbers including those for the MSc course, so we can say with confidence there is demand, support and funding for this initiative.</p> <p>In our discussions at local and national level, it is clear that in terms of changes to pre-registration nursing education, having moved to an all graduate entry route to the register (NMC Standards 2010) and being the 1<sup>st</sup> in the region to offer an all graduate programme for adult nursing from September 2011, there is now a clear movement towards the development of masters level programmes.</p> <p>Figures from current UEA BSc nursing students who have a degree:</p> <table border="1" data-bbox="333 1173 1366 1653"> <thead> <tr> <th></th> <th><b>Jan 13 6</b></th> <th><b>Jan 14 6</b></th> <th><b>Jan 15 9</b></th> </tr> </thead> <tbody> <tr> <td></td> <td>2:1 - 2 2:2 - 3 Ordinary - 1</td> <td>2:1 – 2 2:2 – 4</td> <td>2:1 – 2 2:2 – 6 MSc - 1</td> </tr> <tr> <th><b>Sept 12 5</b></th> <th><b>Sept 13 13</b></th> <th><b>Sept 14 19</b></th> <td></td> </tr> <tr> <td>2:1 – 4 2:2 - 1</td> <td>1<sup>st</sup> – 1 2:1 – 7 2:2 – 5</td> <td>2:1 – 12 2:2 – 5 Ordinary - 2</td> <td></td> </tr> </tbody> </table> <p>This indicates increasing numbers of students who could have applied for an MSc if there had been one available. This is encouraging for potential future applicants. Many of these degree students also have previous healthcare experience.</p>			<b>Jan 13 6</b>	<b>Jan 14 6</b>	<b>Jan 15 9</b>		2:1 - 2 2:2 - 3 Ordinary - 1	2:1 – 2 2:2 – 4	2:1 – 2 2:2 – 6 MSc - 1	<b>Sept 12 5</b>	<b>Sept 13 13</b>	<b>Sept 14 19</b>		2:1 – 4 2:2 - 1	1 <sup>st</sup> – 1 2:1 – 7 2:2 – 5	2:1 – 12 2:2 – 5 Ordinary - 2	
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2:1 – 4 2:2 - 1	1 <sup>st</sup> – 1 2:1 – 7 2:2 – 5	2:1 – 12 2:2 – 5 Ordinary - 2																
<b>BC2.5</b>	<b>Can current and projected demand be met from existing provision?</b>																	
	<b>Nationally:</b>	Health Education East of England wish to commission with us in this region. Whilst this will result in the same number of graduate nurses, the output is quicker (2 years instead of 3).																
	<b>Regionally:</b>	As above.																

BC2.6

Where is/what are the competitive advantage(s) for UEA?

**Range of health and social care professional and inter-professional learning opportunities:**

The Faculty of Medicine and Health Sciences (FMH) offers a broad mix of health and social care professions including nursing (all fields) occupational therapy, physiotherapy, speech and language therapy, paramedicine, medicine and pharmacy; learning opportunities for nursing students will draw on multi-professional teaching and research teams.

In HSC the BSc programmes in OT, PT and SLT have some shared modules to increase IPL opportunities, as do the MSc programmes in OT and PT. The BSc nursing programmes have some shared teaching across all fields. Therefore there is a lot of experience and expertise in ensuring shared teaching enables healthcare professionals to learn and work together.

The Centre for Inter-professional Practice (CIPP) delivers an internationally-recognised Inter-professional Learning (IPL) Programme to UEA healthcare students and to post-registration workforce teams. This programme has been commended as a model of good practice during 2 recent visits for HEE. Members of the CIPP Team have collaborated with national and international organisations including the World Health Organisation, with the aim of improving patient care by enabling health and social care students and practitioners to develop the knowledge, skills, attitudes and behaviour that enable effective inter-professional team-working. Nursing students will benefit not only from the diverse range of health and social care professions but from additional IPL opportunities with MBBS students, and with students undertaking paramedic science, midwifery, ODP, OT, PT, pharmacy, social work and SLT programmes.

Proposed sharing of workshops and conference days with the MSc OT, PT and proposed Physician Associate programmes will offer enhanced opportunities for cross discipline working.

**Curriculum currency for emerging national agenda:**

- Inter-professional and multi-agency awareness
- Leadership capability development (HSC runs a BA/MA in Leading innovation for Clinical practitioners which evaluates well)
- Service improvement
- Research consumerism to ensure practice is evidence based
- Cross field experience: FMH (HSC) has strong mental health and learning disabilities expertise as well as growing recognition of educational research and education in the areas of dementia, end of life and the frail elderly- all areas crucial for a contemporary nursing curriculum
- Experience of working with service users in the community
- Living well with multiple and long-term conditions
- Case managed care
- Self-care (primary care, crisis intervention, public health)
- Urgent care

**Resources to support the programme:**

Teaching: to ensure efficiency and support M level learning, the MSc student will have some shared learning events (lecturers, practice skills and seminars) with the BSc January intake BSc adult nurses. However they will remain in MSc specific EBL groups to ensure the course at module level 7 learning outcomes are met and additional workshops. The assessments have also been changed to ensure the level 7 outcomes are assessed appropriately.

We have a range of skills training equipment and simulation resources in the Edith Cavell Building (ECB) and Queens Building (QB), including clinic style plinths labs, SimMan©, SimBaby© and SimJunior© as well a more domestic simulation area suite the 'NEATHome'. We have the Lab Tutor software package for teaching about recording of physiological measurements eg ECG and we subscribe to Mastering A & P (Pearson Education) to provide texts and other resources for student learning. The skills laboratories (where more acute and clinical skills development and simulation session are facilitated) in the has been extended and we have access to the skills development suite at the NNUH where, for example joint formative OSCEs involving medical students and adult nurses have proved a success with student

	<p>representatives requesting ‘more please’! A major extension and enhancement of the social space in ECB was completed in 2014.</p> <p>NEATHome is a unique interactive showcase for the latest and best in Assistive Technology, linking together education, research, training and product development. Here at the University of East Anglia we are passionate about Assistive Technology (AT) and so we decided to build a domestic bungalow dedicated to AT in the basement of the QB.</p> <p>NEATHome is fully furnished to make it feel just like a domestic bungalow and is fitted with AT equipment ranging from high tech electronic AT through to simple low tech devices.</p> <p>This enables simulation of communication, consultation and ‘softer skills’ within a domestic “home-like” setting and with 360° video streaming capture which provides capacity to provide detailed developmental and feedback capability for capability to stimulate the development of interpersonal and examination skills development.</p> <p>The Faculty Anatomy Suite with anatomists to teach using cadavers has been extended and offers excellent facilities which will be available to nursing students to support their anatomy and physiology learning.</p> <p>The programme will require LTS support for all programme administration including for placements. As this is not additional numbers, it is for a new course, so after start-up costs, a 0.5 is suggested long term.</p> <p><b>Research:</b> The curriculum will be informed by some of the key research being undertaken in the faculty as listed in section BC1.1</p>
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<b>BC3</b> <i>note</i> <i>BC3</i>	<b>MARKET DEMAND AND RECRUITMENT</b>	Consult with Careers and Employability team
<b>BC3.1</b>	<b>What graduate career opportunities may be available?</b>	
	<p>Graduates of this programme will be eligible to apply to the NMC for registration as a nurse and will be able to gain employment as a Band 5 nurse in the NHS, private sector or others. The value added elements being included in the curriculum should mean that these graduates will be highly sought after for their skills and experience in: leadership and management, mentoring, research, service improvement and understanding regarding the holistic care requirements of patients with complex needs and long term conditions, and public health. (These are reflected in the level 7 module learning outcomes and assessments.)</p> <p>HEEoE have commissioned this course based on their workforce planning figures, which predict the number of nurses required in the workforce for the East of England. 100% employability of graduates is therefore expected. We anticipate that all graduates could be accommodated in local/regional jobs, but would also be highly marketable within the national pool and able to assume new and emerging roles within clinical practice, management and research and education.</p>	
<b>BC3.2</b>	<b>Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers’ groups, PSRBs)?</b>	
	<p>The curriculum is being developed collaboratively with key stakeholders:</p> <ul style="list-style-type: none"> <li>• HEEoE</li> <li>• Service users and carers</li> <li>• Ex-students from the UEA Nursing programmes</li> <li>• Directors of Nursing in the region</li> <li>• The curriculum will meet in full the NMC Standards</li> <li>• The programme will be subject to approval by the NMC (date and panel chair to be confirmed). Likely October / November 2015.</li> </ul>	

