

Course Information Form

CIF2015/16 – FOR USE IN RELATION TO NMC COURSES (WHERE REQUIRED) UNTIL THE NEXT REVIEW POINT

SECTION 1 - General Course Information

Qualification (award type)	BSc (Hons)
Course Title	Nursing with Registered Nurse Mental Health (September 2017)
Intermediate Qualification(s)	None
Awarding Institution	University of Bedfordshire
Location of Delivery	No code - Butterfield Park (Bedfordshire), AC – Aylesbury, Buckinghamshire campus HA – Multi placement providers (practice locations)
Duration of Course	Three years standard route; 18 months flexible delivery route
Level	Six
FHEQ Level	http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf
Professional Statutory Body accreditation	Nursing and Midwifery Council (United Kingdom)
Accreditation Renewal Date (Month and Year)	Re-approval is due by 31 st August 2019
Professional Statutory Body (NMC) Requirements	The course has been designed to meet the requirements of the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing (NMC, 2010). Students must successfully complete all aspects of the course, to receive a nursing award and be eligible to apply to the NMC for registration. If a student attains 360 credits but does not meet NMC requirements they will be eligible to be considered for the exit award of BSc (Hons) Aspects of Health but not professional registration
Route Code (SITS)	BSRNMAAF
UCAS Course Code	TBC
Relevant External Benchmarking	Nursing and Midwifery Council (NMC, 2010) Standards for pre-registration nursing education QAA Benchmark Statement Healthcare Programmes – Nursing FHEQ qualification descriptors for level 6 (QAA, 2014)

<p>Published Course Summary</p>	<p>This course will enable students to develop the necessary knowledge, attitudes, skills and behaviours to be a mental health nurse and meet the demands of the role in a continuously evolving healthcare system.</p> <p>The mental health nursing course prepares students for the multi-faceted role required to work with service users and families now and in future years. Classroom, group and self-directed learning will provide the fundamental knowledge and understanding required to care for people of all ages who have a mental health problem. Through classroom debate and simulation, students will be prepared for the role of advocate by understanding and applying the strategies by which the voices of service users and families are heard and acted on.</p> <p>Students will learn and develop safe and effective nursing care that meets the holistic needs of people with a mental health problem, both through simulation and in a variety of practice settings. They will be able to adapt learnt skills to the individual situation, keeping the service user and family at the centre of their nursing practice.</p> <p>Looking to the future, the graduate mental health nurse will recognise the value of inter-professional working, using skills of leadership and teamwork alongside excellent nursing principles to influence contemporary and future practice.</p>
<p>Graduate Impact Statements</p>	<p>The course has been designed to develop graduates who are able to:</p> <ul style="list-style-type: none"> • Apply critical thinking, reasoning, decision-making and judgment to provide safe and compassionate care to their service users in a range of settings that vary in complexity and urgency • Work in multi-professional contexts, collaborating with colleagues and other services to deliver high quality, evidence based, recovery focussed and contemporary care to the service user and their family • Demonstrate resourcefulness and creativity in providing nursing care that that reflects the values of the NHS and that makes a positive difference to the experience of the service users and their families.

SECTION 2 – Entry Requirements, Student Support and Further Opportunities

<p>Entry requirements</p>
<p>Academic Entry Requirements for Standard Route into nursing</p> <ul style="list-style-type: none"> • Five GCSEs at grade 4 (grade C if taken before 2016) or above, including English language or literature and mathematics (or equivalent), plus one of the following: <ul style="list-style-type: none"> – 112 points with at least 96 points from 3 A levels or BTEC level 3 QCF qualifications and other qualifications in the UCAS tariff. AS levels and General Studies A level do not count towards this score. – Access to HE Diploma for a QAA recognised Access to HE course in health studies, health science, nursing or another science-based course: 15 credits at Level 2 and 45 at level 3 of which at least 12 credits should be graded at distinction level and at least 12 credits at merit – Diploma in Higher Education or BSc degree – Equivalent qualifications such as Irish Leaving Certificate, Scottish Advanced Highers or International Baccalaureate • IELTS Grade 7 overall and 7 in each area where English is a second language. <p>Other specific entry requirements for Standard Route into nursing</p> <ul style="list-style-type: none"> • All applicants undergo an interview and take tests in numeracy and literacy. • Undertake an Enhanced Disclosure and Barring Service (DBS) check prior to registration. You must

