Faculty of Education Health and Wellbeing

Institute of Health Professions

Bachelor of Nursing (Honours)
Registered Nurse BNurs (Hons)

ON CAMPUS COURSE GUIDE 2016/7
About this guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

| Please enter the contact details for your Personal Tutor for your future reference: | ----------------------------------------------- |
| Your local Academic Faculty Office is: | Your Student Centre is: |
| Wolverhampton City – 01902 322933 | MI Building  
Wolverhampton City campus  
Wolverhampton. WV1 1AD |
| Walsall Campus – 01902 518943 | Or  
WA Building  
Walsall campus  
Walsall. WS1 3BD |
| Burton Campus – 01902 323913 | E Mail: Here2Help@wlv.ac.uk |

The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Dr Jill Williams
Associate Dean for Undergraduate Studies and Enterprise

Course Management and Staff Involved with the Course
Your Head of Nursing will assume overall responsibility for overseeing your progress in both theoretical and practice components of the award throughout the three years.

Head of Adult Nursing:
City Campus – Clare Corness-Parr ClareCorness-Parr@wlv.ac.uk
Walsall Campus – David Hanson D.Hanson@wlv.ac.uk
Burton Campus – David Hanson D.Hanson@wlv.ac.uk

Head of Children’s Nursing
Walsall Campus - Colette Parsons c.m.parsons@wlv.ac.uk

Head of Mental Health and Learning Disability Nursing
City Campus - Sheila Dixon S.Dixon@wlv.ac.uk

You will be taught the majority of the theoretical aspect of the programme on one of the following Campus sites:

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<tr>
<th>Walsall Campus</th>
<th>Wolverhampton (City) Campus</th>
<th>Burton</th>
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<tr>
<td>Sister Dora (WP) Building</td>
<td>MC Building</td>
<td>Burton Education Centre</td>
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<tr>
<td>University of Wolverhampton</td>
<td>University of Wolverhampton</td>
<td>University of Wolverhampton</td>
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<tr>
<td>Gorway Road</td>
<td>Nursery Street</td>
<td>Burton Hospitals</td>
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<td>Walsall</td>
<td>Wolverhampton</td>
<td>Outwoods Site</td>
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<tr>
<td>WS1 3BD</td>
<td>WV1 1AD</td>
<td>Burton on Trent</td>
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<tr>
<td>Tel: (01902) 518934</td>
<td>Tel: (01902) 322933</td>
<td>Staffordshire</td>
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<td>Tel: 01902 323913</td>
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Group Teacher
Throughout the course each cohort is allocated group teachers responsible for liaising with the group on matters including organisation, planning and student experience of the programme. They act as a 1:1 support mechanism available to students.

Module Leaders
Each module has a module leader and may also have a module team. The module leader will ensure that you are provided with educational support. They will, as appropriate:-
- Advise on academic standard required.
- Facilitate identification of preferred learning styles and provide a range of learning resources on the virtual learning resources (VLE).
- Participate in preparatory and evaluative processes in order to facilitate learning

Personal Tutor
You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you achieve the course learning outcomes. Your personal tutor will meet with you on a regular basis to monitor your progress and support and guide you as you progress through to the completion of your course. You have a responsibility to meet with your personal tutor each semester and attend end of year profiling.

Practice Mentor
During each placement you will have an identified practice mentor, whom you should expect to work with on a regular basis during the week. Their role is to:
- Orientate you to the learning environment.
- Explain emergency procedures including fire, health and safety and resuscitation procedures.
- Organise and agree your duty rota
- Involve you in planning learning opportunities.
- Assume responsibility for your practice, whilst providing direct and indirect supervision.
- Provide learning opportunities for you to achieve personal objectives.
- Provide ongoing feedback
- Develop focused action plans to enable you to successfully complete assessments
- Carry out assessment of practice in accordance with assessment policies.
- Promote critical thinking skills in practice.
- Recognise your individual learning needs.
- Adhere to the principles of adult learning.
- Maintain effective liaison between you and your personal tutor.

Practice Placement Managers / Clinical Placement Facilitators
This is the individual identified within your home Trust base, who is responsible for overall quality monitoring of clinical placements in liaison with the practice team and the Faculty’s Head of Practice. They will provide ongoing support and guidance to both students and mentors.
Faculty Enabling Tutor
This is a member of the Institute of Health Professions academic staff who has particular responsibility for students who may have specific learning needs, and who can advise on support systems to address these. The Institute of Health Professions contact is, Pauline Lim Email: P.Lim@wlv.ac.uk

Other mechanisms of student support -

Faculty of Education Health and Wellbeing Student Forum
The Faculty of Education Health and Wellbeing student forum provides an opportunity for student representatives on all programmes in the Faculty to meet with other students and senior managers to discuss issues relating to the overall student experience.

Forum meetings are held three times per year at all campuses.

You can also consult the University’s Student Services Gateway as appropriate. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the course.

Cover during holiday periods.
If you email staff during holiday periods, you will normally get an out of office reply giving you an alternative contact number or email address. A member of the nursing team is always available during university hours (except weekends and public holidays) and can be contacted via the administrative staff supporting the nursing team. As staff work off site, they may not be immediately contactable, and will get back to you within three working days. If it is an emergency, and you cannot immediately get a member of the nursing team, you are advised to contact the administrative team or the student advisor.

Additional Support
Student advisors are available with the faculty on each campus to offer confidential support.

Counselling offers a confidential space in which you can talk to a counsellor about your concerns. Personal appointments are available on all campuses; there is a drop-in service every weekday at City Campus and on online counselling is available via WOLF.

The student financial support unit can help students with advice on funds available to students.

The student enabling service centre provides a comprehensive range of support for D/deaf, Dyslexic and Disabled students including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies.

The inter-faith Centre is also available to those requiring spiritual guidance, support or a listening ear.

Heads of Nursing
Each Head of Nursing, for your field, is available for confidential matters related to any aspect of your nursing course and especially if you have any feedback in relation to your experience with your studies. Please make an appointment via the academic faculty office team for Nursing.
Students Union
As an enrolled student you are also eligible to join the student union and access their full range of services. The union has an extremely refined web site with numerous support groups for all students. You can access it via the University web site www.wlv.ac.uk and click on current students.

Communication

Contacting Staff
Although your teaching is based at a specific campus, the academic nursing team work between various university campuses and NHS Trusts. Their locations vary from day to day and week to week.

Locations for the current week are normally held by the Nursing team administrative staff, and at Reception. If you need to see any of the nursing lecturers, you are advised to make an appointment as it cannot be guaranteed that they will be in or free to see you if you drop in unexpectedly. Staff can be contacted by email, telephone, Skype or via the nursing administrative team.

If you telephone and are not able to get the lecturer you want, you should ask to leave a message and contact number to return your call.

Student Appointment Manager System
SAMS is a simple electronic diary system that enables staff and students to manage their meetings during term time. If you need to arrange a meeting with academic staff; lecturers on your modules or tutors responsible for your course, then this system is designed to help you. http://shawsams.wlv.ac.uk

E-mail is an effective means of contact, however you are not guaranteed responses to e-mails on the same day. You will normally expect to receive a response to e-mail communication no longer than 3 working days, providing the recipient is not on holiday or sick leave.

If you need to speak to a nursing lecturer urgently, the nursing administrative team can contact them on your behalf. In an emergency, any of the nursing team will help you. You should be aware that the nursing team book annual leave at varying times of the year, which will not necessarily coincide with your annual leave. With exception of public holidays there will always be a member of the team who will be contactable at the University. Forward planning is essential if you want to see a particular member of the team.

Staff Contacting You
Staff may need to contact you for various reasons, often at short notice and possibly urgently. It is therefore essential that you regularly check your university e-mail. All class e-mails will be sent to your University e-mail address, and not to private accounts.

It is essential that any change in your personal details, like a change of address or telephone number, is recorded on the University Student Management System (e:Vision) without delay. Remember to notify any change to your mobile number. All correspondence will be sent to the address registered on the University Management System. You should check that this is correct.
It is advisable that the group agree an effective means of getting information to each other. Infrequently, it may be necessary to get a message to the whole group urgently, for example, in unforeseen circumstances that necessitate postponing a lesson start time. This can usually be done via test message. We appreciate that your time is valuable, and endeavour to keep you informed of any events/circumstances to prevent you making an unnecessary journey to University or place of work.

Previous groups have found it effective to identify contacts that can then initiate cascading the information to the group normally via the virtual learning environment and social m. The notice board on WOLF will be used to notify any non-urgent advanced changes to outline plans and timetables. Some modules may use the course café (in WOLF) or twitter for communicating with your peers or staff.

**Academic Counselling**

Academic Counselling is a two-way process. You must communicate with your Personal Tutor and ensure that any problems affecting your studies are brought to their attention. Tutors will assist you as best they can, early notification of problems may prevent an escalation of a situation, which may then become more difficult to resolve. You must attend progress interviews with your Personal Tutor at least three times per academic year. The purpose of this meeting is to review your progress, advise you on any actions required of you, and identify/make provisions for any support you require. Contact time with teaching and associated staff is available to help shape and guide your studies.

The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying.
## Student Support in FEHW

<table>
<thead>
<tr>
<th><strong>STUDENT ADVISORS</strong></th>
<th><strong>HERE2HELP STUDENT CENTRE</strong></th>
<th><strong>PERSONAL TUTOR</strong></th>
<th><strong>SKILLS FOR LEARNING</strong></th>
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<tbody>
<tr>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as ‘Here2Help’</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work</td>
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<td>Links to our Graduate Interns</td>
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<td>Based in our Learning Centres</td>
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<td>Online and in person support and guidance</td>
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Pre-entry support
General support about study and student life
Guidance – referral to University services
Knowledge of the Faculty and its Courses

Enrolment & module registration
Submitting work & examinations
Academic regulations – one week extensions & extenuating circumstances
Leave of absence
Student finance issues
Student enabling centre
Careers & counselling appointments

Support for your academic development and progression
Personal (pastoral) guidance
A consistent point of contact throughout your studies. Three meetings per year.