<b>BC4</b> <i>note</i> BC4	<b>STUDENT NUMBERS AND TUITION FEES</b>	Consult with HOS, PLN, Faculty Dean, FFM			
<b>BC4.1</b>	<b>Student Numbers</b>				
<b>a</b>	<b>Proposed student target intake</b>	number			
<i>note</i> BC4.1a	<b>Full Time (Home/EU)</b>	25			
	<b>Full Time (International)</b>				
	<b>Part Time (Heads)</b>				
	<b>Distance Learning (Heads)</b>				
	<b>Minimum viable intake (full times equivalents)</b>	20			
	<b>Maximum viable intake (full times equivalents)</b>	50			
<b>b</b>	<b>Are the student numbers:</b>				
<i>note</i> BC4.1b	<b>a) available via redistribution within the School?</b> <i>Consult the Head of School</i>	<b>YES</b>	X	<b>NO</b>	
	<b>b) available via redistribution with the Faculty?</b> <i>Consult the Dean of Faculty</i>	<b>YES</b>		<b>NO</b>	X
	<b>c) additional numbers required?</b> <i>Consult the Planning Office (PLN)</i>	<b>YES</b>		<b>NO</b>	X
	<b>Please give a summary of how your answers to a), b) and c) above will be achieved.</b>				
	The admissions target will be 2.2 degree minimum so the numbers will not be part of the HEFCE allocation. However, the lead in time for the 1 <sup>st</sup> intake will be short, this may require some flexibility. It has been negotiated with HEEoE that our commissioning for 2015-16 is changed: 25 less adult nursing preregistrations students on the January 16 cohort for 25 MSc students in Jan 16.				
<b>BC4.2</b>	<b>Tuition Fees</b>				
	<b>Please select the relevant fee schedule:</b>				
	<b>a) Standard Home/EU/International</b>				
	<b>b) Full-cost</b> <i>Please consult with FFM</i>				
	<b>c) Other</b> <i>Please provide brief details</i>	X- NHS fee funded			

HEEoE are paying 150% of the annual benchmark price per student (the funding for two years is the same funding gained for a 3 year BSc course).

<b>BC5</b>	<b>IMPACT</b>			
<b>BC5.1</b> <i>note</i> BC5.1	<b>EQUALITY AND DIVERSITY</b>	Consult with Equality & Diversity Manager and Widening Participation team		
<b>a</b>	<b>Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?</b>	<b>YES</b>		
		<b>NO</b>		X

<b>b</b>	<b>If yes, what steps will be taken to attract non-traditional students to the course/School?</b> (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)		
	Students will be able to apply to APL theory and practice hours and learning outcomes. This will be from experience working in health and social care and their previous degree. The APL learning outcomes are from the BSc programme, year 1. NMC skills will also be APL'd		
<b>c</b>	<b>Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a DBS be required?</b>		
	Yes. Students will require enhanced DBS clearance following the agreed FMH/NHS processes for ensuring fitness for placement and ongoing fitness and professional suitability.		
<b>BC 5.2</b> <i>note</i> BC5.2	<b>CURRENT STUDENTS AND/OR APPLICANTS</b>		
<b>a</b>	<b>Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?</b>	<b>YES</b>	X
		<b>NO</b>	
	SSLC representatives from the school of health sciences have been sent a briefing. Two positive responses received: 'I think the fast track programme sounds like a fantastic idea, and one that we should definitely be privileged to test out. I firmly believe that we should go ahead with commencing the programme.' 'Yes I definitely do!!' Zoe Phillips is also aware and has been supportive. Also on agenda 27.5.15		
<b>b</b>	<b>Will any current students or applicants be affected by this proposal?</b>	<b>YES</b>	
		<b>NO</b> (go to 5.3)	<b>X</b>
<b>c</b>	<b>Evidence of consultation of current students and written consent obtained</b> Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
	Consultation will take place if approval is granted.		
<b>d</b>	<b>Informing applicants</b> What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
	Applicants for the BSc adult nursing, who meet the criteria for the MSc are being notified and asked if they would like to be considered for the MSc. They are being told it is subject to validation and approval.		
<b>BC5.3</b> <i>note</i> BC5.3	<b>ACADEMIC STAFF</b>	Consult with HOS, Dean of Faculty	
	<b>What is the impact / what are the resource implications of the proposal on academic staff?</b>		
<b>a</b>	<b>Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year</b>	216 across 2 years	
<b>b</b>	<b>Is a new discipline or specialism being introduced that requires a new appointment?</b>	<b>YES</b>	
		<b>NO</b>	X



c	Are new appointments required to meet any additional hours?	YES	See below
		NO	
d	If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?		
	1 x ATR SL Adult Nursing to provide leadership and input to the programme. 1 x ATR L to contribute to the delivery. These members of staff would also contribute across the existing programmes (as with existing lecturers contribute to this new MSc nursing programme). This is a different programme with different delivery methods.		
e	What is the source of funding for new academic staff?		
	Funding from HEEoE from increased school commissions in previous years, which have not yet been recruited to. There is a current recruitment process in place for this.		
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		
	Yes- it is anticipated that shared learning with MED, PHA and SWK would be advantageous.		
g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
	The MSc students will have level 7 learning outcomes for each module, Whilst some teaching will be shared with the BSc Jan adult preregistration students (years 2 and 3), the MSc students will have discreet EBL groups to ensure level 7 learning outcomes are met. They will also have additional teaching in each module to enable them to meet the NMC progression requirements and essential skills plus achievement of level 7 learning outcomes.		
<b>BC5.4</b> <i>note</i> <i>BC5.4</i>	<b>COURSE RATIONALISATION</b>	Consult with HOS, Dean of relevant Faculties, PLN	
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	
		NO	X
	If YES, please specify Course name, UCAS Code(s) / Course codes		
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	
		NO	X
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
	This programme is proposed based on a planned re-distribution of January intake numbers (in the longer term). Currently we are delivering the BSc Nursing curriculum to two intakes a year, at the request of HEEoE. This results in considerable overheads both in terms of staffing, student support and LTS processes (essentially everything is repeated twice). The Jan intakes historically have a lower tariff and difficulties in recruitment, and results in lower student satisfaction scores. As a school we are keen to move away from two BSc intakes to improve the student experience. The total number of adult nursing commissions cannot be delivered in one intake, so this is a way of achieving the outturn requested by HEEoE but in a way that suits the student experience and the student numbers, and the types of student applicants we attract.		

<b>c</b>	<b>Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above</b>	See below
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<b>BC6</b>	<b>PHYSICAL RESOURCES</b>		
<b>BC6.1</b> <i>note BC6.1</i>	<b>What new or additional facilities and /or equipment are required for the delivery of this course?</b>		
<b>a</b>	<b>Classroom and study facilities</b>	As this is not an increase in numbers additional classroom and study facilities are minimal. EBL groups will be 12-14 students per group (the BSc is 25) so an additional classroom will be required for each EBL teaching event.	
<b>b</b>	<b>Computer equipment</b>	None	
<b>c</b>	<b>Other equipment</b>	None	
<b>d</b>	<b>Consumables</b>	None	
<b>BC6.2</b>	<b>What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?</b>		
	Additional copies of key texts will be required, also additional/new licences for online and software packages e.g. SafeMedicate©		
<b>BC6.3</b>	<b>Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).</b>	<b>YES</b>	<b>X</b>
		<b>NO</b>	
	<b>If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?</b>		
	The programme will have placements. There are formal agreements in place to facilitate this. For any new areas, agreements will be put in place and appropriate auditing and quality assurance processes will be undertaken. Many placements will be provided by current placement providers in audited placement areas, including the use of clinical training wards based on the Collaborative Learning in Practice (CLiP) model of modified coaching, a nationally recognised beacon of good practice ('The Shape of Caring Report, Willis 2015). We have a formal and commended system of placement audit in place covering all our other programmes.		
<b>BC6.4</b>	<b>Are there any start-up costs (e.g. any initial publicity and promotion?)</b>	<b>YES</b>	<b>X</b>
		<b>NO</b>	
	<b>If yes, please give details:</b>		