declare any criminal convictions, cautions and bindings over, including those considered spent during the admissions process. Criminal convictions do not necessarily prevent acceptance on the course, but some may be regarded by an employer, or professional body, as excluding you from practice. Where you have any criminal convictions, cautions and/or bindings over, your application will be considered by the DBS panel within the University, which you will be asked to attend, where a decision will be made regarding your entry to the course

- Undergo health screening. Occupational Health clearance is required prior to commencing practice

Other specific entry requirements for 18 month flexible route into nursing

Students entering the course through the flexible nursing route are required to have:

- GCSEs in Mathematics and English at grade C or above, or their equivalent.
- A foundation degree in a health related subject, which can be mapped to the NMC requirements for year one of the approved nursing degree course.
- Recognition of prior learning against a maximum of two units in year two of the approved nursing degree (up to 60 credits at level 5 in year 2 of the nursing degree).

All students applying for the flexible nursing route are also required to complete the following in keeping with the entry requirements for the approved degree course with slight amendments as stated below:

- All applicants undergo an interview and take tests in numeracy and literacy.
- Undertake an Enhanced Disclosure and Barring Service (DBS) check prior to registration. In the case of students accessing the flexible nursing route, Practice Partners will provide evidence to the University that they have completed a DBS clearance within the past three months. Any positive DBS will be referred to the DBS panel within the University.
- Undergo health screening. Occupational Health clearance is required prior to commencing practice. In the case of students accessing the flexible nursing route, Practice Partners will provide evidence to the University that they have occupational health clearance on their member of staff and he/she is fit to practise.
- All applicants must be funded by Health Education England, their employer, or self-fund, and must be a current employee of a healthcare organisation (who confirm support for undertaking the course) and working a minimum of three days per week in a healthcare setting.
- Evidence of having undertaken recent mandatory training and Trust or employer induction.

Recognition of Prior Learning for the 18 month flexible route into nursing

The prospective student entering via the flexible nursing route will have 240 credits (120 credits at level 4 and 120 credits at level 5) from the foundation degree award. They will choose to RPL against:

- One of the following generic units:
 - a. Leadership, management and team working for professional practice (modified delivery pattern) 30 credits, level 5; or
 - b. Health for communities across the lifespan (modified delivery pattern) 30 credits, level 5

And

- The following mental health field specific unit:
 - a. Facilitating mental health recovery 30 credits, level 5.

Prospective students will produce a portfolio of evidence to support their RPL against the learning outcomes of the two units they wish to RPL against. The portfolio will include evidence of achievement of the learning outcomes of the two units chosen for RPL, supported by the use of a specific RPL mapping document designed to enable you to provide the necessary information and evidence. This evidence may include aspects of the assessments from the chosen units. The RPL mapping document will be made available to you at the selection event.

Information on the RPL process will be made available through the University's website, course information and at open events and as part of selection process. RP(E)L applicants will be offered advice and support for the preparation of the claim and the portfolio of evidence, through the website, the Faculty RPL coordinator or through an RPEL workshop. RPL, RPEL and RPCL forms will be made available through these forums.

RPEL claims will be submitted to Home/EU Admissions. Claims are initiated by providing appropriate outline information in support of the application [*RPEL Claim Form 1*], followed by submission of a portfolio of evidence to demonstrate the achievement of previous learning at the level, or stage, of the course applied

for. [RPEL Claim Form 2].

