Faculty of Education Health and Wellbeing

Institute of Health Professions

Masters of Mental Health Nursing

ON CAMPUS COURSE GUIDE 2016/7
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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: | The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision |
| Your local Academic Faculty Office is: | Faculty of Education, Health and Wellbeing MC125 MC Building Wulfruna Street City Campus Wolverhampton WV1 1SB Academic Support - (01902) 518600 Student Support – (01902) 518809/323584 |
| Your Student Centre is: | Student Centre Wulfruna MI Building City Campus 01902 321062 |

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 course.

Head of Adult Nursing:
City Campus – Shelia Dixon s.dixon@wlv.ac.uk

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 course. They receive feedback from their groups and in particular the group representatives and can feed into the RN course committee.

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.

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 Professionals 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 one of the student advisors.
**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 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 support 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](http://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 and practice placements. 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 and appointments 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://FEHWsams.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 text 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 (VLE) 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>
</tr>
</thead>
<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 <strong>personal tutor</strong> for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
<td></td>
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<td>Based in our <strong>Learning Centres</strong></td>
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<td></td>
<td></td>
<td></td>
<td>Online and in person support and guidance</td>
</tr>
<tr>
<td>Pre-entry support</td>
<td>Enrolment &amp; module registration Submitting work &amp; examinations Academic regulations – one week extensions &amp; extenuating circumstances Leave of absence Student finance issues Student enabling centre Careers &amp; counselling appointments</td>
<td>Support for your academic development and progression Personal (pastoral) guidance A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>Transferable support on your academic study skills: General skills guidance Academic writing support Referencing Searching for literature</td>
</tr>
<tr>
<td>General support about study and student life Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
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<td></td>
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<tr>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a> Regular drop in sessions &amp; appointments City – MC building Walsall – WN &amp; WP building Burton Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City - MX building 01902 321150</td>
<td>Check who your tutor is on e:vision Meet with your personal tutor at regular intervals Visit SAMS to book an appointment <a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
<td></td>
<td>Skills for Learning <a href="http://FEHWSams.wlv.ac.uk/">website</a> Workshops Drop-in sessions Appointments Study guides Online resources <a href="http://twitter.com">Twitter</a>, <a href="http://facebook.com">Facebook</a>, Skype (<a href="http://skype.com">wlv_skills</a>) and <a href="http://youtube.com">YouTube</a></td>
</tr>
</tbody>
</table>

***Visit the [Student Support homepage](http://FEHWSams.wlv.ac.uk/) for more information***

***Also visit the Students Union [Advice and Support Centre](http://FEHWSams.wlv.ac.uk/) for impartial guidance***
Course Structure for Postgraduate Courses

You will study:
**Full-time:** 80 credits in Year 1 and 100 credits in Year 2

As this course is a professional Master’s level course, the learning is structured to meet the requirements of the Nursing and Midwifery Council (NMC), and takes account of skills needed for employability; it will include practical elements, such as placements, as well as a project undertaken through independent study (QAA, 2008). To help you to develop the qualities and transferrable skills necessary for employment in a changing healthcare structure, the programme itself is 50% practice and 50% theory, both of which are focused around service users and their families. As a Master of Mental Health Nursing (MMHN) student you will benefit from our significant links with local practice partners. You will work closely with nurses and other professionals who have a wide range of skilled expertise of working within health care settings; in hospital, community settings, in the individual’s home, and also across a range of health and social care boundaries.

Concepts of holistic, patient centred care underpin nursing practice and are taught as a whole, using a thematic rather than a subject based approach, in small groups of adult nursing students for most of the course. This represents a radical shift from traditional learning styles and reflects the key principles of ‘Raising the Bar - Shape of Caring Review’ (2015) which promotes ‘whole person’ care for all fields of nursing and across care boundaries.

Your study will be organised around the themes:-

- The nurse as an empowered practitioner (competence, leadership, working together, professionalism)
- Developing as a research practitioner
- Changing shape of health and social care (public health, nurses role across health and social care boundaries)
- Human dimensions of care (holistic care, strengthening the service user voice)

Under the guidance of a mentor you will apply theoretical concepts in your clinical practice placement with service users and carers. This will enable you to show initiative, personal responsibility and decision making skills in complex and unpredictable situations thus creating the independent learning ability required for continuing professional development.