	<p>A publicity campaign from early July 2015 is required to advertise the programme subject to NMC approval, start a list of interested candidates and publicise the unique features of this programme and Open Days/proposed interview dates.</p> <p>A 1 WTE administrator to develop placements/audit them and undertake timetabling ahead of start of the programme. 0.5 Administrator for preparing all course approval and course documents.</p> <p>ARM funds for the marketing.</p> <p>Funding for service user and an experienced adult nurse lecturer on occasional basis to support curriculum planning and preparing documentation.</p> <p>HEEoE have agreed to funding to meet start-up costs. This has been negotiated by the HoS.</p>
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<b>BC7</b> <i>note</i> <i>BC7</i>	<b>IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES</b>	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.		
<i>note</i> <i>BC7</i>	<b>What is the impact of the proposal on support staff and resources in the office for which you are responsible?</b>	
<b>Date of circulation:</b>	5.5.15	
BC7.1	Dean of Students (DOS)	
	Although the new course will not add to overall student numbers, students from the Faculty of Medicine and Health Sciences are heavy users of the services delivered by the DOS Office, in particular, the Learning Enhancement Team. Whilst the students on the new course would be graduates, the course will be intensive and some may find the switch from the subject of their degree combined with the demand of placement learning challenging.	
BC7.2	Deputy Dean of Students (accommodation)	
	Home postgraduates are not guaranteed University accommodation. Similarly students who commence their courses other than in September fall outside guarantees, although it has been possible to offer some rooms when vacancies occur. The main implication for residences will be the increase in the size of the September cohort which could not be accommodated within the current residences unless numbers fell elsewhere. However, should Blackdale development proceed, additional capacity will be available in 2016-17.	
BC7.3	Director of Information Services (ISD)	
	I have reviewed the proposal and have no concerns on the impact on IT resources. Jonathan Colam	
BC7.4	Director of Library Services (LIB)	
	The Library has successfully incorporated the MScs for OTs and PTs into training, induction and resource provision so hopefully we will be able to do the same for the nursing students. As we understand it, the curriculum will be a "fast-track" nursing	

	<p>qualification. If there is no increase in total overall numbers of nursing students then it should be possible to deliver a high standard of service.</p> <p>Under present arrangements the Library provides core texts in print and, where possible, in online format and provides access to journal articles and indexing databases online. MSc students on “fast-track” undergraduate courses are treated as postgraduates for library interactions and thus their standard loan period for books is 6 weeks rather than for the normal loan length of 2 weeks for undergraduates. This is an acknowledgement of the intensive nature of these courses and the long “placement” periods that ensue making it easier for students to retain books without frequent book return or renewal. This does however place pressure on existing resources and the Library would not want to disadvantage those students taking the standard undergraduate degrees.</p> <p>The library assumes that the content of reading lists (books, journals, online resources) for this course will be similar to those for the standard undergraduate degree. If this assumption is correct, the Library has some minor concerns over the numbers of texts to be made available and whether these can be accessed equally by both cohorts of students.</p> <p>In the case of similar support content, the Library proposes that we increase the numbers of core texts available and that we increase the numbers of 7-day loan texts to improve stock circulation.</p> <p>In addition, we strongly advise the module tutors to participate in our new Reading Lists software (Reading Online) which will make it easier for tutors to see what content is available and to alert us at an earlier stage should there be shortfall or concerns over access to library material.</p> <p>We will endeavour to obtain as many texts as possible in e-book format too to assist access to the course material. Please could the school also clarify if the course will concern only the “Adult” nursing branch and not the “Child” or “Mental Health” branches of the degree? This will enable us to target purchases effectively.</p> <p>We note that the course will begin with 25 students. Do we know at this stage what the target numbers will be for this course? It would be very helpful to begin acquisition as soon as possible and to this end it would be helpful to have a proposed reading list for the course or an up-to-date reading list for the BSc course as soon as possible so that we can start acquiring books with funds that are currently available. This can be done through liaison with the Faculty Librarian for Health.</p> <p>If we address the above questions we think this to be achievable and wish the course planning group every success with their proposal.</p>
BC7.5	Careers Manager (CCEN)
	No comments received
BC7.6	Head of Learning & Teaching Service (LTS)
	<p>The proposed cohort of 25 is a direct replacement of 25 commissions from the BSc adult nursing, so it does not look like there will be a major impact for LTS resource, if this is the case from the outset. However, I note that the maximum number is 60, which does become more of a resource issue.</p> <p>I note the mention of a full-time administrator to develop and audit placements and undertake timetabling ahead of the start of the programme. Can you confirm that there will be funds available to finance a full-time grade 4 admin assistant for this (under the direction of a team leader?) assuming that this post sits in the LTS placements team and at what point these funds would be released?</p> <p>I also note that there is a 0.5 FTE administrator to be appointed. I am assuming this is a fixed term School support role, rather than an LTS role, but it would be helpful to have this confirmed.</p> <p>Caroline Sauverin 4 June 2015</p>
BC7.7	Head of Admissions (ARM)

	I've circulated for comment and will get back to you by the deadline. David Giles No further comments received
BC7.8	Director of Planning Office (PLN)
	This proposal is unlikely to have a major impact on the Planning Office. However, as this will be a new type of course for Nursing (although similar patterns operate for PT/OT) please ensure that if the course is approved Andrew Watson is kept informed as soon as possible to ensure it is appropriately set up in the student records systems.
BC7.9	Any other service or department
<i>note</i> BC7.9	

<b>BC8</b>	<b>ADDITIONAL COMMENTS</b>	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.		
<i>note</i> BC8	<b>Is there anything further to add to the proposal from the perspective of your service and expertise?</b>	
<b>Date of circulation:</b>	12/6/15	
BC8.1	Market Research Manager (on Section BC2)	
	<p>Comment from Business Intelligence Unit on section BC2. The BIU can confirm that they have been approached by the School to provide further data for this section but it has not been possible to provide this in the tight timeframe so this will follow. On order from HESA are counts of students studying Adult Nursing at other institutions cut by provider (nb. it is not possible to source this data for Pre-Reg courses specifically). In terms of the information provided by the School in the form, the BIU can confirm the competitor list all provide Adult Nursing at masters level and that the information regarding entry requirements is as outlined on competitor websites. Becky Price   Market Research Manager</p>	
BC8.2	Careers Manager (on Section BC3)	
	<p>I have looked at the proposal and I think it looks well thought-through and structured from an employability point of view – as would be expected. I have no further comments to make. <b>James Goodwin</b>   Joint Head of Careers – Academic Engagement</p>	
BC8.3	Equality & Diversity Manager (on Section BC5.1)	
	<p>BC5.1a I would say Yes – the School is quite polarised in terms of gender, and has relatively low ethnic diversity. Course promotional material should include statements to encourage participation by male students and those from a wide variety of heritage and background. Imagery should reflect this as well. The course is more likely to attract a mature range of students which makes it more diverse in age than many other subject areas – has attention been paid to promoting support for students with caring responsibilities to help them stay the course? Promotional materials for the course could mention the nursery and also the Baby Change/Feeding Room in EFB. No further comments beyond those at earlier section.</p>	

BC8.4	Director of Planning Office (PLN) (on full Business Case)
	No additional comments.
BC8.5	Faculty Finance Manager (on full Business Case)
<i>note</i> BC8.5	This is using existing commissioned numbers.

<b>BC9</b>	<b>PROPOSER'S RESPONSE TO COMMENTS IN BC7 &amp; BC8 ABOVE</b>
<i>note</i> BC9	<p>Thank you to all those who have reviewed the business case. In response to specific points or questions:</p> <p>To Dean of Students Thank you for the comments. This is something we are happy to monitor with the Dean of students.</p> <p>To Deputy Dean of Students Thank you for the comments. We can continue to monitor the situation although we are not anticipating students requesting accommodation.</p> <p>To Director of Library Services Thank you for your detailed response. I will of course respond on the business plan but I wanted to send a quick email to answer some of your questions sooner. To clarify, this is not additional adult nursing numbers. These MSc adult nurse commissions will come from our BSc adult January cohort numbers. We would like to eventually not have a January BSc intake, but instead have a February MSc. We hope this will result in the same numbers overall, and not for a loss in commissions. It may result in some changes to our September BSc numbers too but for the total overall of all adult nursing to be the same (and dependent on what this Government want to do – there have been suggestions of increasing nursing numbers, but nothing concrete has been said yet). All of the above is subject to negotiations with our commissioners who as you know, tell us how many student they want to commission. Likewise the other fields of nursing are also subject to their planning and we negotiate accordingly.</p> <p>An extended library loan period for these students who have placements will be appreciated. There may be a requirement for some new texts given this is a new level 7 route. When we plan our modules the module coordinators will liaise with library services accordingly.</p> <p>To Head of Learning and Teaching Service Thank you for your comments. To confirm that the numbers for this course are a direct replacement from the BSc January intake and if the numbers for the MSc increase this will be reflected in a decrease in BSc numbers. Funds for administrative services are still being negotiated with HEEoE. Our senior faculty manager and finance manager are aware of the need for funding for these posts.</p> <p>To Equality and Diversity Manager Thank you for the helpful comments regarding promotional materials for the course to include the nursery and also the Baby Change/Feeding Room in EFB, which we can provide when we market the course.</p>



## FULL COURSE PROPOSAL

### Part 3 ACADEMIC CASE (including Programme Specification)

<b>AC1</b>	<b>COURSE MANAGEMENT INFORMATION</b>				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations		X		
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES	X	NO	
AC1.2c	If so, how many modules and what is the credit volume for each module?				
	Placements components Skills assessments within modules.				