RPCL claims¹ will be submitted to either Home/EU Admissions, as appropriate to the application. An *RPCL Claim Form* will be submitted, together with supporting evidence, for example: official certifications, syllabi, course description, learning outcomes, number of contact hours and forms of assessment.

The RPL claim will be forwarded to the Faculty representative and the RPCL or RPEL claims will be formally assessed by the Course Co-ordinator for the course against which RPCL or RPEL is being claimed.

One of the following decisions may be made:

- Recommended for acceptance
- Recommended for acceptance but for a lower credit value and/or level
- Further work or clarification sought
- Rejected

RPL recommendations for acceptance will be confirmed by the relevant portfolio board. The outcome of RPL assessment will be sent to the applicant either by Home/EU Admissions normally within 20 working days of receipt of submission of the completed claim.

Further information can be found in the University of Bedfordshire, *Recognition of Prior Learning (RPL) Policy*.

Student Support during the course

The University of Bedfordshire provides a range of student support services. These include health and well-being services, guidance with regards to financial matters and guidance on what you need to do if you experience situations out of your control that prevent you from carrying out your academic work. Support services are detailed within the student support area of the University website at:

<http://www.beds.ac.uk/studentlife/student-support>

There is a Student Information Desk (SiD) on each campus to help you during your studies. SiD is staffed by Student Information Advisers who will try to help you to resolve any problems you have immediately and will guide you to the support and services you may need. You can also access SiD online to view information and log enquiries for the SiD team. You can search the knowledge bank and frequently asked questions. If you don't find the answer or need extra help, then you can log an online enquiry for the SiD team who will respond to you within 24 hours of receiving the enquiry. Students can access online SiD 24 hours a day through BREO, E-Vision and also through the main website: <http://www.beds.ac.uk/SiD>

https://sid.beds.ac.uk/asp_shared/login.aspx?CCTC=SID or you can email SiD directly: sid@beds.ac.uk

Students often need advice and guidance on developing their academic skills. The University has developed the Study Hub where you can access free professional support to develop a wide range of academic skills.

The Study Hub offers support from 3 teams of specialists: Academic Liaison Librarians, Computer Skills Trainers and Professional and Academic Development (PAD) tutors. The Academic Liaison Librarians will answer queries about resources, offer guidance on finding and using information for your assignments, teach you how to cite references in essays and avoid plagiarism. They can offer individual or group appointments to help you research your assignments. Computer Skills Trainers can support you to produce well formatted documents, effective presentations and meaningful data. They provide workshops and create workbooks and other learning materials you will find useful in supporting you to develop your IT skills. They are also able to offer individual or group appointments. The PAD team can assist you to develop your assignment writing and preparation techniques, maths and data analysis and presentation skills. Visit the Study Hub website to access self-help guides, find out the dates of workshops on a range of topics or to book a one-to-one appointment. The Study Hub can be accessed at: <http://lrweb.beds.ac.uk/studyhub>

Students will be allocated a personal academic tutor, who has an educationally supportive role. The course leader may adopt this role. The role of the personal academic tutor is an important one and they can provide you with professional and educational guidance as you progress through the Course. The meetings you have with your personal academic tutor will give you an opportunity to receive confirmation of your progress and identify any difficulties or areas for development that can be explored and acted upon. Your personal academic tutor provides a point of continuity for you in terms of your professional and academic development as you move through the units of the Course. He or she will help you to identify your learning needs and develop your study skills so that you become more independent as you progress through the

¹ This applies to undergraduate and taught Masters level awards only. The University does not normally consider claims for RPCL for entry to research degrees

course.

In the practice learning environment, you will be allocated a mentor who will organise and co-ordinate your learning activities in practice, supervise you in learning situations and provide you with constructive feedback on your achievements. Your mentor will set and monitor your achievement of realistic learning objectives; assess total performance including skills, attitudes and behaviours; provide evidence of your achievement or lack of achievement; liaise with others (e.g. mentors, sign-off mentors, practice facilitators, practice teachers, personal academic tutors, course co-ordinators) to provide feedback. Your mentor will identify any concerns about your performance and agree appropriate action with you. Your mentor will also provide evidence for, or act as, a sign-off mentor with regard to making decisions about achievement of competence at the end of the course prior to initial NMC registration application.