Much of the course will be taught generically between adult and mental health. However, the themes are visited in each year with increasing levels of complexity and specialism to your field of nursing. This will equip you to apply and integrate knowledge and skills to deal with complex issues systematically and make sound judgements in conjunction with service users and their families, across care settings. You will demonstrate self-direction in tackling and solving problems; and work towards acting autonomously in planning and implementing care based on evidence and guidance from your mentor in practice.
Your study will be organised as blocks of theory learning followed by blocks of practice learning. A variety of innovative teaching approaches will be utilised to facilitate your learning and development with the application of evidence based knowledge to practice. A particular feature of the MMHN course involves Enquiry Based Learning (EBL) which fosters deeper approaches. The pedagogic advantages of using EBL student centred learning is designed to maximise your engagement and satisfaction with the course to apply acquired knowledge and skills to realistic practice scenarios, building confidence to enhance your critical thinking skills and enable you to work effectively in team environments. Theoretical sessions will be “quality time” that is focused on interaction, feedback and feedforward which will assist you in developing your professional role as a nurse and embed the characteristics needed for knowledge and expertise in working academically at level 7.

Pre-registration nursing courses must be no less than three years and have to comply with the NMC Standards for Pre-Registration Nursing Education (2010). This course is designed specifically for students who can demonstrate previous learning and practice experience that meets the equivalency of the first year of study, which is assessed through the university RPL processes and consequently it is taught over 2 years. Through a combination of the recognition for prior learning and the 2 year taught programme you will be demonstrate the same learning outcomes as those studying over a three year period. This includes completion of a minimum of 4,600 hours split with 50% of the course theory (2,300 hrs) and 50% practice (2,300 hrs).

The MMHN nursing course is developed around the NMC and European requirements. This course has some excellent features including:

The acquisition of complex nursing skills developed though engagement in practice in a variety of inpatient and community settings reflecting the key drivers within the health sector. Academic mastery will be cultivated through enquiry based learning approaches in small groups. Modules will assist students in contextualising care through themes with opportunities for skills simulation in our laboratories.

- Opportunities for inter-professional learning across a range of relevant disciplines.
- Excellent placement opportunities across a range of exciting health and social care settings such as hospitals, clinics, acute in-patient services, emergency nursing, community nursing including working with specialist teams (home treatment, crisis intervention), dementia care, prisons and custody services, intensive care and nursing and residential home placements, palliative care settings, specialist medical and surgical placements, voluntary, private and social care settings.
- Support from the academic practice team who will visit you in your placement area to support your learning
- Additional support and developmental opportunities to enhance your skills and your employability for example: volunteering opportunities, Immediate Life Support (ILS), venepuncture, dementia champion, suicide/self-harm prevention training, disengagement and de-escalation techniques.
- Our excellent facilities on campus (catering, libraries and well equipped social learning spaces) will ensure your learning is enjoyable. We are noted for our friendly, supportive and approachable staff, who are keen to help you as you take up your chosen career in nursing.
- Master classes with Readers, Doctoral Holders, Professors and visiting speakers
- Writing for publication classes/support
The course has been specially designed to provide student nurses with the opportunity to fulfil the requisite number of hours (4600 hours theory/practice). The first year of the course referred to as pre-entry (year 0) is via RPL.

**Pre-Entry (Year 0)**
Recognition of Prior (RPL) Learning Portfolio for Graduates

In order to claim RPL you will have to provide evidence that you have met the learning outcomes and progression criteria for the 1st NMC progression point. You can evidence this through the production of a portfolio (maximum 5,000 words) and practical learning in your place of work which will be confirmed by a registered practitioner with support from the academic team. This will ensure you have completed the required 1540 hours (770 hours practice/ 770 hours theory).

**Level 7: Year 1 - Generic Adult and Mental Health**

<table>
<thead>
<tr>
<th>Year Long (INYR)</th>
<th>C</th>
<th>7NH024 Theoretical Foundations of Nursing</th>
<th>40</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>C</td>
<td>7NH025 Developing Nursing Practice</td>
<td>40</td>
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</table>

**Level 7: Year 2 Mental Health Nursing**

<table>
<thead>
<tr>
<th>Year Long (INYR)</th>
<th>C</th>
<th>7NH027 Progressing in Mental Health Nursing</th>
<th>60</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>C</td>
<td>7NH029 Shaping Mental Health Nursing Practice</td>
<td>40</td>
</tr>
</tbody>
</table>

**Year 1**

Generic modules

Adult and Mental health students will be taught together using an Enquiry Based Learning (EBL) approach to learn with and from one another. Mini formative assessments will mirror the summative assessments in order to prepare the students for the summative assessment points.