<b>AC2</b> <i>note AC2.1</i>	<b>YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)</b>				
Please select only from the permitted options - see UG/PGT regulations					
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

<b>AC3</b>	<b>BOARD OF EXAMINERS</b>				
AC3.1	Is there an existing Board of Examiners?	YES	X	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	Preregistration Nursing (this is currently undergraduate, but we are proposing one exam board for all preregistration nursing.			



AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES	<input type="checkbox"/>	NO	X
AC3.3b	If yes, how many?	One of the existing external examiners will be asked to also examine on this MSc.			

<b>PS</b>	<b>PROGRAMME SPECIFICATION</b>
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing



University of East Anglia  
LEARNING & TEACHING SERVICE

## PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
MSc Adult Nursing: Preregistration		







## PS2 MAPPING LEARNING OUTCOMES

note PS2

**N.B. There are no module codes yet, so the modules have been labelled as 1, 2, 3 and 4 (in chronological order of delivery and as presented in AC6.**

Please note we have changed the assessments types to suit our requirements.

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type <b>YEAR 1 learning outcomes</b>	Assessment type								
	Essay	Portfolio	Course test (Safe Medicate)	Exam	Dissertation/ Report	Oral Presentation	Assessment of practice (Level 5)	Other	Other
Analyse the effectiveness of health promotion within the contexts of individual and public health	1					1			
Demonstrate a critical appreciation of the factors influencing lifestyle and the determinants and indicators of health and ill-health	1					1			
Undertake critical examination of the impact of illness and disability on the individual, family and communities	1					1			
Critically analyse models of empowerment and use this insight to inform the planning of evidence based nursing interventions	1					1			
Demonstrate understanding of the complexities and significance of therapeutic relationships and the role of the nurse as a promoter of health	1					1			
Critically consider the role and importance of customer care in working with individuals, families and within the wider public health arena	1					1			
Demonstrate the ability to source and appraise a relevant evidence base to support examination and discussion of nursing practice	1					1			
Demonstrate knowledge of health sciences in examination of biopsychosocial aspects of health and wellbeing	1					1			
Recognise major risks and act quickly in an emergency to secure expert help							1		

Recognise indicators of unhealthy lifestyles							1		
Explore and contribute to practice based on an understanding of the impact of illness and disability							1		
Where relevant, apply knowledge of age and development when interacting with people							1		
Collect and interpret routine data, under supervision, related to the assessment and planning of care from a variety of sources							1		
Demonstrate the ability to undertake health screening and referral assessment for individuals across the lifespan							1		
Practice safe and holistic nursing to meet essential needs for people who are unable to meet their own							1		
Detect, record, report and respond appropriately to signs of deterioration or improvement in people's health							1		
Safely apply a range of diagnostic skills and appropriate technology to assess the needs of individuals.							1		
Discuss the benefits of health promotion within the contexts of individual and public health							1		
Explore and apply the concept of empowerment in nursing practice							1		
Recognise the importance of customer care							1		
Consider the normal physiological psychological and spiritual processes of pregnancy and childbirth		1 (and 2)					1		
With supervision, provide basic nursing care to pregnant women and families during pregnancy and after childbirth		1 (and 2)					1		
Judge how to respond safely and effectively in an emergency to safeguard the health of the mother and baby		1 (and 2)					1		
Appraise the unique and changing needs across the lifespan of individuals living with a long-term condition including the principles of end of life care		2		2					





Explore and respond to the adjustment needs of people, including families and carers, living with long term conditions							2		
Demonstrate the potential to work autonomously, in a safe manner, making the most of learning opportunities							2		
Safely implement the principles of medication management including drug calculations			2				2		
Demonstrate the attributes of an effective team member, contributing to team decisions and functioning							2		
Provide therapeutic nursing interventions, optimise health and wellbeing, facilitate choice and maximise self-care and self-management based on robust evidence							2		
Recognise and respond to the changing needs of adults, families and carers during terminal illness							2		
Discuss how treatment goals and service users' choices may change during different stages of illness, loss and bereavement.							2		
<b>Other:</b> A range of formative activities will also be used continuously during the year.									

**PS2 MAPPING LEARNING OUTCOMES - continued**

note PS2

<b>Mapping learning outcomes – please list learning outcomes and enter module code against assessment type</b> <b>YEAR 2 learning outcomes</b>	Assessment type								
	Service Improvement project	Portfolio	Course test (Safe Medicate)	Exam	Research Report	Oral Presentation	Assessment of practice (level 6)	Other	Other
Demonstrate a critical appreciation of clinical governance processes		3 (and 4)							
Demonstrate in-depth understanding of the clinical profile, needs and evidence-based interventions for individuals with complex and acute health conditions		3			3				
Demonstrate critical appraisal and evaluation of a wide variety of published evidence to construct and articulate a coherent argument					3	3			
Adopt a critical stance to nursing practice, providing examples of how practice has been/can be modified as appropriate					3	3			
Apply current legislation to the care of all adults to demonstrate nursing practice that protects vulnerable individuals		3 (and 4)							
Develop informed research questions that reflect and inform contemporary health care practice					3	3			
Demonstrate structured critical reflection on issues arising from adult nursing practice showing an appreciation of the complexities of the care context		3 (and 4)							
Demonstrate the ability to undertake a critical systematic review to inform nursing practice.					3				
Independently apply the principles of the code and the requirements of legal frameworks with confidence in complex care situations							3		
Critically analyse and positively influence the functioning of the interprofessional team							3		

Prioritise and practice safe and holistic nursing to meet the complex needs of people who are unable to meet their own							3		
Engage, maintain and where appropriate disengage from therapeutic relationships while respecting professional boundaries							3		
Critically evaluate and demonstrate effective communication in diverse and challenging situations							3		
Interpret and respond proactively to situations in which people are vulnerable, at risk or in need of support and protection							3		
Promote informed choice and self-care with individuals using a range of communication skills and strategies							3		
Promote the concept, knowledge and practice of self-care with individuals using a range of communication skills and strategies.							3		
Undertake a risk assessment and formulate a risk management plan which maximises the opportunities for independence							3		
Lead assessments with individuals with complex health problems.							3		
Develop and lead plans of care and negotiate goals supported by evidence-based interventions within a range of adult health contexts							3		
Critically and collaboratively evaluate the efficacy of nursing interventions							3		
Safely use invasive and non-invasive procedures, medical devices and current technological and pharmacological interventions to provide information and take account of individual needs and preferences							3		
Critically evaluate opportunities to influence health and social policy to promote healthy living	4								
Critically explore and evaluate opportunities for service improvement and initiate innovative practice based on best available evidence	4								
Demonstrate a high level of critical self-reflection and professional insight in the appraisal of own practice, values and resilience in identifying personal development opportunities		4							



Contribute to the management of an adult health care environment conducive to the wellbeing of all							4		
Actively make use of and facilitate clinical supervision for themselves and others as part of adult health practice							4		
<b>Other:</b> A range of formative activities will also be used continuously during the year.									



## PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES

*note  
PS3*

### PS3.1 learning progression

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note  
PS3.1*

The NMC require 3 progression points.  
Progression point one requirements will be considered as part of the APL and admission process. Any point one progression requirements that are unmet on entry would be accommodated via an individual learning plan to be achieved within the first 12 weeks of the programme.  
The second progression point is at the end of year one (December) which is formally reviewed through a summative portfolio and progression meeting with their personal advisor.  
The third progression is at end of the second year (December) on course completion which is formally reviewed through a summative portfolio, including sign off which is an NMC requirement, and progression meeting with their personal advisor.

### PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

*note  
PS3.2*

Any LOs throughout the programme which are summatively assessed will always include a range of formative preparation activities.  
The formative elements will take varied formats and will include self-marked, peer-marked, on-line, EBL presentations, role play and formally submitted tasks & workbooks, and assessment of practice as appropriate to the module. Additionally day to day feedback will be provided in a range of ways and experiences not all of which will be 'marked' or explicitly stated as assessment.