Students with disabilities

We are committed to supporting applications from students with disabilities in accordance with the Equality Act 2010. If a student believes that they have a disability or condition that may affect their studies they are asked to inform the lecturing team at interview.

All students need to pass Occupational Health screening prior to commencing the course in practice. Once an applicant with a disability has been accepted onto the course we will work with them to identify their individual needs in relation to attending and successfully completing the course. Reasonable adjustments to the way the course is delivered and assessed will be made so that students with a disability are not disadvantaged. The Nursing and Midwifery Council (NMC) guidance relating to Good Health and Good Character will be taken into account when identifying the reasonable adjustments required. The NMC states that good health is fundamental to fitness to practice as a nurse and explains that good health means that a person must be capable of safe and effective practice without supervision. (NMC, 2010). As all students will be expected to achieve competency in a range of skills identified by the Nursing and Midwifery Council (NMC 2010) it is important that any reasonable adjustments do not impact on the safety of people accessing health care services. Therefore advice will be sought from the University's disability advice team, occupational health service and practice partners to determine if a student who has a disability, is, with reasonable adjustments, capable of achieving safe and effective practice without supervision and thus eligible for a place on the course.

The University's disability advice team will coordinate this and may be able to identify additional support and resources that can help students with their studies. They can also provide more detailed advice and guidance, see:

www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support.

Distinctive Features of the course

This course enables you to learn in a variety of ways in academic, simulated and actual practice settings. You will be assessed using a number of different assessment methods to give you the opportunity to meet your full potential. You will have the chance to experience a diverse range of practice settings and will receive academic credit for successful achievement of practice assessment.

You will develop a proposal for a Service Improvement Project that will equip you with the skills to make a real change to the quality of service provision in practice following completion of the course.

Career/further study opportunities

Career:

On completion of this course you are likely to progress into any of the following areas of practice:

- Acute in-patient mental health care
- Community based mental health care
- Specialist areas of practice (e.g. secure care, assertive outreach, drug and alcohol services)
- Residential care settings

Further study:

This course will be the first step in a process of lifelong learning and professional development. Once qualified, practitioners will be able to access a wide range of health and social care courses leading to specialist, master's degree or doctoral degree qualifications.