Transferable support on your academic study skills:
General skills guidance
Academic writing support
Referencing
Searching for literature

Contact:
**FEHWSupport@wlv.ac.uk**
Regular drop in sessions & appointments
City – MX building 01902 321150
Walsall – WA building 01902 323135
Log a call – e:vision helpdesk (Help>contacts)

City - MX building
Walsall - WA building
Log a call – e:vision helpdesk (Help>contacts)

Check who your tutor is on e:vision
Meet with your personal tutor at regular intervals
Visit SAMS to book an appointment
http://FEHWSams.wlv.ac.uk/

Skills for Learning
website
Workshops
Drop-in sessions
Appointments
Study guides
Online resources
Twitter, Facebook, Skype (wlv_skills) and YouTube

*** Visit the **Student Support homepage** for more information ***
*** Also visit the Students Union **Advice and Support Centre** for impartial guidance **
Course Structure for Undergraduate courses

Students will study:
**Full-time:** normally modules worth 120 credits each academic year
**Part-time:** normally modules worth no more than 80 credits each academic year.

Nurse Education Philosophy

The beliefs underpinning the nursing curriculum are:-
- The safety of the public and service users is paramount;
- Nurses should provide holistic evidenced-based individualised care in cooperation with their patients, clients and carers; that equally values the physical, psychological, sexual, social and spiritual needs of the person and the nurse must be able to act as an advocate to protect the person’s best interests;
- Nurses must treat people compassionately through relationships based on empathy, respect, dignity, humanity and sensitivity
- Nurses must have a clear understanding of their own profession and be able to effectively communicate and work in a co-operative and collaborative manner with others to achieve optimum outcomes of care;
- Life-long learning will enable the student to continually explore and evaluate all available evidence, constantly striving for competency and excellence in nursing practice;
- Nurses must understand the theories of nursing and other theories that apply to nursing practice and apply these to provide a theoretical framework to provide safe, effective nursing care within any health care setting; Theory and practice are equally valued.
COURSE STRUCTURE

The aims and outcomes of your chosen field of Nursing are described. You will study 6 modules in each year. These will be taught over two semesters as shown in the tables overleaf. The shaded cells are indicative of the type of module as detailed below.

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<th>Inter-professional</th>
<th>Generic</th>
<th>Field Specific</th>
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<th>Semester One</th>
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<td>Preparation for Practice</td>
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<td>Framework for Professional Practice</td>
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<td>Developing skills for practice in diverse health care settings</td>
<td>Caring for people of different ages with complex health care needs</td>
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<td>Skills for caring for the acutely ill person in diverse settings</td>
<td>Challenges for 21st century adult nursing</td>
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<td>Introduction to Nursing Children, Young People and their families</td>
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<td>Nursing contributions to the lives of children’s and young people</td>
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<td>Learning Disability complex needs in practice 5NH003</td>
<td>Nursing interventions in learning disabilities for people with complex needs 5NH002</td>
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<td>Independent Project 6NH028</td>
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<td>Ensuring rights and responsibilities for people with learning disabilities 6NH007</td>
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<td>Competency and professionalism in learning disability practice 6NH009</td>
<td>Quality and contemporary issues in learning disability nursing 6NH008</td>
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<td>Assessment and delivery of person centred care</td>
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<td>Developing Mental Health Nursing Skills for practice</td>
<td>Crisis, recovery and mental health nursing</td>
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</tr>
<tr>
<td>Developing the autonomous practitioner</td>
<td>Critical perspectives in mental health nursing</td>
<td>6NH011</td>
</tr>
<tr>
<td>6NH006</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MODULE DESCRIPTORS**

Interprofessional Learning (IPL) Modules

**Year One**

<table>
<thead>
<tr>
<th>Title</th>
<th>4HW031: Research Awareness for Health care professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Julian Barratt</td>
</tr>
</tbody>
</table>

**Aim**

This module will develop your awareness of the importance of research to healthcare professionals. Learning with, from and about students from other professional groups, you will undertake activities that will develop an understanding and appreciation of the value of research. You will also develop reflective, search and retrieval skills that are essential to becoming an enquiring healthcare professional.

**Outcomes**

1. Participate as part of an interprofessional team in identifying the varied sources of knowledge and evidence that informs healthcare disciplines.
2. Plan and undertake a specific research activity, drawing on a critically reflective appreciation of research theory, knowledge and other forms of evidence. Demonstrate the ability to use databases to support your study.

**Assessment**

Report (2500 words) 100%
### Year Two

<table>
<thead>
<tr>
<th>Title</th>
<th>5HW025: Framework for Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Juliet Drummond</td>
</tr>
<tr>
<td>Aim</td>
<td>This is an innovative interprofessional module that explores the frameworks for professional practice through service-user experiences. Working together with students from other professional groups you will explore contemporary, relevant ethical, legal and policy issues that shape professional practice. This will provide you with an understanding of the roles and responsibilities of your own and other relevant professions in supporting service users, carers and their families.</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Develop an understanding and appreciation of the roles and responsibilities of your own and other relevant professions in support of service users.  
2. Analyse and discuss common ethical principles that are relevant to all professional practices.  
3. Examine and reflect upon how law guides and informs interprofessional practice. |
| Assessment | Coursework (2500 words) | 100% |

### Year Three

<table>
<thead>
<tr>
<th>Title</th>
<th>6HW065: Service Improvement incorporating interprofessional collaborative working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Carol France</td>
</tr>
<tr>
<td>Aim</td>
<td>This module prepares you to work collaboratively with other health and social care professionals, towards service improvements.</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Critically appraise the input of the multi-professional team and their specific roles in service improvement.  
2. Critically evaluate the application of evidence and theories to justify a proposal for change in an area of practice.  
3. Critically appraise the management of quality assurance in relation to service improvement.  
4. Demonstrate critical-thinking, originality, awareness of current issues in relation to the proposed service improvement. |
| Assessment | Report (4000 words) | 100% |

### Generic Modules (All fields of Nursing)

### Year One

<table>
<thead>
<tr>
<th>Title</th>
<th>4NH007: Exploring Person-Centred Care from a Nursing Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Sarah Gaytten</td>
</tr>
<tr>
<td>Aim</td>
<td>This module aims to explore aspects of person-centred care by considering the rights, choices and wishes of individuals of all ages in a wide variety of environments.</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Demonstrate the importance of effective communication skills when working with the client, their family and colleagues.  
2. Identify the professional, legal and ethical issues which underpin the practice of nursing.  
3. Describe the knowledge necessary to provide person and family centred care. |
<p>| Assessment | Coursework | 100% |</p>
<table>
<thead>
<tr>
<th>Title</th>
<th>4NH010: Understanding Public Health and Wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Saheeda Thelwall</td>
</tr>
<tr>
<td>Aim</td>
<td>The module is designed to raise your awareness of the vital role of public health in protecting and promoting the overall health and well-being of people and communities.</td>
</tr>
</tbody>
</table>
| Outcomes                  | 1. Identify public health challenges and discuss factors that impact on health.  
                              2. Demonstrate an understanding of the importance of working collaboratively with other stakeholders in promoting public health.  
                              3. Discuss the evidence that underpins public health initiatives. |
| Assessment                | Presentation 100%                               |

<table>
<thead>
<tr>
<th>Title</th>
<th>4NH011: Preparation for Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Carol Scott</td>
</tr>
<tr>
<td>Aim</td>
<td>This module will enable you to prepare for your placement learning experiences, and will ensure you can demonstrate safe practice of a range of essential nursing skills. It will help you to focus on safety for yourself and service users and it will introduce you to the concept of safeguarding and professional nursing practice.</td>
</tr>
</tbody>
</table>
| Outcomes                  | 1. Identify and demonstrate personal skills and knowledge, which underpin professional, legal and ethical practice within healthcare in order to safeguard the public.  
                              2. Understand human anatomy and physiology to underpin delivery of essential nursing skills effectively and safely.  
                              3. Utilise reflection to develop your professional practice. |
| Assessment                | Examination 100%                  |

<table>
<thead>
<tr>
<th>Title</th>
<th>4NH012: Developing Essential Nursing Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Lorraine Diegnan</td>
</tr>
<tr>
<td>Aim</td>
<td>Studying the module will help you to develop your knowledge of anatomy and physiology related to the safe practice of the essential skills of nursing care.</td>
</tr>
</tbody>
</table>
| Outcomes                  | 1. Demonstrate competence in the achievement of the NMC competency domains at the required level, supported with relevant underpinning knowledge (including anatomy and physiology if appropriate) and evidence.  
                              2. Identify the importance of teamwork for effective care delivery.  
                              3. Utilise reflection to develop your practice through the use of the PebblePad e-portfolio. |
| Assessment                | Coursework (1000 words) 100%  
                              Practice Assessment Document 0% Pass/Fail |

**Year Two**

<table>
<thead>
<tr>
<th>Title</th>
<th>5NH005: Exploring Evidence Based Practice in Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Ruth Westerby</td>
</tr>
<tr>
<td>Aim</td>
<td>Evidence-based practice integrates the best available evidence to guide nursing care and improves service users’ outcomes(NMC, 2010). This module introduces you to the principles, skills and concepts underpinning evidence based practice in order to improve service user care. The module is driven by the stages of evidence-based practice and the research process and this will enable you to identify, retrieve, and consider a range of evidence on your chosen healthcare topic appropriate to your field of nursing. You will develop the skills to critically evaluate clinical evidence retrieved from the literature.</td>
</tr>
</tbody>
</table>
| Outcomes                  | 1. Demonstrate the ability to conduct a critical literature review in your field of practice and critically reflect on the search strategy.  
                              2. Compare and contrast a variety of research methodologies and other approaches that underpin evidence-based practice.  
                              3. Critically evaluate one piece of research evidence related to your field of practice. |
| Assessment                | Coursework (2000 words) 100%                     |
### Title: 5NH008: Assessment and Delivery of person centred care

**Module Leader:** Elizabeth Clifton

**Aim:**
The module will prepare you to develop the knowledge, skills and confidence in order to carry out an holistic assessment in practice. You will be able to use the assessment to inform the delivery of safe and effective nursing care. You will be prepared to meet the needs of service users from a diverse client group and apply underpinning knowledge and skills in a range of health care settings.