<b>PS4</b>	<b>EXAMINATIONS</b>	<i>note PS4</i>	
		<b>Written</b>	<b>Practical (e.g. OSCES and OSPES)</b>
How many modules will include an exam element?	1	0	
How many hours of exams are there in Stage 0? (if applicable)	0	0	
How many hours of exams are there in Stage 1?	N.A	0	
How many hours of exams are there in Stage 2?	N.A	0	
How many hours of exams are there in Stage 3?	N.A	0	
How many hours of exams are there in Stage 4? (if applicable)	N.A	0	
How many hours of exams are there in Stage 5? (if applicable)	N.A	0	
How many hours does the programme (as a whole) include?	3	0	

N.B This is a level 7 programme with one X 3 hour exam (year 1, module 2)

<b>PS5</b>	<b>EQUALITY &amp; WIDENING PARTICIPATION</b>	<i>note PS5</i>	
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?	<p>The UEA is committed to create a learning environment for all students that is tolerant, respectful and values diversity. The School of Health Sciences fully supports this aim and through our policies and practices we are able to ensure equality of opportunity and fair treatment for students. Our ethos is to ensure that students, who graduate from HSC, treat members of the public with dignity, respect and are valued in their diversity. We can only uphold these values if we ourselves create a learning environment and culture where such values are supported by all staff and students. The UEA has a Disability Equality Scheme which is supported by HSC and ensures that equality of opportunity for disabled students is promoted. All applicants offered a place are required to have an Occupational Health assessment and this assessment, together with information from the Disability Coordinator, The School's Disability Officer and any other staff involved in determining possible reasonable adjustments, allows the Faculty of Health to decide whether the applicant or student can be enabled to meet the core course requirements and the NMC Standards. On rare occasions, reasonable adjustments will not enable an applicant or student to meet these requirements, in which case the applicant will be fully informed of the basis of the decision.</p>	
PS5.2	What steps have been taken to ensure an inclusive curriculum?	<p>The School makes reasonable adjustments to facilitate access to the full range of its educational provision, facilities and other services. Wherever possible the School ensures that students and applicants will not receive less favourable treatment for a reason related to their race, gender, sexual orientation, religion, age or disability, providing they meet the NMC requirements for admission. Students are required to meet all the programme requirements.</p> <p>The range of assessments in theory and practice have been designed to take account of different learning styles and preferences.</p>	
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		



	<p>A range of teaching approaches are used as well as a variety of assessment methods.</p> <p>Teaching is organised to facilitate learning in a range of ways, including flipped lectures, small groups, Enquiry-based Learning, Peer Assisted Learning, interprofessional learning events, and mentorship during practice placements. Lecturers and mentors gain a good knowledge of the learning needs of each student. Each student is also allocated a Personal Advisor during their time at UEA to help signpost them to support at UEA for issues which may impede learning. We work closely with the School's Disability Officer and the Dean of Students office to ensure that reasonable adjustments are made for students with a disability within the limits of the requirements of the NMC.</p>
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<b>PS6</b>	<b>EMPLOYABILITY</b>	<i>note PS6</i>
	How is employability embedded into the delivery of the course?	
	<p>The programme meets in full the requirements of the NMC's Standards and focuses on employability throughout the programme, supported by placements in a range of practice areas and organisations. Employability is central to further improving our employability statistics, employer confidence in the 'fitness for purpose' (and continuing purpose in the rapidly changing context of health service delivery) and preparing our graduates for fulfilling careers within health. Our employability strategy and plan which includes a range of experiences to give students experience in various healthcare settings, with various other healthcare professionals (IPL), and to explicitly support their development of resilience, flexibility, leadership, problem-solving and solution finding and other attributes which will enable graduates from this programme to be fit for their 1<sup>st</sup> post and to navigate through a career spanning many decades in a climate of continuous change. Our employability strategy enables students to demonstrate continuous fitness for purpose and the vision, confidence and flexibility to continue develop their career beyond their first employment destination and enables them to demonstrate potential as aspiring leaders in health care.</p>	

<b>AC4</b>	<b>MODULE OUTLINES FOR EXISTING COMPULSORY MODULES</b>			
<i>note AC4</i>	Number of existing COMPULSORY modules	0		
	Module outlines attached? (as Appendix 1 to this form)	YES	<input type="checkbox"/>	NO <input type="checkbox"/>

<b>AC5</b>	<b>MINOR CHANGES TO EXISTING MODULES</b>		
<i>note AC5</i>	Please list all existing modules, compulsory and optional, to which you are proposing minor changes		
<b>Module Code</b>	<b>Module Title</b>	<b>Minor changes proposed</b>	

<b>AC6</b>	<b>NEW MODULES</b>		
<i>note AC6</i>	How many new modules are being proposed?	4	
Please complete a table AC6.x for each proposed new module			

<b>AC6.1</b>	<b>NEW MODULE</b>		
Module Title	Promoting Community Health and Well-being		
Level			7
Credit Value			40
Teaching period, eg Semester 1, Year-long			Jan-June, year 1
Likely Module Organiser	TBC		
Module Type (eg EX/CW/WW/PR etc)			Multiple
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	1 clinical report. 1 placement (Students must pass these assessments but there is no level 7 credit)	Percentage marking?
Proposed Module Code	TBC		
Module Delivery (eg distance-learning campus based, work placement)	Campus based EBL and supportive teaching, online supportive resources available, self-directed activities and one		
Brief Description	This module explores and applies the concept of empowerment and health promotion in nursing practice with an emphasis on patient and community relationships. There will be examination of the impact of illness and disability on people's lives across the life span. Assessment, diagnosis, needs and planning of interventions are a key theme. The skills and knowledge related to identifying changes in health		

	<p>coping strategies form a key part of learning. Students will receive support with the transition to Masters level studies is also undertaken in this module with a range of other healthcare professional students from the faculty.</p> <p>Essential nursing skill development is a key feature of this module. In the first 7 weeks of the module blended and support students to meet the module outcomes. The module includes 11 weeks of practice learning experience which school per week to integrate theory and practice learning.</p> <p>Students will learn the principles of maintaining and promoting health and wellbeing across the lifespan. The context adults will be grounded in public health principles investigating and analysing the relationship between lifestyle and responding to health changes and exploring the nature of health screening. Students will research the impact of illness on patient pathways as they move between primary and secondary care. There will be an emphasis on the ability to source diagnostic skills and the appropriate technology to assess the needs of the individual. The complexities of forming teams within a range of adult health service delivery settings will be critically analysed. Over the course of this and the following learn about the normal biopsychosocial process of pregnancy and gain experience of perinatal care. In a similar way the normal physical, emotional, spiritual and psychological development of children and young people gaining experience course of the year.</p>
Aims / learning outcomes	<p><b>Level 7 outcomes -</b>  <b>By the end of the module students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Analyse the effectiveness of health promotion within the contexts of individual and public health</li> <li>2. Demonstrate a critical appreciation of the factors influencing lifestyle and the determinants and indicators of health</li> <li>3. Undertake critical examination of the impact of illness and disability on the individual, family and communities</li> <li>4. Critically analyse models of empowerment and use this insight to inform the planning of evidence based nursing</li> <li>5. Demonstrate understanding of the complexities and significance of therapeutic relationships and the role of the nurse</li> <li>6. Critically consider the role and importance of customer care in working with individuals, families and within the wider</li> <li>7. Demonstrate the ability to source and appraise a relevant evidence base to support examination and discussion</li> <li>8. Demonstrate knowledge of health sciences in examination of biopsychosocial aspects of health and wellbeing</li> </ol> <p><b>Students will also be required to achieve the following Level 5 outcomes which are assessed in practice:</b></p> <ol style="list-style-type: none"> <li>1. Recognise major risks and act quickly in an emergency to secure expert help</li> <li>2. Recognise indicators of unhealthy lifestyles</li> <li>3. Explore and contribute to practice based on an understanding of the impact of illness and disability</li> <li>4. Where relevant, apply knowledge of age and development when interacting with people</li> <li>5. Collect and interpret routine data, under supervision, related to the assessment and planning of care from a variety</li> <li>6. Demonstrate the ability to undertake health screening and referral assessment for individuals across the lifespan</li> </ol>