A unique feature of the course is in strengthening the assessment of practice whereby RN mentors will assess students in practice (Practice Assessment Document - PAD) which constitutes 50% of the assessment in each year.

Generic modules (Adult and Mental Health students):
Year 1: 7NH024 Theoretical Foundations of Nursing 40 credits
Year 1: 7NH025 Developing Nursing Practice 40 credits

- 7NH024 Theoretical Foundations of Nursing module will introduce you to the theoretical essences of nursing and help you to develop a critical understanding of the role of the nurse. The approaches to learning and teaching are designed to assist students to acquire and develop the knowledge, skills and attributes required of a Registered Nurse. As a student nurse you will become skilled in providing person-centred care across diverse health care settings. As a consequence of this learning you will identify yourself as a developing practitioner, whilst acquiring ‘mastery’ as an independent and critically reflective learner.
• 7NH025 Developing Nursing Practice module will enable you to develop understanding and knowledge required to deliver high quality nursing care, whilst gaining ‘hands on’ experience in a range of diverse and dynamic settings. Focusing on clinical skills, this module will allow you to draw upon your theoretical learning; to deliver high standards of evidence based clinical practice. There will be opportunities to work with other members of the multi-disciplinary team. You will develop and utilise your critical thinking skills to enhance care delivery and gain expert knowledge from the practice environment. A progression point occurs at the end of year 1 of the course. You must satisfy this second NMC progression point. All outcomes must be met and confirmed within 12 weeks of entering the 2nd year of study.

Year 2
Field specific modules
The second year will focus on meeting the field specific outcomes for the course. Adult and mental health students will study using EBL together for some of the learning but specific content relating to each of the fields will also be delivered within the modules. The second year will contain two field modules for each discipline. Mini formative assessments will mirror the summative assessments in order to prepare the students for the summative assessment points.

Field Modules for Adult Nursing

• 7NH027- Progressing in Mental Health Nursing (60 credits). This module will further enhance your knowledge, skills and understanding of mental illness and the application and delivery of care in sometimes complex and challenging situations. You will critically examine the impact of political, professional and social contexts on the provision of care working within a multi-disciplinary team and across health and social care boundaries.
You will develop a systematic understanding and critical awareness of current research and advanced scholarship in the field of mental health nursing which will underpin sound nursing judgements. Throughout, you will demonstrate self-direction and originality in tackling and solving challenges in relation to nursing.

• 7NH029- Shaping Mental Health Nursing practice (40 credits). You will further develop your nursing practice and decision making skills to enable you to lead, manage and engage as part of the multi-disciplinary team, providing high quality professional care for mental health service users and their families and carers.
Progression outcomes for entry to the register are achieved at the end of year two of the course.
# MODULE DESCRIPTORS

## Year One- Generic

<table>
<thead>
<tr>
<th>Title</th>
<th>7NH024 Theoretical Foundations of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Leader</strong></td>
<td>Pam Smith</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To introduce you to the theoretical foundations of nursing and help you to develop a critical understanding of the role of the nurse. The approaches to learning and teaching are designed to help you acquire and develop the knowledge skills and attributes you will require to become a registered nurse. You will become skilled in providing person centred care across diverse health and social care settings. As a consequence of this learning you will come to identify yourself as a developing student nurse whilst acquiring ‘mastery’ as an independent and critically reflective learner.</td>
</tr>
</tbody>
</table>
| **Outcomes** | 1. Demonstrate a critical awareness of the concepts of ‘care’ and ‘caring’  
2. Critically analyse the influence of legal & ethical principles together with professional guidelines in the delivery of safe and effective inter-professional nursing practice  
3. Demonstrate effective practice through synthesis and evaluation of clinical skills required to deliver safe and effective person centred-care in a range of diverse health care settings.  
4. Critically analyse the challenges influencing nursing in the 21st century  
5. Demonstrate self-direction and originality in the use of investigative skills and methods of enquiry, through the application of advanced technologies. |
| **Assessment** | Examination OSCE (LO3) 15%  
Presentation (poster/ infographic) 20% (LO4)  
Coursework EOI 15% (LO5)  
Course work case study 3000 words 50% (LO1,2,) |
| **Submission** | Submission week 10  
Submission week 29  
Submission week 40  
Submission week 40 |