**Outcomes:**
1. Demonstrate competence in practice in relation to the NMC competency domains at this level (up to progression point 2).
2. Be able to actively engage in the delivery of a multi-agency plan of care and critically evaluate its effectiveness.

**Assessment:**
- Coursework (1000 words) 100%
- Practice Assessment Document 0% Pass/Fail

### Year Three

#### Title: 6NH028: Independent Project

**Module Leader:** Moses Murandu

**Aim:**
You will produce an independent project based on in-depth study of an issue pertinent to professional nursing practice in your chosen field. Within the project guidelines you will be studying independently with support from your personal tutor and members of the module team.

**Outcomes:**
1. Search, identify and define an appropriate topic for study.
2. Select appropriate methods of study and approaches to analysis, justifying your research methodology.
3. Collect, collate and critically analyse available data.
4. Interpret data and draw inferences and conclusions for the proposal.

**Assessment:**
- Project (4000 words) 100%

#### Title: 6NH031: Leading and Managing Care

**Module Leader:** Robert Preecce

**Aim:**
This module will enable you to develop the appropriate skills to lead and manage care in a variety of settings as a registered nurse.

**Outcomes:**
1. Demonstrate competence in the achievement of NMC competency domains at this level
2. Demonstrate critical understanding of professional, legal and ethical practice in relation to leading and managing care in a wide variety of care settings.
3. Demonstrate effective communication and decision making in relation to practice through a process of critical analysis
4. Demonstrate the ability to achieve and appraise quality care through effective leadership, management and team working.

**Assessment:**
- Group and peer assessment (2000 words) 100%
- Practice Assessment Document 0% Pass/Fail

### Field Specific Modules (Adult Nursing)

#### Year One

#### Title: 4NH009: Introduction to Adult Nursing

**Module Leader:** Christine Thompson

**Aim:**
You will develop your knowledge of complex conditions and will relate this to the nursing care of adults, including developing your understanding of diagnostics, investigations, and nursing management.
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge and understanding of relevant patho-physiology in relation to complex health related conditions in adults.</td>
<td>Year Two</td>
</tr>
<tr>
<td>2. Demonstrate knowledge and understanding of the diagnosis of health related conditions, and the relevant nursing care of adults.</td>
<td>Seen Examination (online) 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Module Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>5NH006: Developing skills for Practice in Diverse Health care settings</td>
<td>Christian Wheable</td>
</tr>
<tr>
<td>Aim</td>
<td>The module aims to develop your underpinning knowledge and ability to practice skills safely in a range of healthcare settings. The module will focus on preparing you to meet the needs of a diverse client base and safeguard vulnerable adults. In order to meet each session’s specific content, the delivery of each session will be embedded in a clinical scenario from a simulated family whose range of care needs will illustrate how nurses practise skills in hospital and in (or near) home.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>1. Apply concepts of safe effective practice in meeting the needs of adults in a range of diverse healthcare settings. 2. Apply appropriate skills to meet the nursing care needs of adults.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Examination 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Module Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>5NH009: Caring for people of different ages with complex health care needs</td>
<td>Karen Day</td>
</tr>
<tr>
<td>Aim</td>
<td>This module will facilitate the development of knowledge and skills related to specific areas of adult nursing care delivery in a variety of health care settings. Underpinning pathophysiology along with assessment, interventions and management options will be explored in the context of a person-centred evidence based approach.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>1. Demonstrate your ability to apply knowledge which underpins safe and effective delivery of adult nursing care. 2. Critically analyse the care and management devised for an individual with complex healthcare needs. 3. Identify and implement opportunities to promote the health of adults.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Coursework (2000 words) 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Three</th>
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</thead>
<tbody>
<tr>
<td>Title</td>
</tr>
<tr>
<td>6NH004: Nursing the Acutely ill person</td>
</tr>
<tr>
<td>Aim</td>
</tr>
<tr>
<td>Outcomes</td>
</tr>
<tr>
<td>Assessment</td>
</tr>
</tbody>
</table>

| Title                                                                 | Module Leader         |
| 6NH010: Skills for caring for the acutely ill person in diverse settings | Margaret Boyle        |
| Aim                                                                   | This module will enable you to apply the theory of caring for the acutely ill person in diverse settings. You will develop knowledge, skills and confidence, through a combination of practical sessions and scenarios, online and through simulation. |
### Title: 6NH012: Challenges for 21st century adult nursing

**Module Leader:** Dorothy Lyle

**Aim:** The aim of this module is to enhance your understanding of contemporary issues related to professional nursing practice.

**Outcomes:**
1. Critically analyse research, policy and other information to inform your future adult nursing practice.
2. Critically debate developments in health care and the impact on adult nursing roles.
3. Critically analyse political influences on health, nationally and globally.
4. Develop your personal and professional skills, exercising initiative and personal responsibility.

**Assessment:** Coursework (2000 words)

### Field Specific Modules (Children’s Nursing)

#### Year One

**Title:** 4NH013: Introduction to Nursing Children, young people and their families

**Module Leader:** Clare Norman

**Aim:** The module provides an introduction to the role of the children’s nurse in caring for children, young people and their families. There will be an emphasis upon child development, raising awareness of the need for an understanding of developmental milestones in order to effectively provide individualised care. The promotion of healthy lifestyles will be discussed, recognising the potential impact of influences upon growth, development and health. Relevant policy directing the provision of care will be examined.

**Outcomes:**
1. Identify and discuss the functions and attributes of a children’s nurse.
2. Analyse the impact that policy has upon the role of the children’s nurse.
3. Explain how the children’s nurse responds to children and young people at different stages of their development.
4. Discuss the importance of working in collaboration with children, young people and their families.

**Assessment:** Seen Examination

#### Year Two

**Title:** 5NH011: Developing clinical skills for children’s nursing in acute and community settings

**Module Leader:** Lucy Kelsall-Knight

**Aim:** This module will enable you to provide skilful and informed care to meet the complex needs of children in acute and community based settings. You will be able to demonstrate numeracy skills for medicines management. You will also be able to practise evidence-based child centred frameworks of care management.

**Outcomes:**
1. Apply concepts of safe effective practice in meeting the needs of children and their families in a range of diverse healthcare settings.
2. Apply appropriate clinical skills to meet the nursing care needs of children who have acute or community healthcare needs.
3. Utilise effective communication techniques, manage personal safety and resolve conflict to achieve best outcomes as a patient/client advocate.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Examination</th>
<th>100%</th>
</tr>
</thead>
</table>

| Title | 5NH010: Nursing the acutely ill child, young person and family |
| Module Leader | Heather Dale |
| Aim | The module aims to enable you to assess, plan, implement and evaluate nursing care interventions for children with acute illness. This will be underpinned by a robust and critical knowledge base of normal and altered physiology as well as an understanding of the psychosocial impact of acute illness on the child and family. |
| Outcomes | 1. demonstrate knowledge of the physiological changes in acute illness and their effects on the child and their family  
2. assess, plan, implement and evaluate nursing care and therapeutic interventions for children and young people with acute illness in differing care settings  
3. analyse and implement strategies to meet the psychosocial needs of the acutely ill child and their family  
4. review the development and provision of specific nursing services for children with acute illness and their families |
| Assessment | Examination | 100% |

**Year Three**

| Title | 6NH022: Caring for a child with severe and life threatening illness |
| Module Leader | Marie Clancy |
| Aim | The module aims to enable you to critically evaluate the nursing care needs of children who are affected by a severe or life threatening illness across a range of care settings. There will also be a specific focus on the psychosocial effects of life threatening illness on both the child and family and the mechanisms that can be used to support them. |
| Outcomes | 1. Critically assess and analyse the care of a child, and/or young person with a severe and/or life threatening illness.  
2. Critically analyse relevant psychosocial, developmental, ethical, legal and professional concepts applicable to the care of a child/young person with a severe and/or a life threatening illness.  
3. Critically analyse appropriate research/evidence influencing effective nursing care decisions.  
4. Explore, critically analyse and apply the concepts of counselling, effective interpersonal relationships and advocacy when caring for a child/young person with a severe and/or life threatening illness. |
| Assessment | Coursework (2000 words) | 100% |

| Title | 6NH030: Developing clinical skills for children’s nursing in diverse settings |
| Module Leader | Rhian Stevens |
| Aim | The module will enable you to demonstrate effective clinical competence and decision making when managing complex and unpredictable situations. You will maintain your own personal professional development in order to optimise the care of children and young people with diverse needs. You will critically analyse aspects of practice to maintain and improve standards of healthcare. |
| Outcomes | 1. Demonstrate effective clinical competence and decision making when managing complex and unpredictable situations  
2. Critically analyse aspects of practice to maintain and improve standards of healthcare.  
3. Demonstrate safe professional practice whilst working within the inter-professional/multidisciplinary team. |
Title 6NH023: Nursing contributions to the lives of children and young people
Module Leader John Thain
Aim The module aims to enable you to critically evaluate the contribution of nursing, and other professionals/agencies, into the lives of children and young people in diverse circumstances and with differing, complex needs. There will be a particular focus on the role of professional nursing in these many and diverse environments in which children and young people require support, intervention and care. You will critically explore the ways in which liaising and working with multi-agency teams is crucial to providing children, young people and families with the services that best match their needs.
Outcomes 1. Critically evaluate the contribution of professional nursing into the lives of children and young people in diverse circumstances and with differing, complex needs.
2. Critically analyse situations where children or young people are in need, vulnerable or at risk and propose legally appropriate actions to safeguard and support them.
3. Propose multi-agency and nursing interventions to identify, refer and support children, young people and their families in varying circumstances.
4. Critically evaluate whether care and interventions reflect the diverse and individual needs of children, young people and their families.
Assessment Presentation 100%