SECTION 3 – Teaching, Learning and Assessment

Educational Aims
<ul style="list-style-type: none"> • To achieve the Nursing and Midwifery Council's (NMC) generic and mental health specific skills and standards for competence (2010) in order to be registered as a nurse with the NMC and attain rewarding employment • To provide a meaningful, active, challenging, reflective and collaborative learning experience and develop eligibility for an award of BSc (Hons) Nursing with Registered Nurse Mental Health • To develop a knowledgeable, innovative, critical thinking and reflective professional with the competence and leadership skills to deliver safe and evidence-based care • To instil attitudes and values which foster the professional behaviours and effective communication required to deliver care with compassion, dignity and respect
Course Learning Outcomes
<p>Upon successful completion of this course, you will be able to:</p> <ol style="list-style-type: none"> 1. Deliver high quality essential care to people across the lifespan 2. Assess, plan, implement and evaluate complex care to mental health service users in rapidly changing environments, justifying your decisions 3. Safeguard the public, and be responsible and accountable for safe, person-centred, evidence-based mental health nursing practice 4. Act with professionalism and integrity, and work within agreed professional, ethical, legal and quality frameworks and processes to maintain and improve standards within the mental health field of practice 5. Optimise therapeutic and professional relationships by communicating effectively and practising in a compassionate, respectful way, maintaining dignity and wellbeing 6. Promote individual and public health, prevent illness and facilitate recovery to an optimal level 7. Work in partnership with mental health service users, carers, families, health and social care professionals and agencies, ensuring that decisions about care are shared appropriately 8. Lead, supervise and manage others to promote and sustain change and innovation, initiating service improvements, while managing conflicting work pressures 9. Use skills of reflection, critical thinking and problem solving to function as a resilient, autonomous mental health nurse 10. Identify your developmental needs and plan future learning to improve standards of care in line with service requirements for persons with mental ill-health and significant others
Teaching Strategy
<p>Reflecting the University strategy, the Healthcare Departments' strategy aims to employ a learner centred approach to education that:</p> <ul style="list-style-type: none"> • Actively involves students in the learning process and facilitates deep learning. • Encourages students and their individual contributions to the programme of study. • Encourages and facilitates students to value and respect others • Encourages and facilitates students to maximise their individual potential • Encourages students to reflect in, and, upon action. <p>The overall aims are to:</p> <ul style="list-style-type: none"> • Develop practitioners with the requisite knowledge, understanding skills and professional attributes consistent with the expected level of achievement • Enable students to attain the appropriate knowledge, understanding, skills and attributes to function effectively in the complex, dynamic environment of the modern workplace • Foster in students a commitment to personal and professional development. <p>The course will embrace active methods and blended learning. Every unit integrates theory and practice and includes practice-based learning and university-based learning. Drawing on Honey and Mumford's (1982) typology of individualized 'learning Styles' (Activist, Reflector, Theorist, or Pragmatist), the nursing team use a range of teaching and learning methods to actively engage students. Methods include interactive lectures, simulation, seminars, workshops and tutorials and varied student activities focussed around enquiry based learning.</p> <p>Simulation offers a useful teaching and learning strategy to engage students with differing learning styles, as it includes pre-simulation theoretical learning, practical activity and reflective debriefing with application to future practice and learning. Students will take part in class discussions, bringing examples from practice, particularly in relation to ethics and professional practice. This approach is supplemented by formative</p>

presentations based on enquiry based learning scenarios, which are self and peer assessed.

The experiences of service users and carers are fundamental aspects of the curriculum. Student learning is enhanced by the contribution of service users and carers in the classroom and in the practice setting. The team involve external organisations in teaching as appropriate.

The nursing course has implemented technology enhanced learning to the university's Mode 2 standard, which aims to be active and engaging and provide students with opportunities to 'actually *do* things with new information, ideas, knowledge and concepts' (Teaching & Learning Directorate 2010a,p.3). The team have developed extensive BREO (Bedfordshire Resource for Education Online) resources, which aim to actively engage the students, for example, formative tests, crosswords and interactive problem-based learning scenarios. This blended learning can therefore meet student's needs whilst supporting them in their style of learning.

Assessment Strategy

The lecturing team recognise the importance of assessment for student learning and have carefully considered university guidance. The course's assessment scheme aims to align with the learning outcomes and to provide a variety of assessments which consider different learning styles and give opportunities for students to demonstrate their knowledge and skills with application to practice, as well as developing their academic skills.

A wide range of assessment methods are used to ensure that the breadth of knowledge, understanding, skills and attributes are assessed appropriately. In addition, a range of assessment methods ensures that the students who may be more or less skilled at a particular type of assessment are given a variety of opportunities to demonstrate their abilities. The assessment process includes appropriate and constructive feedback on all coursework performance.

The assessment strategy aims to:

- Encourage deep learning
- Assess the learning outcomes identified in the UIFs
- Assess and encourage the development of employability skills
- Differentiate between the requirements of levels 4, 5 and 6
- Use appropriately reliable and valid methods
- Incorporate transparent marking criteria for the various types of assessment using current best practice
- Be challenging and meaningful.