<table>
<thead>
<tr>
<th>Title</th>
<th>7NH025 Developing Nursing Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Leader</strong></td>
<td>Gill Maidens</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>You will develop the understanding and knowledge required to deliver high quality nursing care whilst gaining hands on experience in a range of diverse and dynamic settings. Focusing on clinical skills, this module will enable you to draw upon your theoretical learning to deliver a high standard of evidence based clinical practice. Throughout this module you will develop and utilise your critical thinking skills to enhance care delivery and gain expert knowledge as part of a multi-disciplinary team.</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>1. Critically reflect on your engagement in the delivery of safe confident, competent compassionate quality care, whilst recognising the uniqueness of the individual.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Reflection on LCAT (2000) (LO1) 20% Completion of PAD and evidence (LO2) 80%</td>
</tr>
</tbody>
</table>

**Year 2 Adult Field**

<table>
<thead>
<tr>
<th>Title</th>
<th>7NH026 Progressing in Mental Health Nursing</th>
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<tbody>
<tr>
<td>Module Leader</td>
<td>David Bell</td>
</tr>
</tbody>
</table>

**Aim**

This module will further enhance your knowledge, skills and understanding of mental illness and the application and delivery of care in sometimes complex and challenging situations. You will critically examine the impact of political, professional and social contexts on the provision of care working within a multidisciplinary team and across health and social care boundaries. You will develop a systematic understanding and critical awareness of current research and advanced scholarship in the field of mental health nursing which will underpin sound nursing judgements. Throughout, you will demonstrate self-direction and originality in tackling and solving challenges in relation to nursing.

**Outcomes**

Able to demonstrate:

1. A critical ability to complete systematic research enquiries in the field of mental health nursing, including literature searching and analytical skills that demonstrate the capacity to undertake in a rigorous manner major pieces of independent work.

2. Critical understanding of the use of relevant methodologies and bibliographic databases for collecting and analysing data.

3. Critical application of the findings of systematic research enquiries to education, policy and practice for mental health nursing and so enable the transfer of research based knowledge and skills into the development of practice.

4. The production of clearly written, coherently argued, accurately presented research reports, incorporating the ability to critically appraise, analyse and interpret research and other associated evidence.

5. A thorough understanding of the comprehensive assessment of patients with acute and/or enduring mental health concerns.

6. Systematic understanding of decision making in complex and unpredictable clinical situations within the context of mental health nursing.

7. Appreciation of the challenges within contemporary mental health nursing services in delivering multi-agency collaborative care across health and social care boundaries.

8. In depth insight and understanding of professional, legal and ethical practice for developing leadership in diverse care settings, informed by knowledge of the cultural and political dimensions of nursing.
| Assessment | Project 12,000 60% (LO1.2.3.4.)  
Presentation (simulation) case conference (40 minutes) 15% (LO7,8)  
OSCE 10% (LO5)  
3 Hour unseen exam 15% (LO6) | Submission week 40  
Submission week 27  
Submission week 9  
Submission week 27 |

<table>
<thead>
<tr>
<th>Title</th>
<th>7NH028 Shaping mental health nursing practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Brian Bell</td>
</tr>
<tr>
<td>Aim</td>
<td>You will further develop your nursing practice and decision making skills to enable you to lead, manage and engage as part of the multi-disciplinary team, providing high quality professional care for mental health service users and their families and carers.</td>
</tr>
</tbody>
</table>
| Outcomes | 1. Critically reflect upon your ability to deliver high quality evidence based nursing care as part of a multi-disciplinary team, whilst recognising the uniqueness of the individual and significant others.  
2. Demonstrate competence in the achievement of the NMC Competency Domains and NMC Essential Skills Cluster at the point of registration for mental health nursing.  
3. Contribute to the leadership and management of mental health care environments through effective communication and positive risk taking, ensuring continuity of inter-professional care across health and social care service boundaries |
| Assessment | Reflection on LCAT (LO1) 20%  
Completion of PAD and evidence (LO2,3) 80% | Submission week 17  
Submission week 37 |