Field Specific Modules (Learning Disability Nursing)

Year One
Title 4NH008: Introduction to Learning Disability nursing
Module Leader Lynne Westwood
Aim This module is an introduction to caring for people with learning disabilities. Recognising that learning disability is a lifelong condition this module is structured around the life cycle. Teaching is facilitated by people with a learning disability so that it is founded on the lived experience as well as drawing on the evidence base of contemporary science and knowledge.
Outcomes 1. Discuss the beliefs and values that underpin learning disability practice.
2. Discuss the health needs of a person with a learning disability.
3. Describe the nature and causation of learning disability.
4. Describe at least two models of learning disability practice.
Assessment Seen Examination (online) 100%

Year Two
Title 5NH003: Learning disability complex needs in practice
Module Leader Sean Ledington
Aim This module is designed to provide you with the essential skills, knowledge and attitudes which will enable you to work effectively and affectively with service users and their carers within their own environments. You will develop your professional ability to work with people who have complex needs including epilepsy, mobility issues and additional psychological needs amongst other issues related to this group of service users.
Outcomes 1. Apply concepts of safe effective practice in meeting the needs of people with a learning disability in a range of diverse healthcare settings.
2. Apply appropriate clinical skills to meet the nursing care needs of people with
<table>
<thead>
<tr>
<th>Title</th>
<th>Module Leader</th>
<th>Aim</th>
<th>Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 5NH002: Nursing interventions in learning disabilities for people with complex needs | Lynne Westwood     | The module will enable you to develop the knowledge, skills and attitudes you will require to work with people who have learning disabilities and complex needs. You will also explore the needs of the carers involved in supporting the person as they strive to reach their optimum independence level. You will complete this by critically analysing the various complex issues this service user group has and will develop a professional approach to providing care delivery. | 1. Identify strategies that enable you to critically analyse the complex needs (from a mixture of health, educational and social) of people who have a learning disability.  
2. Recognise and implement, through professional development, effective communication strategies for people who have a learning disability as well as their carers.  
3. Conduct data collection and analyse the findings leading to a comprehensive holistic assessment with the person who has a learning disability.  
4. Implement and evaluate planned actions of care with the person who has a learning disability through critical analysis of the holistic assessment. | Coursework (2000) words 100% |
| 6NH007: Ensuring rights and responsibilities for people with learning disabilities | Michael Welsh      | The module will enable you to develop and explore your professional nursing duties and responsibilities in relation to working with people who have learning disabilities and their carers through anti-discriminatory/anti-oppressive practice. | 1. Critically analyse how people with learning disabilities their family and carers can access their human and civil rights within contemporary society.  
2. Evaluate the roles of statutory and voluntary agencies in assisting people with learning disabilities their families and carers in creating socially inclusive outcomes.  
3. Critically evaluate how people with learning disabilities are able / not able to participate fully within their own community / neighbourhood.  
4. Critically analyse the role of the learning disability nurse in supporting and enabling people with learning disabilities their families and carers to effectively develop and project their ‘voice’. | Coursework (2000) words 100% |
| 6NH009: Competency and professionalism in learning disability practice | Steve Neville-Wu   | This module will prepare you to develop the necessary knowledge, skills and practice required to ensure that you are ‘fit for practice’ as a registered nurse in the field of learning disability. | 1. You will update and maintain your own safe practice and demonstrate your ability to reflect on and in practice including the decision making process  
2. Critically explore essential interpersonal and communication skills, knowledge and attitudes required to work effectively with service users and their carers, within the boundaries of the NMC Code (NMC 2008).  
3. Demonstrate safe professional practice whilst working with service users, carers and as part of the inter-professional/multi-disciplinary team. | Viva Voce 100% |
| 6NH008: Quality and contemporary issues in learning disability nursing | Steve Neville-Wu   | This module will explore policy and practice issues within the context of the emergent | | |
The module will offer the opportunity to participate in activities designed to enhance knowledge and understanding of the evaluation of learning disability services and the impact that contemporary issues may have on the quality of service delivery whilst integrating your skills in a multi-agency environment.

**Outcomes**

1. Critically analyse current policy, research and associated evidence in learning disability nursing practice, in order to evaluate the impact upon the quality of service delivery.
2. Critically discuss and evaluate the issues relating to the roles of members of the multi-agency and inter-professional teams with a view to promoting the involvement of parents, carers and clients in the decision making process.
3. Apply the underlying principles and values that underpin the concept of quality service delivery, including anti-oppressive/anti-discriminatory practice, that respects, protects and promotes the rights, choices and responsibilities of people with learning disabilities.
4. Critically engage in the evaluation of personal values and your nursing role and the impact of this upon quality service delivery.

**Field Specific Modules (Mental Health Nursing)**

**Year One**

<table>
<thead>
<tr>
<th>Title</th>
<th>4NH005: Introduction to Mental Health Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Lynn Edwards</td>
</tr>
<tr>
<td>Aim</td>
<td>This module will enable you to develop a fundamental knowledge of complex mental illness, and the effects on service users and carers, incorporating; assessment, interventions, evaluation and mental health nursing care.</td>
</tr>
</tbody>
</table>

**Outcomes**

1. Demonstrate knowledge of complex mental illness and the effects on the lives of service users and carers, ensuring service user and carer engagement.
2. Identify relevant tools and frameworks utilised in assessment, care planning and evaluation within mental health.
3. Discuss the relevant and appropriate nursing care interventions specific to mental illness.

**Assessment**

| Seen Examination | 100% |

**Year Two**

<table>
<thead>
<tr>
<th>Title</th>
<th>5NH007: Developing mental health nursing skills for practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Tim Cawley</td>
</tr>
<tr>
<td>Aim</td>
<td>The module will enable you to develop the knowledge and skill required to provide safe and effective mental health nursing care.</td>
</tr>
</tbody>
</table>

**Outcomes**

1. Apply concepts of safe effective practice in meeting the needs of service users in a range of diverse healthcare settings.
2. Apply appropriate clinical skills to meet the nursing care needs of service users.

**Assessment**

| Examination | 100% |

**Year Three**

<table>
<thead>
<tr>
<th>Title</th>
<th>6NH003: Psychological interventions in mental health nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Brian Bell</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td><strong>Aim</strong></td>
<td>This module will enable you to understand the underpinning philosophies, and approaches of a number of therapeutic interventions. You will focus primarily upon Cognitive Behavioural Therapy, however you will be introduced to Dialectic Behavioural Therapy as well as Solution Focussed Brief Therapy and Narrative Therapy.</td>
</tr>
</tbody>
</table>
| **Outcomes** | 1. Critically review the development of one of the specifically identified Psychological Therapies discussed within the module.  
2. Critically analyse the evidence base of chosen intervention.  
3. Communicate information, ideas, problems and solutions to apply and extend knowledge. |
| **Assessment** | Presentation 100% |

<table>
<thead>
<tr>
<th>Title</th>
<th>6NH011: Developing the Autonomous Practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Rachel Clarke</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>The module will explore a range of therapeutic interventions that you can implement within the practice setting to help you develop towards being an autonomous practitioner in mental health nursing.</td>
</tr>
</tbody>
</table>
| **Outcomes** | 1. Demonstrate competence in the delivery of holistic care to people with mental health problems.  
2. Explore and critically analyse interventions used in complex and unpredictable contexts.  
3. Demonstrate safe, effective and affective practice within mental health care. |
| **Assessment** | Viva Voce 100% |

<table>
<thead>
<tr>
<th>Title</th>
<th>6NH006: Critical perspectives in mental health nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Tumai Jijita</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>This module will enable you to develop a critical understanding of how ideological, social and cultural forces have shaped mental health nursing and will give you the opportunity to consider its continuing role in contemporary society.</td>
</tr>
</tbody>
</table>
| **Outcomes** | 1. Critically review the ideological, political, social and cultural developments that have shaped contemporary mental health nursing.  
2. Provide an analysis of mental health nursing issues from national and international perspectives.  
3. Critically discuss current and emerging issues in the field of mental health nursing. |
| **Assessment** | Coursework (2500 words) 100% |

**About the Course**

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact The Head of Nursing for your Field (as per page 4)

The educational aims of the course are:

**Adult Nursing - Course Aims**

This course will enable you to develop the specific knowledge and skills to meet the Nursing and Midwifery (NMC) requirements for initial registration as an autonomous nurse, in the field of adult nursing.
On completion, you will be able to provide safe and effective nursing care to adults and to support their families and other carers. You will be able to practice as a nurse in a variety of health and social care settings. The course is a combined professional and academic award that will provide you with the necessary professional values, communication, interpersonal and clinical skills for professional nursing. The course aims to develop your nursing practice and decision making ability, enabling you to lead, manage and work as part of an effective team, to give high quality personalised care to adult patients, their families and carers.

**Children’s Nursing - Course Aims**
This course will enable you to develop the specific knowledge and skills to meet the NMC requirements for initial registration as an autonomous nurse in the field of Children’s Nursing.

On completion you will be able to provide safe and effective nursing care to children and young people, as well as supporting their families. You will be able to practice as a children’s nurse in a variety of health and social care settings.

The course is a combined professional and academic award that will provide you with the necessary professional values, respect, compassion, maintaining high quality standards and meet equality and diversity needs in young children and young people, communication, interpersonal and clinical skills for professional nursing. The course aims to develop your nursing practice and decision making ability, enabling you to lead, manage and work as part of an effective team, to provide high quality personalised care to children, young people and their families and carers.

The course will also provide you with the ability to adjust to the inevitable changes that will occur to the care for children and young people in the 21st century.

**Learning Disabilities Nursing - Course Aims**
This course will enable you to develop the specific knowledge and skills to meet the NMC requirements for initial registration as an autonomous nurse in the field of learning disability nursing.

On completion you will be able to provide safe and effective nursing care to people with a learning disability and to support their families and other carers. You will be able to practice as a nurse in a variety of health and social care settings.