Curriculum Structure, Assessment Methods and Learning Outcomes – Standard 3 year Route (from September 2017)

Unit Code	Level	Unit Name	Credit	Core (C) Option (O)	Assessment Methods*				Contributing towards the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))									
					1	2	3	4	1	2	3	4	5	6	7	8	9	10
tbc	4	The scope of mental health nursing (September 2017)	15	C	CW-Ess				TA	T	T	T	T		T			PA
tbc	4	Academic skills for nursing	15	C	CW-Port												TP A	TPA
tbc	4	Introduction to professional practice	30	C	WR-Post	PR-plac			TP A	TP A	TP	TP A	TP A	PA	TP		TP A	TPA
tbc	4	Essential nursing skills and practice (September 2017)	30	C	PR-Plac	CW-RW	CW-Port		TP A	TP	TP A	TP A	TP A	PA	PA		PA	PA
tbc	4	Health & wellbeing (September 2017)	30	C	CW-Ess	Ex-CB			TA					TA				
tbc	5	Facilitating Engagement and Assessment (September 2017)	30	C	PR-Plac	PR-OT			TP A	TP A	PA	PA	PA	PA	TP A	TP	TP A	PA
tbc	5	Facilitating mental health recovery (September 2017)	30	C	PR-Plac	Ex			TP A	TP A	TP A	TP A	TP A	TP A	TP A	TP	PA	PA
tbc	5	Health for communities and people across the lifespan (September 2017)	30	C	PJ - Art	CW-Ess			TP A		TP A	PA	PA	TP A	TP A		PA	PA
tbc	5	Leadership, management and team work, and professional practice (September 2017)	30	C	CW-RW	CW-OT			TA	TA	T	TP A	TA		TP A	TP A	TP A	PA
tbc	6	Critical decision making in mental health care (September 2017)	30	C	CW-Ess	PR-OT			TP A	TP A	TP A	TP A	PA	TA	TP A	PA	TP A	PA
tbc	6	Integrated care for people experiencing mental health problems with complex needs (September 2017)	30	C	PR-Plac	CW-OT	CW-CS		TP A	TP A	TP A	TP A	TP A	TP A	TP A	TP A	PA	PA
tbc	6	Transition to registered practice in mental health nursing	30	C	CW-RW	CW-Port	PR-Plac		PA	AP	A	TP A	PA	PA	TP A	TP A	TP A	TPA
tbc	6	Quality and safety in health care practice (September 2017)	30	C	CW-LR	WR-I			PA		PA	TP A			PA	TP A	PA	PA

Curriculum Structure, Assessment Methods and Learning Outcomes: Flexible 18 month Route (from February 2019))

Unit Code	Level	Unit Name	Credit	Core (C) Option (O)	Assessment Methods*				Contributing towards the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))									
					1	2	3	4	1	2	3	4	5	6	7	8	9	10
tbc	5	Facilitating Engagement and Assessment (modified delivery pattern September 2017)	30	C	PR-Plac	PR-OT			TP A	TP A	PA	PA	PA	PA	TP A	TP	TP A	PA
tbc	5	Health for communities and people across the lifespan (modified delivery pattern September 2017)	30	C	PJ Art	CW-Ess	RPL either one of these units		TP A		TP A	PA	PA	TP A	TP A		PA	PA
tbc	5	Leadership, management and team work, and professional practice (modified delivery pattern September 2017)	30	C	CW-RW	CW-OT			TA	TA	T	TP A	TA		TP A	TP A	TP A	PA
tbc	6	Critical decision making in mental health care February 2019)	30	C	CW-Ess	PR-OT			TP A	TP A	TP A	TP A	PA	TA	TP A	PA	TP A	PA
tbc	6	Integrated care for people experiencing mental health problems with complex needs (modified delivery pattern September 2017)	30	C	PR-Plac	CW-OT	CW-CS		TP A	TP A	TP A	TP A	TP A	TP A	TP A	TP A	PA	PA
tbc	6	Transition to registered practice in mental health nursing	30	C	CW-RW	CW-Port	PR-Plac		PA	AP	A	TP A	PA	PA	TP A	TP A	TP A	TPA
tbc	6	Quality and safety in health care practice February 2019)	30	C	CW-LR	WR-I			PA		PA	TP A			PA	TP A	PA	PA