	<p>7. Practice safe and holistic nursing to meet essential needs for people who are unable to meet their own</p> <p>8. Detect, record, report and respond appropriately to signs of deterioration or improvement in people's health</p> <p>9. Safely apply a range of diagnostic skills and appropriate technology to assess the needs of individuals.</p> <p>10. Discuss the benefits of health promotion within the contexts of individual and public health</p> <p>11. Explore and apply the concept of empowerment in nursing practice</p> <p>12. Recognise the importance of customer care.</p> <p>13. Consider the normal physiological psychological and spiritual processes of pregnancy and childbirth*</p> <p>14. With supervision, provide basic nursing care to pregnant women and families during pregnancy and after childbirth*</p> <p>15. Judge how to respond safely and effectively in an emergency to safeguard the health of the mother and baby* (The final three practice outcomes* will be commenced in Module 1 and must be completed by the end of Module 2 point 2)</p>
<p>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</p>	<p>Acheson D (1998) Health Inequalities: Report of the Independent Enquiry. London: Stationary Office</p> <p>Delves-Yates, C (2015) Essentials of Nursing Practice Sage.</p> <p>Hubley J &amp; Copeman J (2008) Practical Health Promotion. Malden: Polity Press</p> <p>Linsley P, Kane R, Owen S (2011) Nursing for Public Health: Promotion, Principles and Practice. Oxford: OUP</p> <p>Marieb, E.M. (2012) Essentials of Human Anatomy and Physiology. 10<sup>th</sup> Ed. Pearson.</p> <p>Peckham S &amp; Hann A (2010) Public Health Ethics and Practice. Bristol: The Policy Press</p> <p>Taggart L, Cousins W (eds) (2014) Health Promotion for people with intellectual and developmental disabilities. Oxford: Oxford University Press</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/265503/ih.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/265503/ih.pdf</a></p> <p>Waugh, A. Grant, A (2014) Anatomy and Physiology in Health and Illness 12<sup>th</sup> Ed. Churchill and Livingstone.</p>

<b>AC6.1</b>	<b>NEW MODULE</b>
Module Title	Living Well with Multiple and Long Term Conditions

Level		7		
Credit Value		50		
Teaching period, eg Semester 1, Year-long		Jun-Dec year 1		
Likely Module Organiser	TBC			
Module Type (eg EX/CW/WW/PR etc)		Multiple		
Does the Module include an Exam? Yes/No	Yes	How long will the exam be? (ie 1, 2 3 hours)		3 hours
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	1 placement. 'Safe medicate' assessment (Students must pass these assessments but there is no level 7 credit)	Percentage marking?	30 credit written exam 20 credit portfolio (progression)
Proposed Module Code	TBC			
Module Delivery (eg distance-learning campus based, work placement)	Campus based EBL and supportive teaching, online supportive resources available, self-directed activities and one placement.			
Brief Description	<p>This module develops understanding the unique needs of individuals living with a long-term condition. Using a strengths based approach, students will evaluate interventions to support the adjustment needs of people, living with long term conditions including their families and carers to enable them to function to their full potential. Key concepts and content will relate communication, social inclusion, reasonable adjustments, legislation, capacity, pharmacology, reflexivity, health and social policy, and end of life care. Essential nursing skill development will continue. In the first 8 weeks of the module blended and shared learning approaches will support students to meet the module outcomes. Students will be allocated a practice learning experience in addition to spoke learning experiences. During their 11 week practice</p>			

	<p>learning opportunity students will have 8 days of directed study in School to integrate theory and practice learning.</p> <p>The focus of this module will be on working in partnership with a range of individuals who have long-term conditions, their families and carers to maximise self-care and self-management. This will also include consideration of the wider needs of people who have a learning disability or are living with a mental health problem.</p> <p>The contemporary care of adults, their families and carers during end of life care will be analysed, including how treatment goals and individual choices may alter during differing stages of progressive illness, loss and bereavement. Students will continue to gain experience in pre and postnatal care and child development over the course of this module.</p> <p>The 3 independent study / learning weeks that follow this module are for learning identified by the student and their advisor to achieve NMC progression requirements. This could be additional theory or practice hours.</p>
<p>Aims / learning outcomes</p>	<p><b>Level 7 outcomes -</b>  <b>By the end of the module students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Appraise the unique and changing needs across the lifespan of individuals living with a long-term condition including the principles of end of life care</li> <li>2. Critically consider the types and causes of cognitive impairment and their likely impact on mental and physical health of the individual</li> <li>3. Examine and apply the legislation relating to mental health, capacity, human rights and safeguarding to complex care contexts</li> <li>4. Analyse the role of specialists and interagency working associated with supporting people who have complex needs, identifying the challenges and risks associated</li> <li>5. Demonstrate reflexivity in examination of the role of the nurse using a strengths based approach to enable wellbeing in those with long a term condition</li> <li>6. Critically examine the adjustment needs and interventions available to individuals with a long-term health condition and their families</li> <li>7. Demonstrate ability to apply knowledge of pathophysiology and the role of medicines management in supporting pharmacological interventions for individuals experiencing a range of long-term health conditions</li> <li>8. Critically appraise and apply research findings to the consideration of nursing practice</li> </ol> <p><b>Students will also be required to achieve the following Level 5 outcomes which are assessed in practice:</b></p>

	<ol style="list-style-type: none"> <li>1. Explore the unique needs across the lifespan of individuals living with a long-term condition</li> <li>2. Discuss and apply the legislation relating to mental health, capacity, and human rights and safeguarding</li> <li>3. Apply the principles of the NMC Code with increasing confidence and less direct supervision</li> <li>4. Explore and respond to the communication needs of people living with long term conditions</li> <li>5. 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</li> <li>6. Enable people to function to their full potential</li> <li>7. Explore and respond to the adjustment needs of people, including families and carers, living with long term conditions</li> <li>8. Demonstrate the potential to work autonomously, in a safe manner, making the most of learning opportunities</li> <li>9. Safely implement the principles of medication management including drug calculations</li> <li>10. Demonstrate the attributes of an effective team member, contributing to team decisions and functioning</li> <li>11. Provide therapeutic nursing interventions, optimise health and wellbeing, facilitate choice and maximise self-care and self-management based on robust evidence</li> <li>12. Recognise and respond to the changing needs of adults, families and carers during terminal illness</li> <li>13. Discuss how treatment goals and service users' choices may change during different stages of illness, loss and bereavement.</li> </ol>
<p>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</p>	<p>Atherton HL &amp; Crickmore DJ (2011) <i>Learning Disabilities: Toward Inclusion</i>. 6<sup>th</sup> Edition. New York: Churchill Livingstone.</p> <p>Margereson C and Trenoworth S (2010) <i>Developing Holistic Care for Long Term Conditions</i>. Routledge. London.</p> <p>Matiti MR and Baillie L (2011) <i>Dignity in Healthcare: A Practical Approach for Nurses and Midwives</i>. Oxford: Radcliffe Publishing.</p> <p>Nicol J (2011) <i>Nursing Adults with Long Term Conditions</i>. London. Learning Matters.</p>

AC6.1	NEW MODULE
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Module Title	Acute and Complex Care			
Level				7
Credit Value				40
Teaching period, eg Semester 1, Year-long				Jan-Jun, year 2
Likely Module Organiser	TBC			
Module Type (eg EX/CW/WW/PR etc)				Multiple
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)		
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	1 presentation of project proposal. 1 placement. (Students must pass these assessments but there is no level 7 credit)	Percentage marking?	40 credit project
Proposed Module Code	TBC			
Module Delivery (eg distance-learning campus based, work placement)	Campus based EBL and supportive teaching, online supportive resources available, self-directed activities and one placement.			

<p>Brief Description</p>	<p>The module supports students increasing autonomy with regard to theory and practice learning, focussing on developing their ability to prioritise the requirements of people with acute and complex needs. Building on previous skills there will be an emphasis on effective communication in diverse and challenging situations. Themes will include influencing others, managerial and leadership strategies and the effectiveness of the interprofessional team.</p> <p>In the first 9 weeks of the module blended and shared learning approaches continue to support students to meet the module outcomes. Students will concentrate on the acquisition of field knowledge and skills to meet the requirements of people with acute and complex needs. Within this module students will be building on their knowledge and skills to demonstrate they 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. They will demonstrate their 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. A 12 week continuous practice experience forms part of this module.</p>
<p>Aims / learning outcomes</p>	<p><b>Level 7 outcomes -</b>  <b>By the end of the module students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a critical appreciation of clinical governance processes</li> <li>2. Demonstrate in-depth understanding of the clinical profile, needs and evidence based interventions for individuals with complex and acute health conditions</li> <li>3. Demonstrate critical appraisal and evaluation of a wide variety of published evidence to construct and articulate a coherent argument</li> <li>4. Adopt a critical stance to nursing practice, providing examples of how practice has been/can be modified as appropriate.</li> <li>5. Apply current legislation to the care of all adults to demonstrate nursing practice that protects vulnerable individuals</li> <li>6. Develop informed research questions that reflect and inform contemporary health care practice</li> <li>7. Demonstrate structured critical reflection on issues arising from adult nursing practice showing an appreciation of the complexities of the care context.</li> <li>8. Demonstrate the ability to undertake a critical systematic review to inform nursing practice.</li> </ol>