The course is a combined professional and academic award that will provide you with the necessary professional values, communication, interpersonal and clinical skills for professional nursing. The course aims to develop your nursing practice and decision making ability, enabling you to lead, manage and work as part of an effective team, to give high quality personalised care to people with a disability and their families and carers.

We prepare you to practice in the 21st century by developing your skills in therapeutic communication and your understanding of the uniqueness of individuals.

**Mental Health Nursing - Course Aims**
This course will enable you to develop the specific knowledge and skills to meet the NMC requirements for initial registration as an autonomous nurse, in the field of mental health nursing.
On completion you will be able to provide safe and effective nursing care to mental health service users and to support their families and other carers. You will be able to practice as a nurse in a variety of health and social care settings.

The course is a combined professional and academic award that will provide you with the necessary professional values, communication, interpersonal and clinical skills for professional nursing. The course aims to develop your nursing practice and decision-making ability, enabling you to lead, manage and work as part of an effective team, to provide high quality personalised care to mental health service users and their families and carers.

The course has been designed from a person-centred, practice focused perspective to equip you with the increasingly complex practice skills required by today’s healthcare professionals. We prepare you to practice in the 21st century by developing a range of mental health nursing skills in order to meet the unique holistic needs of people.

The course learning outcomes are:

### Certificate in Higher Education

At the end of **level 4** you, the student, will be able to:

1. Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

2. Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

3. Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

4. Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

5. Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

### Diploma in Higher Education

At the end of **level 5** you, the student, will be able to:

1. Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

2. Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

3. Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different
approaches to solving problems in the field of study

4. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

5. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

6. Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

**BA Non-Honours Degree**

At the completion of *60 level 6 credits* you, the student, will be able to:

1. Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge

2. Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

3. Demonstrate conceptual understanding that enables the student:
   - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
   - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

4. Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

5. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

6. Demonstrate the qualities and transferable skills necessary for employment requiring:
   - the exercise of initiative and personal responsibility
   - decision-making in complex and unpredictable contexts
   - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

**BNurs Honours Degree**

At the end of *level 6* you, the student, will be able to:

1. Meet the NMC Standards of competence for pre-registration nursing education

2. provide nursing care that is safe, effective and ethical, so you are able to assume full
You will be able to register with the NMC as Adult Nurse Level 1 within the legal framework of the country in which you are employed.

3. reflect upon and critically evaluate evidence to reach sound nursing judgements and exercise effective decision making in complex situations within adult nursing fields of practice

4. critically examine the impact of political, professional and social contexts on your provision of individualised adult nursing care within the context of a multidisciplinary team

5. effectively apply your learning to identify, manage and lead enterprising innovations and service improvements in adult nursing practice

6. demonstrate competence in the use of advanced technologies to quality assure and enhance your adult nursing practice and maintain your life-long learning

These will be achieved through the following learning activities:

Your learning will include the study of six modules per year; you will need to study the prescribed modules in order to fulfil professional requirements. Further to this, the modules should enable you to achieve our graduate attributes of digital literacy, global citizenship and to be knowledgeable and enterprising. Paramount to your progression and development in preparing you for your future role in health and social care is the valued input of service user/carers into the design and implementation of the BNurs (Hons) Field of nursing (RN) course. The types of learning which will help achieve the above include:

**Formal learning** - We promote a blended approach to learning; some core content will be delivered in the ‘face-to-face’ traditional teaching style but will include interactive activities to challenge you and develop your knowledge and understanding of competence in practice.

**Applying theory to practice** – we use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to shape your professional practice e.g. critiquing of journal articles, informal presentation and case studies, and developing and testing skills in summarising key research in order to develop and disseminate to the healthcare team. You will make use of a range of electronic resources to investigate the influence and impact of global healthcare communities on national and local policy.

**Problem solving and decision making** – problem based learning is an engaging and dynamic tool that can be an effective way to enhance your understanding of real practice problems. It provides an opportunity to develop your skills in clinical decision making within a safe environment, and to apply knowledge to deliver and lead quality initiatives to improve the experience of the patient (and family) in the multicultural care setting.

**Research skills** – you will be supported in the preparation of a detailed evidence-based intervention and an independent study of relevance to nursing which will develop and expand your theoretical and practical knowledge of the research process.

**Computer based learning** - the integration of computer based technology, directed studies and traditional teaching will enhance the quality and efficiency of your learning experience. You will be encouraged to access electronic learning resources within both the University and the healthcare environment, including the use of e-mail and discussion forums to communicate with fellow professionals in the learning community and develop your personal and professional values. The ability to use digital resources and equipment is a
key attribute of a graduate nurse and reflects the need for the healthcare worker to use advanced technologies in areas such as record keeping, delivery and management of care.

We will guide and support your learning using a mixed approach including:

- **Lectures**- we will use a variety of interactive learning methods that are supported by digital technology to enhance your learning.
- **Workshops**- interactive workshops will allow you to develop your therapeutic skills by having time to practice, such as the person centred care module and inter-professional learning modules.
- **Simulated practical sessions**- you will have the opportunity to engage in supervised practice to become knowledgeable and skilled in nursing, which will enhance our employability prospects. You will have the opportunity to learn in our well-equipped skills labs which include practice areas that are hospital and home focused. Some assessments will also take place in the skills labs to enable you to develop your skills in a safe environment.
- **Debate and dialogue**- the university virtual learning environment, WOLF will provide a forum for you to engage in dialogue with your lectures and other students in your groups.
- **Online**- some of your modules will have significant amounts of online learning activity. This has been designed to help you to develop your digital literacy skills.

Also

- **Seminars** – where students take the lead in discussing relevant articles, debating and examining the evidence base that underpins nursing.
- **Formative online assessments** – where we provide you with the chance to ‘have a go’ at some of the summative assessment tasks before the actual assessment is submitted, as a way of developing your academic and practical skills with our tutorial guidance and feedback.
- **Work placements** – 50% of your course will be undertaken in practice placements where you will have the opportunity to practice your skills in the work environment with supervision and support. We hope that as you develop graduate nursing skills during your course, you will be able to apply your learning to develop your nursing competence in the practice setting. You will be able to reflect on personal and professional learning, the development of knowledge and skills and identify strategies to develop and deliver nursing care in the future.
- **Peer presentations** – you will study some aspects of specific modules and feed these back to the wider group so that you develop your ability to search, retrieve and use information to develop your knowledge of nursing.
- **Independent and self-directed learning** – this is an important part of degree level study and through the course you will be encouraged to become an independent learner, able to decide what to learn; and how best to achieve this. Independent learning will be required of you as a qualified nurse as part of the Prep requirement (NMC 2008) to ensure your continuing professional development enables you to remain on the professional nursing register.
- **Tutorials** – face to face meetings with the module team and your personal tutor.

As part of your studies you will come into contact with a range of activities designed to promote and enhance your learning experience. Our use of blended learning activities encourages you to identify and address particular learning needs related to your practice.
Blended Learning
As a student of nursing at the University you are entitled to experience the opportunities afforded by blended learning, where traditional learning and teaching is enhanced with the use of a range of technological approaches, such as online and interactive learning resources in a virtual learning environment, WOLF (Wolverhampton Online Learning Framework). We also provide state of the art technological equipment and extensive access to high quality desk top computers across the University. The Library and Information Services (LIS), rated very highly by our students in the National Student Survey, are also supported by high level technology, enabling you to access a great deal of support for your learning, not just when you are on the campus – but from home, when on your placements and in work.

All your modules have what we call a WOLF topic – that is a place on WOLF where module related information and learning resources are located. You will have access to electronic versions of all lecturer produced documents, as well as the opportunity to engage in online dialogue with your lecturers and fellow students. Further to this, in some of the modules you have the opportunity, as mentioned earlier, to ‘have a go’ at certain assessment activities and gain valuable feedback early in the course before you submit your summative assessments which are final and start to count towards your degree classification.

The course will draw on a wide range of interactive learning methods, some enhanced with interactive technology, for example collaborative forums in WOLF and an e-portfolio in PebblePAD (another electronic resource that you can use to develop your personal and professional development plans throughout your studies). Additionally, some modules will include the use of state of the art streamed remote controlled video/audio cameras in the clinical skills labs. These clinical observation and training system cameras (smots™) harness the very latest technologies to record your and others’ nursing skills for the purpose of review and evaluation to improve your nursing practice and interpersonal skills in simulated health and social care environments.

We will also be providing you with the opportunity to submit most assessments online, in particular the formative assessments, work that will not count directly towards your degree classification, but will provide practice at certain points in the course so you can test out your knowledge and skills and receive helpful feedback on your progress.

Finally, as part of your use of blended learning opportunities we will expect you to use the technology and support available to research your own sources of information in order to meet the learning outcomes of the course.

The course is accredited, endorsed or approved (depending on the professional body requirements) Nursing education is governed by British law through a series of Statutory Instruments which you should be aware of as these govern the way in which your course has been developed.

Successful completion of your course leads to an academic award BNurs(Hons) in your field of nursing (Registered Nurse) and ensures you have met the standards for pre-registration nursing that are necessary for safe and effective practice and to have your name entered on the relevant part of the Nursing and Midwifery Council register.

The Nursing and Midwifery Order (2001) includes the details of the role and responsibility of the NMC with regard to protection of the public. Broadly, the NMC has to ensure that
those admitted to the register are competent nurses who meet the requirements to be safe and effective practitioners based on the course of study undertaken. Also that each individual wishing to become registered can provide evidence that he or she is in ‘good health and of good character’.

Your course has been specially designed to provide you with the opportunity to fulfil the requisite number of hours. These have been agreed as 4600 hours in three years. 50% of your course will be situated in the University (2300 hours) and 50% in practice areas (2300 hours).