**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 Head of Mental Health Nursing: Shelia Dixon s.dixon@wlv.ac.uk

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

The educational aims of the course are: This course will enable you to develop a systematic understanding of knowledge and skills in order to meet the Nursing and Midwifery Council’s (NMC) requirements for initial registration as an autonomous practitioner in adult nursing or mental health nursing. This course is a combined professional and academic award, in order to enter the NMC register as a nurse (level1). It aims to develop your holistic nursing practice, working with service users and health and social care professionals. The course will provide you with the skills to deal with complex issues both systematically and creatively to improve care.

You will develop the necessary professional values, leadership, interpersonal and clinical skills which will enable you to innovate, lead, and be an effective member of the multi-disciplinary team. As part of this team you will then be able to provide high quality, compassionate care to individuals, their families and carers, adapting across health and social care boundaries.

You will study in a friendly, supportive and innovative environment which will focus on developing the right knowledge, skills and attributes needed for your professional role. This will be supported by a dedicated team who are all experienced academics, clinicians and professionals within the adult or mental health fields of nursing. As you progress you will strengthen in your academic independence, and actively learn and work collaboratively with others to become a Registered Nurse.

The course will facilitate you to develop the Master’s degree characteristics (QAA, 2008):

- an in-depth knowledge and understanding of the discipline informed by current scholarship and research, including a critical awareness of current issues and developments
• the ability to complete a research project in the subject, which may include a critical review of existing literature or other scholarly outputs.

A range of generic attributes (including skills relevant to an employment-setting)
• use initiative and take responsibility
• solve problems in creative and innovative ways
• make decisions in challenging situations
• continue to learn independently and to develop professionally
• communicate effectively, with colleagues and a wider audience, in a variety of media.

The course learning outcomes are:

**Postgraduate Certificate**

At the end of 60 credits at level 7 you, the student, will be able to:

1. Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student:
   • to evaluate critically current research and advanced scholarship in the discipline
   • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

2. Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

3. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

4. Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

5. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

6. Demonstrate the qualities and transferable skills necessary for employment requiring:
   • the exercise of initiative and personal responsibility
   • decision-making in complex and unpredictable situations
   • the independent learning ability required for continuing professional development.

**Postgraduate Diploma**

At the end of 120 credits at level 7 you, the student, will be able to:

1. Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student:
- to evaluate critically current research and advanced scholarship in the discipline
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

2. Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

3. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

4. Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

5. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

6. Demonstrate the qualities and transferable skills necessary for employment requiring:
   - the exercise of initiative and personal responsibility
   - decision-making in complex and unpredictable situations
   - the independent learning ability required for continuing professional development.

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**Masters Degree**

At the end of 180 credits at level 7 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, compassionate, evidenced based and person centred, so that you are able to assume full responsibility and accountability for your own practice. You will be able to register with the NMC as Mental Health Nurse.

3. Have a systematic understanding and critical awareness of a wide range of research and evidence to make sound nursing judgements, be reflective, innovative with clinical practice and exercise effective decision making in complex situations within the mental health nursing field of practice. This will include the ability to conduct an independent research project that contributes and enhances the area of practice in which you will work.

4. Develop a conceptual understanding of the delivery of health and nursing care in the current context of healthcare provision and critically examine the impact of political, professional and social contexts on your provision of holistic nursing care within the context of a multidisciplinary team and across care boundaries.

5. Effectively apply your learning to identify, manage and lead enterprising innovations and service improvements in mental health nursing practice working with service users, carers, their family and significant others.

6. Demonstrate competence in the use of advanced technologies to quality assure and enhance your mental health nursing practice and maintain your life-long learning commitments and aspirations.
These will be achieved through the following learning activities:
Your learning will include the study of the 2 prescribed modules per year in order to fulfill professional requirements. Further to this, the modules should enable you to achieve our Masters 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 and student nurses into the design and implementation of the MMHN course. The types of learning which will help achieve the above include:

- **Enquiry Based Learning (EBL)** emphasises your active participation and responsibility for discovering knowledge that is new to you. By using EBL the team aspires to engage you in an authentic discovery process. Nursing theory and practice are divided into smaller logically connected units that guide you as a student and draw your attention to important features of scientific thinking. These individual units are called enquiry phases and their set of connections forms an enquiry cycle which forms the structure of your week in theory. A significant proportion of your learning will include working as a group to appreciate patient awareness; through considering case studies with some shared learning with adult and mental health students.