	<p><b>Students will also be required to achieve the following Level 6 outcomes which are assessed in practice:</b></p> <ol style="list-style-type: none"> <li>1. Independently apply the principles of the NMC Code and the requirements of legal frameworks with confidence in complex care situations</li> <li>2. Critically analyse and positively influence the functioning of the inter-professional team</li> <li>3. Prioritise and practice safe and holistic nursing to meet the complex needs of people who are unable to meet their own</li> <li>4. Engage, maintain and where appropriate disengage from therapeutic relationships while respecting professional boundaries</li> <li>5. Critically evaluate and demonstrate effective communication in diverse and challenging situations</li> <li>6. Interpret and respond proactively to situations in which people are vulnerable, at risk or in need of support and protection</li> <li>7. Promote informed choice and self-care with individuals using a range of communication skills and strategies</li> <li>8. Promote the concept, knowledge and practice of self-care with individuals using a range of communication skills and strategies.</li> <li>9. Undertake a risk assessment and formulate a risk management plan which maximises the opportunities for independence</li> <li>10. Lead assessments with individuals with complex health problems</li> <li>11. Develop and lead plans of care and negotiate goals supported by evidence-based interventions within a range of adult health contexts</li> <li>12. Critically and collaboratively evaluate the efficacy of nursing interventions</li> <li>13. Safely use invasive and non-invasive procedures, medical devices and current technological and pharmacological interventions to provide information and take account of individual needs and preferences</li> </ol>
<p>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</p>	<p>MacIntosh M and Moore T (2011) <i>Caring for the seriously ill patient</i>. London: Hodder Arnold.</p> <p>Price B and Harrington A (2010) <i>Critical Thinking and Writing for Nursing Students</i>. London. Learning Matters.</p> <p>Standing M (2011) <i>Clinical Judgement and Decision Making for Nursing Students</i>. London. Learning Matters.</p>

	Whittaker A and Williamson G (2011) <i>Succeeding in Research Projects, Plans and Literature reviews for Nursing Students</i> . London. Learning Matters.
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<b>AC6.1</b>	<b>NEW MODULE</b>			
Module Title	Professional Practice and Leadership			
Level				7
Credit Value				50
Teaching period, eg Semester 1, Year-long				Jun-Dec, year 2
Likely Module Organiser	TBC			
Module Type (eg EX/CW/WW/PR etc)				Multiple
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)		
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	1 placement 1 'safe medicate' assessment (Students must pass these assessments but there is no level 7 credit)	Percentage marking?	20 credit portfolio (progression) 30 credit, service improvement project

Proposed Module Code	TBC
Module Delivery (eg distance-learning campus based, work placement)	Campus based EBL and supportive teaching, online supportive resources available, self-directed activities and one placement.
Brief Description	<p>In this module students will critically consider the effective and efficient use of resources required to deliver nursing outcomes in an interprofessional arena. As students move towards professional registration they will explore their role in relation to the enhancement of nursing practice and service delivery, with an emphasis on the knowledge and skills of a resilient nurse, and being a nurse leader. Key themes will include evidence based practice, change management, service improvement, conflict management and decision making in complex situations. The opportunities for their involvement in policy making and implementation will be critically reviewed.</p> <p>In the first 9 weeks of the module blended and shared learning approaches continue to support them to meet the module outcomes. They will concentrate on the acquisition of field knowledge and skills to prepare them for future practice.</p> <p>They will consolidate and review the knowledge and skills gained throughout the programme in relation to their 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. They 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 interprofessional team. This is supported with a 12 week placement.</p> <p>The 3 independent learning weeks that follow this module are for learning identified by the student and their mentor such as to make up practice/theory time, or independent study/reading.</p>
Aims / learning outcomes	<p><b>Level 7 outcomes</b>  <b>By the end of the module students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Critically evaluate opportunities to influence health and social policy to promote healthy living</li> <li>2. Critically explore and evaluate opportunities for service improvement and initiate innovative practice based on best available evidence</li> <li>3. Demonstrate a high level of critical self-reflection and professional insight in the appraisal of own practice, values and resilience in identifying personal development opportunities</li> <li>4. Critically reflect upon, and evaluate a range of leadership and management approaches employed in adult nursing.</li> </ol>

5. Be proactive and sensitive to the need for implementing change in practice drawing on available frameworks for change and development
6. Critically appraise and apply research based evidence to inform professional practice and service delivery
7. Demonstrate a critical awareness of current professional issues and challenges in health care, and innovation in decision making in complex situations.
8. Demonstrate knowledge of the global context of nursing and the impact of wider policy changes on adult nursing.

**Students will also be required to achieve the following Level 6 outcomes which are assessed in practice:**

1. Confidently and consistently apply the values that underpin contemporary person-centred nursing
2. Competently and confidently meet the NMC (2010) Standards for medicines management
3. Act as a positive role model, facilitating the development of others
4. Carry out systematic, accurate and holistic assessments appropriate to the service user needs using a range of assessment tools and frameworks
5. Be innovative in creating/devising strategies to anticipate, respond appropriately and adapt to urgent and complex care situations
6. Proactively contribute to the effective management of resources, reporting any concerns appropriately
7. Demonstrate leadership, influencing and decision-making skills effectively with a range of agencies and professionals
8. Devise and recommend a range of solutions to manage situations where a person's wishes conflict with nursing interventions necessary to maintain safety and well-being.
9. Demonstrate the ability to practice autonomously
10. Act as a resource and provide consultation in best practice in adult nursing to members of the wider inter-professional team
11. Contribute to the management of an adult health care environment conducive to the wellbeing of all
12. Actively make use of and facilitate clinical supervision for themselves and others as part of adult health practice

<p>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</p>	<p>Bach, S. and Ellis, P. (2011) <i>Leadership, Management and Team Working in Nursing</i>. London. Learning Matters.</p> <p>Goodman B and Clomom R (2010) <i>Nursing and Collaborative Practice</i>. 2nd Edition. London. Learning Matters.</p> <p>Ham C (2009) <i>Health Policy in Britain</i>. Basingstoke. Palgrave Macmillan.</p>
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<p><b>AC 7</b> <i>note AC7</i></p>	<p><b>DEFINED CHOICE</b></p>
<p>How do you envisage 'Defined Choice' working for the course in question? Please specify, for each year of the course, defined choice within the 3 categories of:</p> <ul style="list-style-type: none"> <li>• Programme-specific choice</li> <li>• Enrichment and Employment modules (EEC)</li> <li>• Language choice</li> </ul>	
<p>N.A.</p>	

<b>AC8</b> <i>note AC8</i>	<b>JOINT COURSES</b>		
	<b>Is the proposed course is a joint course?</b>	<b>YES</b>	
		<b>NO</b>	X
	<b>If YES, how will the student experience be managed?</b>		
	In the future it is hoped that some modules can be shared with the OT and PT MSc preregistration programmes and the newly proposed physician associate MSc.		

<b>AC9</b>	<b>COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES</b>
<i>note AC9</i>	<b>Please provide a summary of external professional feedback received. Append full reports as Appendix 2</b>
	<p>This is a derivative of the BSc adult nursing preregistration programme which had extensive service user and practice partner involvement when validated and continues to have at multiple points across the programme, including as members of course committee, delivery of teaching and learning, assessment activity and on-going review of module content.</p> <p>In addition, the Directors of Nursing in local Trusts have been consulted and are very supportive of this development.</p> <p>An experienced academic has supported the module development.</p> <p>A service user is involved in supporting the detailed module planning of content, delivery and assessment.</p> <p>An senior academic from the university of Southampton has been invited to act as external advisor.</p>
<i>note AC9</i>	<b>Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3</b>



	NMC to confirm if this is a major modification or will need to be reviewed through a new approval process. Whichever it is, an NMC review is expected in October 2015.
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<b>AC10</b>	<b>COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION</b>	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
<i>note AC10</i>	<b>Please circulate Parts 1, 3 &amp; 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.</b>  <b>NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal</b>	
<b>Date of circulation:</b>		
AC10.1	Careers Manager (CCEN)	
Comments as BC8.2		
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)	
<u>Accredited Prior Learning</u> Please could clarification be provided on the following:		

- a) Is the expectation that this will be both APEL (Accreditation of Prior Experiential Learning) and APCL (Accreditation of Prior Certificated Learning)?
- b) Is it the expectation that all, or most, students would have some Accredited Prior Learning?
- c) How would APEL be applied to the programme? How would it work with the placements in each module and what would its impact be?
- d) Is the expectation that students with APEL would have individual placement arrangements?
- e) How would APCL be applied? For APCL would expect it to be the equivalent of Level 7; this should be made explicit to applicants.