Section 4 – Learning and Employability

Skills Development Strategies
<p>Communication</p> <p>To help with the development of this you will:</p> <ul style="list-style-type: none">• Communicate with a range of health and social care professionals, people accessing health care and their carers• Use effective communication methods to negotiate and develop your skills and knowledge• Effectively disseminate verbal and written information
<p>Information Literacy</p> <p>To help with the development of this you will:</p> <ul style="list-style-type: none">• Access literature from a range of sources• Use a range of resources to develop your knowledge in practice• Construct and undertake an effective literature search strategy in order to underpin knowledge development• Engage in e-learning activities and resources as appropriate
<p>Research and Evaluation</p> <p>To help with the development of this you will:</p> <ul style="list-style-type: none">• Analyse the information found• Evaluate the evidence underpinning care• Undertake self evaluation
<p>Creativity and Critical Thinking</p> <p>To help with the development of this you will:</p> <ul style="list-style-type: none">• Demonstrate an ability to think both logically and laterally in the development and application of theory to nursing practice and problem solving• Use appropriate analytical skills in evaluating the information obtained from service users to identify their specific needs and problems
Team Working
<p>Working collaboratively within and between teams and services, is essential in the provision of effective and timely care to people and their families. Working with others is a professional requirement for good practice. Therefore group work, presentations, simulation and seminars will allow you to develop and practice these skills throughout the course in a safe environment. In practice you will be expected to work effectively with a diverse range of other health and social care professionals.</p>
Improving Learning and Performance
<p>The ethos underpinning this course is one of personalised learning. Personalised learner development is a key feature of the University's distinctive curriculum, the purpose of which is to develop the identity of you as a learner, your self-awareness and your preparedness for future opportunities.</p> <p>In order to meet the ethos of personalised learning, the course team's strategy for engaging you in your own learning and development and for making you aware of how you learn is as follows:</p> <ul style="list-style-type: none">• You will be given formative and summative feedback on your continuing development and will be encouraged to reflect on your progress. This will engage you in the process of using assessment feedback• You will be actively involved in the assessment process in relation to your academic and practice assessments• You will be given responsibility for your own development. This process will be supported by a personal academic tutor and will be reflected in your On-going Achievement Record (OAR).

- Your personal academic tutor will play a key role in facilitating you in identifying your learning needs and refer you for support as necessary
- Study skills will be developed throughout the course
- Screening of your numeracy and literacy will take place during the first term to enable you to identify your strengths and weaknesses.

Career Management Skills

You will be actively encouraged to participate in the development of your career management and will take the lead on accessing the Careers and Employment Service. You will undertake a self-assessment to identify your strengths, interests and development needs in relation to external criteria, e.g. the requirements of an employer. You will be introduced to the concept of the Knowledge and Skills Framework in your practice assessments.

Progress Files

You are required to develop and keep an On-going Achievement record (OAR) as part of your course. This will detail your growth and achievements throughout the course. You will be required to give practice mentors access to your OAR and it will form an integral part of the final sign off decision in practice.

Professional Standards

Each student nurse is responsible for his/her practice and learning. Professional standards are central to the course and are set by the Nursing and Midwifery Council (NMC) that regulates the education and training of nurses and midwives. All nursing students must meet the standards for pre-registration nursing education (NMC, 2010) before registration. This ensures that nurses are fit to practise at the point of registration.

Becoming a professional is part of the learning process, and runs through each and every aspect of this course. At the start of the course you will be introduced to professional standards of behaviour and codes of practice in the Professional Values and Relationships unit where you will explore the meaning of 'being a professional' and the relationship of this to the nurse's role. Professional attitudes are important to enable engagement in the world beyond the University. It is expected therefore that you will adopt behaviours and attitudes that reflect a sense of professionalism in how you approach different learning opportunities and situations in all settings, within and outside the University.