- **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 health and social care teams. 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.

- **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 to apply to practice.

- **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 health and social care environment, including the use of blogs 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 registered nurse and reflects the need to use advanced technologies.

- **Service user and carer involvement** - the Faculty has a well-established and active service user and carer group (SUCCESS) which offers unique and individual experiences to help enhance the learning experience of students. The group’s input
aims to help you develop critical, flexible and reflective students to ultimately improve the outcome and experiences of patients, service users and carers, families and significant others. It does this by collaborating very closely with academic leads at every stage of the student journey.

- Students studying the MMHN will have the opportunity to develop their work for publication with the support from academic and practice based staff. We also link very closely with CHISCI the research hub within the Institute for Health Professionals who can advise and support students’ projects.

- 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.

- Simulated practical sessions – you will have the opportunity to engage in supervised practice to become knowledgeable and skilled in nursing, which will enhance your employability prospects. You will have the opportunity to learn in our well-equipped skills labs which include practice areas that are hospital and home focussed. 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, will provide a forum for you to engage in dialogue with your lecturers’ and other students in your group.

- 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.

- Seminars – where students take the lead in discussing relevant subjects, articles and 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. This is a way of developing your academic and practical skills with our tutorial guidance and feedback.

- Practice placements – 50% of your course will be undertaken in practice placements. You will have the opportunity to develop your skills in the placement environment with supervision and support. As you develop nursing skills, you will be able to apply your learning to develop your nursing competence in the placement setting. You will be able to reflect on personal and professional learning, the development of evidence based knowledge and skills and identify strategies to develop and deliver nursing care in the future. We place significant importance on learning in placements and you will be assessed and graded by your mentor. This will account for 50% of your work in each academic year.

- Peer presentations – you will study significant aspects of the course learning with and from peers. You will be encouraged to work together in groups to support one another’s learning by developing your ability to search, retrieve and use information to develop your knowledge of nursing. You will be assessed as part of a group for some of the assessments you undertake.
• Independent and self-directed learning – this is an important part of post graduate study and through the course you will be encouraged to become an independent learner and thinker, 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 revalidation (NMC 2015) to ensure your continuing professional development enables you to remain on the professional nursing register.

• Tutorials – Online, skype or face to face meetings with the module team and your personal tutor.

• Master Classes – facilitated by Professors and Doctors within the University of Wolverhampton. This will include debating topical issues and engaging in critical discussions related to presenters topic of study

• Writing for publication workshops – facilitated within the FEHW/CHSCI. This will include helping and guiding you as you prepare to share your work via peer reviewed journals, conferences and presentations. Inter professional learning symposia will take place during the module to provide opportunities to learn with other relevant professional groups e.g. midwifery, pharmacy, paramedics and social work.

Blended Learning

As a student of nursing at the University you are entitled to experience the opportunities afforded by blended learning, where face-to-face learning and teaching is enhanced with the use of a range of technological approaches, such as online and interactive learning resources in the University’s virtual learning environment. Learning and teaching is supported by technological equipment. There is extensive access to high quality desk top computers across the University campuses as well as access to wireless network to enable you to bring your own devices if you prefer. 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. LIS offers excellent online study skills support.

All your modules have a space on the virtual learning environment (VLE) and 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.

Modules will provide you with a range of opportunities to build confidence in your knowledge and skills by giving you feedback enabling you to work towards your summative assessments, which are final and start to count towards your grade of: distinction, merit or pass. Feedback is an important part of your learning experience at this University and you will be expected to fully engage with all of the feedback opportunities we offer.