As you will be working in the practice area for 50% of your course, you will be required to demonstrate professional conduct at all times. Your placement experiences will include providing nursing care to some of our most vulnerable people, the elderly, the young, those who have physical disability, learning disability and those who have perhaps been through some very challenging situations, resulting in mental health problems. In order to ensure all the people you care for are protected and safe, you will be expected to abide by the NMC guidance The Code: Professional standards for Nurses and Midwives (2015) In addition we will expect you to conduct yourself in a highly professional manner at all times, and this will form part of our assessment of you in practice. Much of your work will require you to engage in effective communication in written and verbal forms. Further information will be provided by the course team and from the NMC website https://www.nmc.org.uk/

In addition to this, you will also be required to demonstrate good health and good character at the start of the course and throughout your studies and beyond. You will be asked to declare any changes in your circumstances which may have an impact on this important requirement and we have specialist support available at all times to advise you in the event of any changes.

Assessment of practice
Successful course completion and registration with the NMC entitles you to use the title Registered Nurse.

How to Register with the NMC
The NMC will require three things to process your application:-

- an Application for Registration form, which you must complete and send to the NMC, together with the fee;
- the course completion details of newly-qualified nurses or midwives, sent to the NMC by the higher education institutions (HEIs);
- a declaration of good character form, sent to the NMC by the HEIs.

The application form will be sent to you directly by the NMC. It is important that your address is correct on the Student Management Information Systems (SITS), otherwise your application for entry to the professional register will not be sent to the correct address.

Once the NMC have received all three pieces of information as described above, it should take about 6-8 weeks to process your application. You should receive both your PIN card and statement of entry 7-10 days after you are registered.

Further information about registering with the NMC can be found on the NMC website: http://www.nmc-uk.org/Registration/Joining-the-register/
Although you have up to 5 years to register with the NMC, you are advised to register with the NMC as soon as you are eligible.

**Assessment of Practice**

Your nursing practice skills are assessed out in the clinical field by qualified mentors. Mentors are registered nurses who have undertaken an NMC approved course in mentoring. The process of assessment in practice is carefully regulated by the NMC so that mentors know how to help you develop your nursing skills and also how to assess these. Within the practice setting in addition to the support of named mentors, you will also work alongside a variety of experienced members of staff working in health and social care settings who can help you identify learning opportunities and supervise and support you as you take up these learning opportunities. Your mentor will be the person most likely to formally assess your learning in practice using a systematic approach that includes carefully prepared documents which you will keep as a record of your learning in practice. The system ensures that you record your clinical practical learning, have supervision and teaching by those who are working in the field and have their assessment of your work also recorded. You will also have the support of academic staff from the university. The academic staff work with mentors in the practice placement areas to ensure you have the opportunity to develop the standards of competence required for nursing registration with the NMC on successful completion of your course.

As you progress through your course you will be expected to take on more nursing responsibility in your practice placements to enable you to develop confidence and skills in your work as a member of the multidisciplinary team in your chosen field of nursing.

At level 6 your practice placement learning will become more self-directed where you will be encouraged to identify learning opportunities and pursue them. Your final placement in particular will require you to model the work of a registered nurse so you can prepare for registration with confidence.

Throughout your practice placement learning you will be expected to conduct yourself in a professional manner at all times. We will provide guidance and information on the requirements regarding professional conduct to help you understand how to manage learning in the complex and sometimes unpredictable world of healthcare.

**Contact Hours**

At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.
Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

**University Academic Calendar**

*University Academic Calendar.*

**Timetables**

Timetabling information is available to you through the following:

1. Using the teaching timetable where you can search for and view all modules online at [www.wlv.ac.uk/timetable](http://www.wlv.ac.uk/timetable).
2. Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3. For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at [www.wlv.ac.uk/ctu](http://www.wlv.ac.uk/ctu).

**Student Voice**

The Student Voice is a partnership between the University and the Students’ Union, put in place to make sure students’ opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: [Faculty Representatives](#).

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – [Student Voice](#).

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail [Advice and Support](#).

**Responding to Student Feedback “You said/We did”**

We have regular meetings with students at course management committees and also receive feedback at boards. This is in order to make improvements on the basis of what student’s feedback to us. This is an area of strength and we constantly strive to improve. Each module leader will explain how their module has been improved on the basis of feedback, at the module launch.

**Student Charter**

The University’s [Student Charter](#) has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we
are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

**Engagement**
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
1. Understand the subject area you are studying;
2. Acquire and develop the skills and knowledge needed to ensure success;
3. Prepare for assessment tasks;
4. Learn from and with your fellow students;
5. Receive feedback from your tutors on your progress;
6. Fully participate in sessions, forums, seminars and other activities;
7. Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

**The Wolverhampton Graduate**
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:
3. acquire, generate, interrogate and apply knowledge from a wide range of sources,
4. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
5. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
6. present ideas clearly in an informed and persuasive manner to a variety of audiences.
7. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
8. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
9. prepare for the world of work through engagement with real life situations, briefs and problems
10. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

External Examiners
Award External Examiner
Tim Clarke - Canterbury Christchurch University

Children’s Nursing Module External Examiner
Mark Freeman-Ferguson - Edinburgh Napier University

Adult Nursing Module External Examiner
Christine Brooks - Bucks New University
Debbie Jones - London South Bank University

Mental Health
Harjinder Kaur – University of Keele (Maternity leave)
Heather Brundrett – University of Derby
Tim Clarke - Canterbury Christchurch University

Learning Disability
Peter Griffin - Queens University Belfast

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or
performance. Any student issues should be relayed either directly to the Module or Course Leader.

**Academic Regulations**

This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

**Exam Regulations**

The University also have regulations that specifically cover examinations. Examination Regulations

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

**Undergraduate Honours Degrees**

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<th>Normal</th>
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<tr>
<td>Full Time Students</td>
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<tr>
<td>Degree</td>
<td>3 years</td>
<td>5 years</td>
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Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

The above maximum registration periods do not include time away from study approved under Leave of Absence procedure (see below)

**ACADEMIC REGULATIONS EXEMPTIONS**

“Section B.4.1 - In accordance with Professional Body regulations, applicants must have achieved English language proficiency of IELTS 7.0.

D.3.5 - There will be no right to repeat a practice module. For practice modules, provided students have passed the practice component, they will be granted the opportunity of a third attempt in the theory component only.

Section D.3.9. and D.3.10. - No compensation will be awarded on practical or theoretical modules but students will be granted the opportunity of a third attempt at levels 4, 5 and 6 (except for practice modules and the Independent Study module) providing they have passed 100 credits at the same level of study, with a maximum of 40 credits across the course.”

**Approved by AFRSC (14/1/2016)**

**Discontinuation from the Programme**

Discontinuation from the programme will be recommended if:-

- Clinical or professional practice outcomes are failed after 2 attempts
- The maximum period allowed for registration on the programme (5 years) would be exceeded on back-grouping.
- Your health would prevent you being able to register as a nurse on completion of
• Your conduct would prevent you from being able to register as a nurse on completion
• You fail to attend for theory and/or practice without notification.
• You persistently fail to attend the mandatory preparation/updates for practice
• Reasons for discontinuation of training will be recorded on your transcript of training.

Progression
Advice will be given by academic staff throughout your programme to assist you to progress. Should you fail to reach the required standard at any stage in the programme, then discontinuation by the Award Board may occur. Outcome of progression following an award board will be provided on evision.

Three summative points of progression are identified within the programme. It will be necessary for you to have successfully completed all assessments in theory and practice at the appropriate summative point in order to satisfactorily progress to the next academic level of study.

In order to successfully complete your programme of studies and apply for admission to the nursing part of the Nursing and Midwifery Council (NMC) Professional Register. You are required to achieve the required standards in the following:-

• Theoretical Assessment
• Clinical Assessment
• Professional conduct

and

• You must have completed the required hours of study in theory and practice

At the end of your programme it will be necessary for the Head of your field of nursing to complete a signed declaration of good health and character.

A guide to understanding your progression

Regulations
To be eligible to progress to the next level of study, students must pass all the required assessments in theory and practice. In order to progress from one year to the next students will:

a. be required to have passed modules totalling 80 credits or more; and
b. be in a position to recover any failure within the rules of the course; and
c. be able to complete the award within 5 years from the commencement of the programme

The award and progression board is responsible for confirming the progression status of students.

Students found guilty of academic misconduct in the final year of study is extremely serious and students found to have plagiarised will normally be discontinued from the...
course through the conduct and appeals unit.

**Course Information**

**Classification of Award**

Table identifying the Grade Point Average Classification and Border Ranges for use in determining Honours degree classifications and borderline consideration. See section 9 of the undergraduate regulations for information about award classification [https://www.wlv.ac.uk/media/wlv/pdf/aca_ugregs0910.pdf](https://www.wlv.ac.uk/media/wlv/pdf/aca_ugregs0910.pdf)

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<tr>
<td>Upper Second</td>
<td>60% - 69%</td>
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<tr>
<td>Lower Second</td>
<td>50% - 59%</td>
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<td>Third</td>
<td>45% - 49%</td>
</tr>
</tbody>
</table>

Interim awards

If you withdraw from the programme or fail, you may be eligible for an interim award, proving you meet the requirement as specified in the undergraduate regulations. The following interim awards are validated as exit awards for this programme.

- BA Health and Wellbeing (for students who achieve 60 L6 credits)
- Dip HE Health and wellbeing
- Cert HE Health and wellbeing

The above awards will **not** qualify you to register with the NMC and practice as a nurse.

**Assessment of theory**

At level 4 you are adjusting to the requirements of higher education. One of the main differences of academic work at University is the need to be self-directed, questioning and independent. Most work will be marked anonymously (so you will not be required to put your name on your work). For some, this change is a transition from Faculty/FE and for others it is from the world of work. As you enter with different abilities and levels of knowledge of nursing, the assessment strategy at level 4 is based on understanding this and giving you the opportunity to enter level 5 equally prepared. Therefore at level 4, assessment is designed to build self-confidence and orientate you toward university life and learning with others on the course. This is done through some group work and coursework done in collaboration with others from other professional group such as midwifery and pharmacy, as well as fellow students who will be studying different fields of nursing to the one you have chosen.