All students are expected to behave in a way commensurate with those of the public servant so standards of behaviour are assessed at each and every practice assessment point. This means that you are expected to fulfil your commitment to the course, and justify the investment in your education. As part of this commitment, you are required to comply with University rules and regulations as well as the protocols, policies and guidelines of placement providers. There are non-negotiable standards relating to social networking for instance, any breach of which will lead to disciplinary action. As you progress through the course you will be expected to internalise the idea of professional behaviour, not to behave only in response to sanctions. Professional behaviour involves behaving honestly, with integrity, taking full responsibility for your own actions, and being accountable for these actions. This accountability never leaves you, whether you are 'on duty' or 'off duty'.

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You will:	The course team will:
<ul style="list-style-type: none"> • Be punctual for sessions, tutorials and clinical shifts • Respect the learning environment and your fellow students • Inform the course lead, tutor or clinical area if you are unable to attend for any reason • Take the lead in your learning and development • Follow the University policy and procedures, especially in relation to the writing and submission of documents 	<ul style="list-style-type: none"> • Respond to e-mail within 3 working days unless on leave • Ensure assessment dates are published on the expected date • Promote a learning environment that facilitates mutual respect • Inform the student in advance if a session or tutorial needs to be cancelled

Strategy for Developing and Embedding the Professional Standards

You will be introduced to the concept of professional standards in your induction programme and will have the above outlined to you. Adherence to these standards will be monitored by the course co-ordinator who will liaise with the unit leads. If any issue needs to be addressed, the personal academic tutor will be informed and will document this in your progress file and contact you to discuss it and possible strategies for addressing it, including support. However any persistent non-adherence to these professional standards may result in your discontinuation from the course.

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	<p>Half of the course is spent in placements where students will be expected to demonstrate safe and effective nursing practice.</p> <p>Once an applicant with a disability has been accepted on to the course, we will work with them to identify their individual needs in relation to attending and successfully completing the course. We will make reasonable adjustments to assessment tasks so that students are not disadvantaged. The Nursing and Midwifery Council (NMC) guidance relating to Good Health and Good Character will be taken into account when identifying the reasonable adjustments required. Given the requirements of clinical practice, it is important that any reasonable adjustments do not impact on the safety of other people.</p> <p>Students are advised to disclose, at the earliest opportunity, any specific needs that may require additional resources (i.e. aids</p>

		or adaptations). This will enable appropriate arrangements to be made to ensure equality of opportunity.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ² ?	N	
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	Y	All those involved in interviews (staff, practitioners, service users and carers) have equality and diversity training
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

SECTION 5 – Administrative Information

Faculty	Health and Social Sciences
Portfolio	Pre-registration Nursing
Department/School/Division	Healthcare Practice
Course Co-ordinator	Joanne Sale
Version Number	1/17
Body approving this version	University of Bedfordshire Periodic Review Panel Nursing and Midwifery Council
Date of University approval of this version (dd/mm/yyyy)	

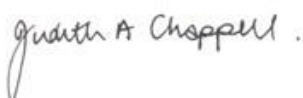
Form completed by:

Name: Jo Sale

Date 10th March 2017

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:



Date: 7 June 2017

² Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Unit Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
21 st May 2015	Amendment to entry requirements. Variation to regulations sought from Faculty Academic Board	
August 2015	CIF transition process (version amended for PRSB purposes)	
December 2016	Modified delivery pattern added to include 18 month flexible route. Information added to entry criteria section for student applying for the flexible nursing route and an additional curriculum structure grid, added for flexible nursing route. Two new units added and one change of unit title. Change of codes to reflect assessment changes and current UoB codes. Course Equality Impact Assessment added. Housekeeping changes for Periodic Review.	
June 2017	New route, course code and unit codes required to distinguish from pre Sept 2017 iterations	