The course will draw on a wide range of interactive learning methods; some enhanced with interactive technology. Examples of this are online forums in the VLE and electronic portfolio systems where you may be asked to have a shared discussion or reflection on your learning, with your fellow students. The electronic portfolio is used to develop your personal and professional development plans throughout your studies.
In some modules we use a flipped classroom approach, in which most of the theory is in a teacher-supported online format allowing you to work through materials at a pace that suits you. In those modules the face to face sessions focus on working/developing skills in collaboration with your peers and other professionals. Some modules will include the use of state-of-the-art streamed remote controlled video/audio cameras in the clinical skills labs. These medical observation and training system cameras (SMOTS™) harness the very latest technologies to record practicing of nursing skills in a simulated health and social care environment for the purpose of review and evaluation. This will enable you to develop your nursing practice and interpersonal skills. We also use interesting online resources to support clinical skills learning and medicines administration and calculation skills.

Most of your assessments will be submitted online and we give you the opportunity to practice this through formative assessments - work that will not count directly towards your Masters classification but that will provide feedback at regular 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. This includes online databases and referencing software.

**Assessment Methods**

**Assessment of theory and practice**
At level 7 your work should demonstrate engagement in a focused academic debate which presents a range of evidence underpinning a deep understanding of all the issues studied. There should be a high level of synthesis and critical analysis (QAA 2008).

**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 of 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 WOLF, 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 1½ 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 student’s work, they are not marked.

For further support and guidance visit http://www.wlv.ac.uk/lib/skills_for_learning.aspx

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 the use of someone else’s work, using the appropriate system of referencing. 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 reference it in your bibliography at the end of your assignment.
- Plan your work in advance so as to meet the hand-in (submission) date. 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.

Assessment of practice

Assessment of practice is an ongoing activity consisting of the following aggregated components:

- A graded Practice Assessment Document (PAD) 80% that is based on the four NMC competency domains (assessing the NMC competencies, linked to the essential skills clusters) and incorporating an LCAT. This will be assessed by the mentor with the support of the nurse academic using tripartite assessment.
- A reflection on a LCAT 20% assessed by the nurse academic.

The practice module grade will be capped at 50% if any component of the practice module is referred. Only two attempts will be permitted at assessments within the practice modules.

Refer to your placement handbook for further information about the assessment of practice.

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. (http://www.nmc-uk.org/About-us/Governing-legislation-and-external-oversight/Legislation/).

Successful completion of your course leads to an academic award Master of Mental Health Nursing 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 Nurse 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 which includes the RPL as previously stated. These have been agreed as 4600 hours. 50% of your course will be situated in the University (1540 hours) and 50% in practice areas (1540 hours) during the taught element of the course.

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 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.

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.

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:

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:

- 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).
- 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.
- 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](http://www.wlv.ac.uk/ctu).

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](http://www.wlv.ac.uk/ctu).

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](http://www.wlv.ac.uk/ctu).

**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. 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](http://www.wlv.ac.uk/ctu) 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:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for assessment tasks;
- Learn from and with your fellow students;
- Receive feedback from your tutors on your progress;
- Fully participate in sessions, forums, seminars and other activities;
- 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:
- acquire, generate, interrogate and apply knowledge from a wide range of sources,
• develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
• demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
• present ideas clearly in an informed and persuasive manner to a variety of audiences.
• be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
• draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
• prepare for the world of work through engagement with real life situations, briefs and problems
• engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

External Examiners
Generic Modules/Mental Health Nursing Modules – Heather Brundrett, University of Derby
MAN/MMHN Award External Examiner – Tim Clarke, Canterbury Christ Church University

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:
Postgraduate and Masters Awards

<table>
<thead>
<tr>
<th>Masters Degree</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 year</td>
<td>5 years</td>
<td></td>
</tr>
</tbody>
</table>

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 A.3.7. The course will operate outside of the normal University Academic Calendar due to the need for it to accommodate practice hours. Custom module 7NH024, 7NH025, 7NH027 and 7NH029 will be delivered as year-long.

Section A.3.10. Modules 7NH024 and 7NH027 will be year-long and include more than two summative assessments throughout the year.

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

Section D.3.5. Any pre-registration nursing course leading to professional registration with the Nursing and Midwifery Council (NMC) must be a minimum of 3 years duration. This course is designed to offer a 2 year full time programme, and will therefore only admit applicants who can evidence experiential learning against predetermined outcomes, which can be mapped against year one pre-registration NMC progression criteria.