Assignments require you to demonstrate knowledge and understanding of selected concepts and theories pertaining to nursing. As nursing has a strong practical focus your assessments will include both academic and key practical/clinical skills. You will be supported to develop such things as written communication skills, referencing, and working with others. A range of class based exercises, formative assessments (including online) and summative assessments are used across Level 4. Feedback on these is designed to enable you to develop and improve your own work. Level 4 supports you in acquiring the underpinning knowledge and skills that you will need to progress further with your studies. You will be expected to evaluate and interpret knowledge (QAA, 2008).
Feedback on assignments is given on content and analysis and also on written communication skills, referencing, structure and presentation. This is then applied as generic criteria throughout the entire course with raised expectations at each level as appropriate. Feedback is provided to you to help you develop your understanding and skills in your chosen field of nursing – it is important that you read your written feedback and discuss this with the academic team.

Level 5 further develops skills and consolidates knowledge and understanding achieved at level 4. You are expected to demonstrate knowledge and critical understanding (QAA, 2008) through wider reading, the use of databases and other pertinent IT, together with the ability to synthesize evidence from a number of different sources. You will also be expected to develop a sound grasp of the theoretical underpinnings and principles of nursing and your assessments mirror this. You will be assessed (both formatively and summatively) using a wide variety of assessment types including essays, exams, practical work, research exercises, case studies, presentations, formative blended learning exercises and online collaborations. At Level 5 you are expected to demonstrate the ability to critically analyse information and evidence and apply learning more widely. You should have an understanding of research and be developing higher levels of competence in academic skills and digital literacy.

At level 6 you are expected to be a competent and independent learner with the ability to use academic study skills appropriately as well as other methodological tools appropriate to nursing. You should be able to evaluate sources and arguments and make judgements. You should have developed a thorough understanding of the body of knowledge needed to underpin the provision of your field of nursing care at initial registration and be able to communicate this effectively.

Opportunities however, will still exist for formative assessment particularly through the submission of plans (in the independent study and service improvement modules) and the delivery of presentations in relation to your independent study. Various modes of assessment are utilised including coursework, presentations, online collaboration, examinations and case studies. The culmination of the programme for you is your independent study in which you should demonstrate your ability to devise and sustain arguments or solve problems, have a systematic understanding of the key aspects of your field of nursing, critically analyse and use enquiry (QAA, 2008). You will be able to demonstrate research skills and demonstrate high level academic skills and digital literacy together with a command of theory and knowledge of nursing.

The University provides a range of resources to support you directly with your learning as well as other areas of your life. These resources are all signposted through the University web pages and include:

**Assessment Feedback**

We endeavour to provide assessment feedback to you within 4 working weeks following submission.

**Assignment Submission**

You will be informed by the Module Leader about the procedure for submitting assessed work.

For most assessments you are required to submit electronically.

- It is essential to check that an e-mail a receipt has been sent to your account.
- This applies to both assignments and practice documents.
• Ensure that you keep a copy of all work submitted as well as your feedback sheets.
• Assessed work and/or feedback sheets may be recalled for scrutiny at any time within the duration of the programme.

Your work should include a front sheet that includes the following information:
• Your University student number
• Cohort number
• The module code number and title
• The name of the Module Leader/Personal Tutor
• The hand in date
• Your campus centre

Any additional module specific submission information will be found within the appropriate module Guide on WOLF. Module guides will specify the deadline for submission of coursework.

Failure to submit a written assignment without due cause will count as an attempt. It is however recognised that life events can interfere with studies. If you are having difficulties it is vital to discuss these with your module leader/student advisor, so that the appropriate request documentation for extension or extenuating circumstances can be completed.

A sample of students’ work will be retained for audit purposes, as part of the quality assurance process. You should keep copies of your work and feedback sheets for the duration of the course.

Guidance on the presentation of written assignments for the pre-registration nursing Course. The majority of written assignments allocate a small percentage of marks to the presentation of the work- usually 5-10%. This is reflected in the overall grade your work is given. These marks can be gained through careful proof-reading and presentation, following the guidelines below. Additional information relating to the presentation of assignments submitted through electronic means such as pebble pad, can be found in the course guide for that module

Use:
• a clear font such as Verdana or Arial
• a size 12 font
• Either double or 1 \frac{1}{2} spacing between the lines of your work
• Justify the edges
• Reference your work according to the Harvard referencing system available at http://www.wlv.ac.uk/lib/skills_for_learning/referencing/harvard_referencing.aspx
• Include a word count- all words used within your assignment are to be counted including references and direct quotes but excluding reference list and appendices.
• Leave a line space between each paragraph.
• Include page numbers
• Proof read your work carefully checking grammar, syntax and spelling
• Include a front sheet with your student number, cohort, personal tutor, module leader and module code
• Include the student declaration and barcode form for practice assessment documents – not necessary for electronic submission
• If appropriate, include your disability number and request for sympathetic marking
• Whilst appendices may enhance a students’ work, they are not marked.

For further support and guidance visit [http://www.wlv.ac.uk/lib/skills-for-learning/](http://www.wlv.ac.uk/lib/skills-for-learning/)

**Maintaining confidentiality in assessed work**

The guiding principle when considering confidentiality is protecting the identity of service users and Carers, so that they cannot be directly or indirectly identified. Thus when submitting an assignment containing information about service users and carers, you must ensure that the work:-

• does not contain information that directly identifies service users and carers, (e.g. actual name, address or place of work)

• does not contain original or photocopied materials that can directly identify service users and carers

• the names of staff, wards or departments must be anonymised (and are not relevant to academic writing)

• has the consent of the service users and carers concerned to write about them in your work.

It is permitted for you to submit copies of documents readily available within the workplace, e.g. assessment and care planning documentation (providing no patient details are included), without making alterations other than those cited above. You are not required to remove names and/or logos of various organisations (e.g. NHS Trusts).

Students may also cite, unaltered information that is in the public domain such as local and national policies, as long as the source is fully referenced.

**Getting the best from your assessment**

• Complete assessments in accordance with instructions and guidance provided by the published deadline

• Present yourself for formal written examinations at the correct place, day and time and bring your university identification with you.

• Remember that you are writing for another reader or readers. Do not assume that the reader will fill in the gaps in your work.

• Use the introduction to establish what you are doing in your assignment

• Use examples to support your analysis

• Be objective and aim for reasoned argument. Phrases such as ‘in my opinion’ or ‘in my view’ are of little value because they are subjective. Do not use them. You should aim to support your points with evidence and reasoned analysis.

• Always acknowledge that use of someone else’s work, using the appropriate system of referencing. Also it is a very serious offence to use someone else’s work, especially word-for-word or paraphrased contents of others work. This is called “plagiarism” and will be covered throughout the programme to ensure that you are aware of how to avoid it. Always keep copies of the sources or keep a note of each source as you use it, so that you an reference it in your bibliography at the end of your assignment.

• Plan your work in advance so as to meet the hand-in (submission) data. Writing up your research is often more time-consuming than you expect.

• Get help through tutorials, wide reading and learning centre ‘drop-in’ sessions to ensure your work is of the best standard.
• Above all, do not ‘suffer in silence’; your module leader or facilitator will be able to provide guidance, so please use them.

**e-Vision**
You will view your assessment results online and check your programme of study and your progression on the course. You will need to open an e-vision account to be allowed access to this service. A link to this is available via the ‘current students’ web page.

**Appeals**

**Grounds for Appeal**
There is no right of appeal against the academic judgement of an Assessment Board. Further information about appeals can be accessed from the following link under academic regulations: [http://www.wlv.ac.uk/about-us/governance/legal-information/policies-and-regulations/](http://www.wlv.ac.uk/about-us/governance/legal-information/policies-and-regulations/)

**Important note**
Where there is a delay of six months or more between you completing your course and applying to register your application you must also be supported by a nurse registered in the same part of the register to which you are applying. The registered nurse must have known you for at least a year, and have been in contact with you during the previous six months. This is in addition to the confirmation of good health and good character supplied by the designated person at the University.

**Recognition of Prior Learning (RPL)**
The University has robust procedures for the accreditation of prior learning. The maximum amount of learning that can be accredited is 50% of the total course. If you are requesting RPL you will need to provide evidence of the level of achievement and that all of the outcomes and requirements is the same as it would have if you had attended the entire programme. This needs to include evidence that you have completed the required number of theoretical and practice hours. In most cases RPL will have been agreed on entry to the programme, but occasionally RPL from parts of the course may be requested once the programme is commenced.

**Transfer of training to and from another university**
You may transfer your training with credit for prior learning in the following circumstances.

- Transfer is from and to an educational institution approved by the Nursing and Midwifery Council (NMC).
- Transfer is from and to a pre-registration nursing programme approved by the NMC.
- Prior learning is mapped against the programme to which you are transferring and it is confirmed that all NMC standards of education and proficiency can be met
- The NMC requirements for good health and character are met; you will be required to have satisfactory health clearance, enhanced criminal records check and a satisfactory reference from the institution from which you are transferring.
**Important Note**  
**Internal transfers between different fields of nursing is not permitted**

**Interruptions to the Course**

If you take a break from the course you must complete the outstanding period of your course after resuming studies at an appropriate point. You will only be allowed to re-join the course if you can complete within five years as a full time student. If the structure or design of the course has changed during this time, the principles of RPL you would need to be applied to make sure that you are able to meet all the outcomes by the end of the programme.

**Important Note**  
You do not receive a bursary if you take a break from the course.

When coming back from a break from the programme, you will be required to meet with the Head of Field of Nursing who will facilitate your return to the course. This may result in a change of Trust for your placement.

**Important Note**  
Prior to any interruption to your educational studies, students must discuss and have this approved by the Head of your field of nursing.

**Withdrawal from the Programme**

If you are considering withdrawal from the programme you should discuss this decision with your Personal Tutor before taking any action. There are normally other options available before resorting to withdrawing. Sometimes just talking about your problems is enough to help you.

Whilst it may not always seem possible at the time, many problems can be improved or even resolved. Withdrawal should be a last resort. The programme team will endeavour to support you in any decision you make, but can only help if you are able to discuss any issues that you have.