Progression Point 1 for NMC purposes

If I have understood this correctly it appears to be part of the APL and Admissions process? How will this be accounted for?

Placements

- a) How will contact be maintained with the students in Year 2 where the placements are 12 weeks long, and there are no directed study days in the School?
- b) How will students' performance on placements be reviewed and fed back to them?
- c) For student experience it may help if Placement Providers are able to identify the MSc student intake from the BSc student intake as both will be going out on practice placements at the same time.

Shared learning events

School has much experience of delivering to students at different stages (e.g. pre and post registration, BSc/MSc OT and PT programmes). It may be helpful to draw on this for student experience re delivering to BSc and MSc student intakes.

Learning & Teaching Manager, PGT Programmes, Becky Fitt

AC10.2

Equality & Diversity Manager (PPE)

No further comments beyond those at earlier section.

AC11

**PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE**

*note*  
AC11

Thank you for the comments. I hope I can clarify the points raised by the Learning and teaching Manager, PGT Programmes:

APL: The APL process for this course is the same as that currently available to applicants on the BSc programme who wish to APL the first BSc year (and has been approved by the NMC). It will be part of the admissions process for all applicants and will enable the school to meet the NMC requirements for a course to be 4,600 hours. All APL will be APEL and will not replace any of the 180 masters level credits. So the APEL will be at level 4 for the practice outcomes and from each students' last year of their previous degree for study skills. An APL guidance pack will be provided to support students' applications after acceptance on the course. Support will also be provided from the APL coordinator. On successful acceptance of the APL application all students will complete the full 2 years (180 M level credits) of the programme. Learning outcomes for the APL requirements have been written and applicants will need to supply evidence of how they met these. An exam board will ratify the APL outcomes being met (or not) and those of the NMC progression point 1. A minimum of APL hours for theory and for practice have been set.

The placements are the same length as the BSc programme and the support is exactly the same, i.e. link lecturers are in place with each placement location. The same placement paperwork is used to assess students and quality assure placement provision. The placements are assessed at the same level – level 5 in the MSc first year, and level 6 in the MSc 2<sup>nd</sup> year. The placement educators therefore do not need to take account of the different pathway of the student. However in mentor updates and via the link lecturer role we will ensure that mentors in practice understand the MSc programme and student needs.

## FULL COURSE PROPOSAL

### Part 4 KEY INFORMATION SET (KIS) DATA

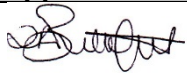


<b>KIS</b>	<b>KEY INFORMATION SET data (undergraduate courses only)</b>						<i>Note KIS</i>
<b>KIS1</b>	<b>Quantitative KIS data</b>						<i>Note KIS1</i>
		Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams						
1.2	Percentage of assessment by practical exams						
1.3	Percentage of assessment by coursework						
1.4	Percentage of time in scheduled learning and teaching activities						
1.5	Percentage of time in guided independent study						
1.6	Percentage of time on placements						
<b>KIS2</b>	<b>Professional Accreditation</b>						<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)						
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						


**FULL COURSE PROPOSAL**

**Part 5 APPROVALS AND NOTIFICATION**

**APPROVALS**

*Note AP*

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1 APPROVAL OF THE BUSINESS CASE				
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	Dr Zoe Butterfint		15.06.15
AP1.2	Head of School (on behalf of School Board)	Valerie Lattimer		16.06.15
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Prof Ian Harvey		16 June 2015
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2 APPROVAL OF THE ACADEMIC CASE				
AP2.1	Head of School	Name	Signature	Date
	Approved:	Valerie Lattimer		16.06.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date

	<b>Approved:</b>	Rosie Doy	<i>Rosie Doy</i>	15 Jun 2105
	<b>Approved with amendments:</b>			
	<b>Rejected:</b>			
	Comments (if any):			
AP2.3	<b>PVC Academic (for LTC)</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
	<b>Approved:</b>			
	<b>Approved with amendments:</b>			
	<b>Rejected:</b>			
	Comments (if any):			
<b>Where applicable:</b>				
AP2.4	<b>Secretary to Council</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
	<b>Approved:</b>			
	<b>Approved with amendments:</b>			
	<b>Rejected:</b>			
	Comments (if any):			

## FULL COURSE PROPOSAL

<i>Note</i> <i>N1</i>				<b>NOTIFICATION OF APPROVAL</b>	
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.					
<b>FACULTY</b>				<b>SCHOOL</b>	
<b>NEW COURSE?</b>		<b>Y</b>	<b>N</b>	<b>If NO, please enter existing course code</b>	
<b>DEGREE AWARD (e.g. BSc/MA)</b>					
<b>TITLE OF PROGRAMME</b>					
<b>START DATE</b>				<b>LENGTH OF COURSE</b>	
Course Approved by:		Name of Committee Chair		Date of approval	
<b>Faculty Learning and Teaching Quality Committee (FLTQC)</b>					
<b>Learning and Teaching Committee (LTC)</b>					
RELEVANT OFFICE INFORMED? *insert date					
<b>Planning Office</b>	<b>Admissions and Marketing</b>		<b>Learning and Teaching Service</b>		<b>Union of UEA Students</b>
*	*		*		*
sis.records@uea.ac.uk	arm.operations@uea.ac.uk		Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk

<i>Note</i> <i>N1</i>		<b>IMPLEMENTATION ACTIONS</b>	
<b>COURSE NAME</b>		<b>NEW ROUTE CODE</b>	
<b>ACTION</b>			<b>DATE</b>
<b>COURSE INFORMATION LIVE IN ADMISSIONS</b>			
<b>PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE</b>			

<b>COURSE PROFILE UPLOADED ONTO SITS</b>	
<b>COURSE CLOSURES COMMENCED (where appropriate)</b>	



## **Appendix 1**

### **MSc Adult Nursing: Preregistration Programme Aims and Learning Outcomes Programme Aims**

**The aims of the MSc adult nursing preregistration programme is to graduate nurses who:**

- achieve the required academic standard and deliver high quality, compassionate, person centred care to all service users
- have masters level learning experiences and inter-professional opportunities to enable excellent partnership working in practice
- have advanced their own scholarship and developed a critical understanding of the theory and practice of adult nursing and be able to inform the advancement of new models and approaches to care
- act to safeguard the public, and be responsible and accountable for safe, person/family-centred, evidence-based nursing practice
- are reflective, proactive, innovative and adaptable nurse who can work independently and in teams to contribute significantly to high quality person centred care
- act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards
- foster skills of autonomous learning, professional reasoning, evidence based practice, leadership and entrepreneurship to inform their continuous professional development and the advancement of practice.

### **Programme Learning Outcomes**

**On satisfactory completion of the programme, students will be able to:**

#### **Professional Values**

1. Critically analyse and demonstrate application of the legal, ethical, professional and moral dimensions and boundaries of nursing practice.
2. Act to safeguard the public and be responsible and accountable for safe, person-centred, evidence based practice, demonstrating their understanding of their personal responsibility in professional practice.
3. Act with professionalism and integrity and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards.
4. Practice in a compassionate, respectful way, maintain dignity and wellbeing of service users.

#### **Communication and Interpersonal Skills**

5. Communicate effectively to ensure effective interaction and collaboration with service users, carers, colleagues and other healthcare professionals.

#### **Nursing Practice and Decision Making**

6. Deliver high quality essential and complex care to service users based on an advanced understanding of human and nursing sciences, evidenced based practice and the needs of the service user and the context of care
7. Critically reflect on clinical governance including evidence-based practice, clinical effectiveness processes and research in the provision of effective and efficient nursing practice and to promote health and prevent illness.

#### **Leadership, Management and Team Working**

8. Formulate, plan, implement, document, monitor and evaluate nursing interventions in partnership with health/social care professionals, service users, carers and families from a diverse range of communities and backgrounds.
9. Use leadership skills to confidently supervise and manage others and contribute to planning, delivering and improving services.
10. Work in partnership with other health and social care professionals and agencies, service users, carers and families to ensure decisions are shared, informed by best practice and client centred.
11. Demonstrate application of health and social care policy and the changing nature of organisational settings and professional roles.

### **Scholarship**

12. Demonstrate creativity, inventiveness and independence of judgement in practice and service development.
13. Demonstrate a critical appreciation of clinical governance frameworks.
14. Adopt a critical stance to synthesis and evaluation of multiple sources of evidence to support advanced decision making.