The professional body permits up to 50% RPL for a three year course thus, taking into account the experiential learning for entry, applicants would be eligible to apply for additional recognition of prior learning up to a maximum of 40 credits. This would be assessed against the level 7 course outcomes for the first year of the course. APPROVE entry criteria as detailed, but NOTE no exemption is required as RPL for year one, level 7 outcomes is within permitted credit value.

Section D3.6 - In accordance with Professional Body requirements, there is no right to repeat practice modules (7NH025 and 7NH029). Students who fail either component of the practice modules at the re-sit attempt will be discontinued from the course.

Section D3.12 - A third attempt at one component of assessment in each of the theory modules (7NH024 and 7NH027) will be allowed providing all remaining components have been passed, inclusive of the practice modules. This does not apply to the research dissertation in module 7NH026, for which a third attempt will not be permitted.

Section P.3.2. The course will be delivered on a full-time basis over two years. The maximum period of registration will be 4 years.

Section P.6.1. Students will be required to pass 40 credits before progressing to year 2 and complete all NMC progression point requirements within twelve weeks of the following year.

(Approved by AFRSC 25th September 2016)
Discontinuation from the Course

Discontinuation from the course will be recommended if:-

- Clinical or professional practice outcomes are failed after 2 attempts
- Your health would prevent you being able to register as a nurse on completion of training
- 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 course to assist you to progress. Should you fail to reach the required standard at any stage in the course, 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 course. 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 course 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 course it will be necessary for the Head of your field of nursing to complete a signed declaration of good health and character

Course Information

Interim awards
If you withdraw from the course 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 course.

- PG Cert HE Health Care Studies
- PG Dip HE Health Care Studies

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

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/Default.aspx?page=6932](http://www.wlv.ac.uk/Default.aspx?page=6932)

**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 recognition 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 at the start of the course. 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 course, but occasionally RPL from parts of the course may be requested once the course 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).
- Prior learning is mapped against the course 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 DBS 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. 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 course.

When coming back from a break from the course, you will be required to meet with the Head of nursing (Adult or Mental Health) 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 Course**
If you are considering withdrawal from the course 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 course 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 course for future students.

If you do not complete the course, 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 courses, where attendance at module delivery is an expected part of the course validated by the NMC.

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.

**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: https://exch.wlv.ac.uk/exchweb/bin/redir.asp?URL=http://www.wlv.ac.uk/lib/skills_for_learning/academic_writing_skills.aspx
  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 and email external partnerships who will monitor your absences. Your tutor will then be able to give you advice on what was covered in the class, and what you need to do to catch up via the VLE topic. Please do remember how important attendance is to your success and future employment.

**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:

- Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
Download the Students' Union guide to Avoiding Academic Misconduct ("Write Right") - available from the Student's Union website.

Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre "Skills for Learning" website.

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 –

- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- 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 –

6. Cut or copied and pasted materials from websites
7. Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
8. 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**
The following page gives clear instructions of who to contact should you require assistance.
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

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

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

IT Problems
- W: www.wlv.ac.uk/ITServices
- T: 01902 32(2000)

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)

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)

General queries
- eVision helpdesk or your Student Centre
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:

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

Please consider before taking a Leave of Absence

- If you’re a full-time student, you could consider switching to part-time mode as an alternative.
- While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
- 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:
- Attendance in Term 1 = 25% of the tuition fee is due.
- Attendance in Term 2 = 50% of the tuition fee is due.
- 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
You can continue with further study and research at The University of Wolverhampton, including the Faculty of Education Health and Wellbeing (http://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-education-health-and-wellbeing/), where we currently offer a wide range of post graduate courses in nursing, health, education, social care and wellbeing. These include the opportunity to study specialist nursing practice at post-graduate level, including the opportunity to carry out further study at Doctoral level.

The post-graduate courses are highly flexible, practice focused and potentially work-based and have been designed with health and social care employers to ensure that your studies will be related to the key, current and future, issues for health and social care provision. Courses can be studied full or part-time and you may be eligible for some support from your employer to undertake certain courses related to your role. Lifelong learning and continuing education is an investment that you can make in yourself and your career. Your studies with us can enhance your professional credibility and employability, and demonstrate your flexibility and adaptability in an ever-changing climate. Further study allows you to develop your personal and professional practice, and acquire attributes which prepares you for greater responsibility, such as leadership and decision making skills.

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.