If after exploring all your options, you still decide to withdraw you will be asked to attend for an exit interview with your personal tutor. It is important to explore reasons for leaving and your feedback might help to enhance the quality of the programme for future students.

If you do not complete the programme, or leave early, you will have your learning and achievements recognised in the form of a transcript of learning. Reasons for leaving will be recorded on your transcript of training.

**Attendance**

The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The normal teaching day at the University of Wolverhampton starts at 9.00am and concludes at 9.00pm, and your modules are designed to sit within this time frame.

Staff are committed to helping you fulfil your potential. Your attendance at, and participation, in classes and practice is a key factor in ensuring that you do so. This is especially important due to the professional nature of the nursing programmes, where attendance at module delivery is expected part of the course validated by the NMC.
Therefore you will need to sign the register for each class, in order that your hours are accurately calculated.

This will help you to:-

• Understand the subject area you are studying;
• Acquire and develop the skills and knowledge needed to ensure success;
• Prepare for and undertake assessments;
• Learn from and with your fellow students; mentors and wider multi-disciplinary teams
• Receive feedback from teaching and from clinical practice areas;
• Participate in practical and group work – learning from and with others;
• Develop your communication skills;
• Improve yourself directed and objective learning skills;
• Engage with service users and carers.

The University considers this to be so important that it reserves the right to review the position of students who fail to attend.

• As a student of nursing at the University you are entitled to experience the opportunities afforded by blended learning, where traditional learning and teaching is enhanced with the use of a range of technological approaches, such as online and interactive learning resources in a virtual learning environment, WOLF (Wolverhampton Online Learning Framework). We also provide state of the art technological equipment and extensive access to high quality desk top computers across the University. The Library and Information Services (LIS), rated very highly by our students in the National Student Survey, are also supported by high level technology, enabling you to access a great deal of support for your learning, not just when you are on the campus – but from home, when on your placement and in work.

• All your modules have what we call a WOLF topic – that is a place on WOLF where module related information and learning resources are located. You will have access to electronic versions of all lecturer produced documents, as well as the opportunity to engage in online dialogue with your lecturers and fellow students. Further to this, in some of the modules you have the opportunity, as mentioned earlier, to ‘have a go’ at certain assessment activities and gain valuable feedback early in the course before you submit your summative assessments which are final and start to count towards your degree classification.

• The course will draw on a wide range of interactive learning methods, some enhanced with interactive technology, for example collaborative forums in WOLF and an e-portfolio in PebblePAD (another electronic resource that you can use to develop your personal and professional development plans throughout your studies). Additionally, some modules will include the use of state of the art streamed remote controlled video/audio cameras in the clinical skills labs. These clinical observation and training system cameras (smots™) harness the very latest technologies to record your and others’ nursing practice for the purpose of review and evaluation to improve your nursing practice and interpersonal skills in simulated health and social care environments.
• We will also be providing you with the opportunity to submit assessments online, in particular the formative assessments, work that will not count directly towards your degree classification, but will provide practice at certain points in the course so you can test out your knowledge and skills and receive helpful feedback on your progress.

• Finally, as part of your use of blended learning opportunities we will expect you to use the technology and support available to research

**Support for Learning**
The University provides a range of resources to support you directly with your learning as well as other areas of your life. These resources are all signposted through the University web pages and include:

**Study Support**
We offer a variety of learning resources to help you progress. Academic skills support is available to all students throughout all levels of study, via the Faculty and learning centres. Academic skills sessions are introduced within the induction programme, different modules and through a blended learning approach with access to material in WOLF. This is to help you with using the learning resources effectively and also to help you when it comes to the assessments. Academic skill development is further embedded within the curriculum at different levels, through the ways in which lecturers present information and guide you to use it. Further support for learning is offered via personal tutors, tutorials with lecturers and feedback provided by lecturers for individual modules.

- Some useful resources are signposted through the Skills for learning web pages: [http://www.wlv.ac.uk/lib/skills-for-learning/](http://www.wlv.ac.uk/lib/skills-for-learning/). This is a great resource for you to enhance your academic skills, it offers a range of advice from basic IT skills, to essay writing and preparing for examinations, to personal development planning.
- Learning Information Services advisors who offer individual support across our campus learning centres.
- **ASSIST** – which provides real-time online librarian support.

If you are unable to attend a class please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was covered in the class, and what you need to do to catch up. Please do remember how important attendance is to your success.

**Personal Tutor**
When you join the University you will be given a [Personal Tutor](#). This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

**Academic Misconduct**
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will
ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

Support for Students
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

5. Visit the Learning Centre or our study skills support website at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
6. Download the Students' Union guide to Avoiding Academic Misconduct ("Write Right") - available from the [Student's Union website](http://www.wlv.ac.uk/skills);
7. Book a Skype appointment with study skills adviser or join the online chat service [ASSIST](http://www.wlv.ac.uk/skills) - through the [Learning Centre “Skills for Learning”](http://www.wlv.ac.uk/skills) website.
8. Contact your personal tutor or module leader.

Remember – there is help available if you need it.

Defining Academic Misconduct

Cheating
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –
3. Being in possession of “revision notes” during an examination
4. The purchase or commission of assignments from others
5. Theft of other students' work
6. Prohibited communication during an examination

Plagiarism
Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.

The most common forms of plagiarism are –
4. Cut or copied and pasted materials from websites
5. Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
6. Copying material from a text book or journal
When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**

*Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.*

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Plagiarism Detection**

In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**

Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University’s policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

**Anonymous Marking**

Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.
When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.

**Where to get help with your course**
Please see pages 3 and 4 for staff contact information
Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

Administration queries:
enrolment
extensions
extenuating circumstances
Leave of Absence
Course transfer, etc

eVision helpdesk or your Student Centre

Support for Study Skills
W: www.wlv.ac.uk/skills
E: skills@wlv.ac.uk
T: 01902 32(2385)

Academic and Course related queries

Personal Tutor
Course Leader
Head of Department (by email)

Module related queries
Module guide (on WOLF)
Module Leader or Tutor

Who to Contact for help when you are studying on campus

Financial advice
W: www.wlv.ac.uk/moneymatters
E: money@wlv.ac.uk
T: 01902 32(1070)

Careers & Employment Centre
W: www.wlv.ac.uk/careers
E: careers@wlv.ac.uk
T: 01902 32(1414)

Special Needs (Students with disabilities)
Special Needs Tutor or Student Enabling Centre
W: www.wlv.ac.uk/sec
E: sec@wlv.ac.uk
T: 01902 32(1074)

General queries
eVision helpdesk or your Student Centre

Personal Issues
Personal Tutor (see eVision for details)
University Counselling Service
W: www.wlv.ac.uk/counselling
E: counsellingservices@wlv.ac.uk
T: 01902 32(2572)

Independent academic, financial, international and housing advice
Students’ Union Advice and Support Centre
W: www.wolvesunion.org/advice
E: advice.wolvesunion@wlv.ac.uk
T: 01902 32(2038)

IT Problems
W: www.wlv.ac.uk/ITServices
T: 01902 32(2000)
Extensions, Extenuating Circumstances and Leave of Absence
The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students’ Union, particularly regarding the financial implications, before taking this step.

Taking a Leave of Absence can ensure that you have the time away from your studies you need, but it is important you understand all the implications. There are plenty of people who can advise you before you make your decision:

4. Your Student Centre (either in person or you could log an e:Vision Helpdesk call).
5. The Students’ Union Advice and Support Centre.
6. Student Advisors in your Faculty.
7. Your Personal Tutor.
8. The International Support Team (based in MX Student Centre, City Campus).

Please consider before taking a Leave of Absence
9. If you’re a full-time student, you could consider switching to part-time mode as an alternative.
10. While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
11. If you take a Leave of Absence after you have enrolled but before completing your module, any summative (graded) assessment submitted will be carried forward and will contribute to your assessment result for that module when you return, provided the same assessment requirements remain.
Financial impact
You should consider the implications of taking a Leave of Absence will have on your funding and finances. On approval of your Leave of Absence you must ensure that you are fully aware of the fee implications on your return to the course, as fees may be due again for the modules that you were studying when the leave of absence was agreed.

However, your individual circumstances will affect your right to funding so it is important that you seek advice from the Students’ Union Advice and Support Centre – who will also be able to advise you about the impact of any benefit entitlement.

You will not be entitled to Council Tax exemption whilst on a Leave of Absence.

Your tuition fees
In accordance with the University’s fee liability policy, you will be liable for any fees due dependent on the date that you officially apply for Leave of Absence.

If you are a full-time undergraduate UK student, tuition fees are due as follows:
12. Attendance in Term 1 = 25% of the tuition fee is due.
13. Attendance in Term 2 = 50% of the tuition fee is due.
14. Attendance in Term 3 = 100% of the tuition fee is due.

If you are a part-time student, your fee liability is dependent on the number of modules registered in any period.

If you are an international student we take into account the fact that you will have paid a non-refundable deposit and your fee liability points will be at the start of the first term and third term (remainder of fee). We recommend you seek guidance on this from the International Student Support team in MX Student Centre.

Health & Safety issues
Specific procedures relating to your course will be explained to you during induction and at appropriate points throughout the course. The University can accept no responsibility for any injury sustained through a student’s negligence, misuse of equipment or disregard of instructions. You must observe all instructions regarding accident and fire prevention. All accidents must be reported immediately to a member of staff and will be recorded on an accident report form.

If you have a medical or other condition which may endanger yourself or others in a particular situation you must inform the member of staff present, and also discuss the condition beforehand with the Faculty Enabling Tutor.

Health and Wellbeing whilst using your computer
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

Set-up and space
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a
laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

**Taking a break**
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

**Progression for Further Study**
There are a wealth of courses that you will be able to study upon completion of your degree. These will help you to build on your professional knowledge throughout your career and support your development. Please refer to the continuing professional development webpages.

**Alumni**

_We’re proud of your success. Be proud of your connection with us._

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information on Graduation and Alumni please visit our Alumni website.