Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	NH128P01UV	Full-time	1 Years
Course Title:	Postgraduate Diploma Mental Health Nursing		
Hierarchy of Awards:	Postgraduate Diploma Mental Health Nursing Postgraduate Certificate Postgraduate Certificate Mental Health Care Studies University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	27/May/2021		
Last Review:			
Course Specification valid from:	2020/1		
Course Specification valid to:	2026/7		

Academic Staff

Course Leader:	Mr Griffin Ganga
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

GCSEs at grade C+/ 4 in an English-based subject and Maths or equivalent qualifications (e.g. Key Skills Level 2/ Learn Direct Level 2/ Functional Skills Level 2).

PLUS EITHER

- A registered nurse on Part 1 of the NMC register post 2011.
- An Honours degree (Bachelor) at 2:2 or above.

Other Requirements

You will need a computer and reliable internet access to successfully engage with your course. However, access to these facilities is also available in the University libraries during opening hours.

Applicants will need to demonstrate that on entry to the programme they have capability for digital and technological literacy to meet course outcomes. Evidence of digital literacy and technological literacy capability will therefore be aligned to the online application process.

Applicants will also be required to provide satisfactory personal statement and reference (academic or employer).

Those meeting the entry requirements may be shortlisted for a values-based selection process and will be subsequently required to meet a Disclosure and Barring Service (DBS) Check and Occupational Health requirements.

Read further information regarding interview preparation

Additional Information

During the nursing course you will be required to attend placements, you will be invited to identify a preferred placement area from a selection of pre-determined locations; however your preferred choice is not guaranteed so it is essential that you are able and willing to travel to placement.

If you have accepted a conditional offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. There will be a charge for the DBS and an ID check service fee (costs may change so please check these at the time of application).

https://www.gov.uk/government/news/fee-changes-for-dbs-checks

You will also need to complete an occupational health assessment questionnaire and vaccinations will need to be up-to-date.

Previous Study

Where an applicant has previously studied a professional course at another higher education institution, we will require an academic reference from your previous higher education institution.

Applicants who are classed as 'overseas' for fee purposes (https://www.ukcisa.org.uk/Information--Advice/Fees-and-Money/Home-or-Overseas-fees-the-basics) will still be considered as long as their country of domicile is the United Kingdom and do not require Tier 4 sponsorship.

Please note than an offer of a place at the University does not guarantee eligibility for student funding. To confirm that you meet the residency criteria go to www.gov.uk/student-finance/who-qualifies or telephone SFE on 0300 100 0607.

Applicants who are classed as 'overseas' for fee purposes (https://www.ukcisa.org.uk/Information--Advice/Fees-and-Money/Home-or-Overseas-fees-the-basics) will still be considered as long as their country of

domicile is the United Kingdom and do not require Tier 4 sponsorship.

For students who started a new Nursing, Midwifery or Allied Health Professional course on or after 1 August 2017, they may be eligible to apply for financial support from the NHS Learning Support Fund (LSF). This offers support for:

- Students with at least one dependent child (Child Dependants Allowance) as long as child financially dependent on you (£1000 non-repayable grant if awarded)
- Travel and Dual Accommodation Expenses for a placement
- Students experiencing extreme financial hardship (Exceptional Support Fund)

This information and a video can be found on the following pages of the University website: www.wlv.ac.uk/fund but the direct link to the NHS pages is: https://www.nhsbsa.nhs.uk/learning-support-fund/

Distinctive Features of the Course:

Throughout this 1 year course our expert team of nurse lecturers, practice partners and users of services aim to ensure that you have access to a range of learning opportunities to promote your transformation into a competent and compassionate Mental Health nurse.

Your course is underpinned by the principles of a 'connected curriculum' which aims to bring about connections between research and learning. The core educational principle underpinning your course is that you will learn predominantly through research and critical enquiry rather than by passively receiving accepted knowledge. As such the connected curriculum provides you with a throughline of research activity that is woven into your clinical skills development and placement learning. The connected curriculum creates an environment in which you will be encouraged to engage with students from other fields and disciplines through interprofessional education. Making clear links between theory and practice is paramount to your professional development and this course has been designed to enable you to develop the skills to achieve this; skills that are commensurate with independent, self-directed learning.

Through a range of approaches to learning and teaching based upon a constructivist philosophy, you will develop skills of problem solving and critical thinking; qualities that are essential in the assessment and planning of expert-evidence-based nursing care. For example, you and your peers will engage with flipped learning, an approach that moves the focus of your learning from a teacher-led group activity to a student-directed activity in which you will develop your individual cognitive, affective and psychomotor skills. Your teacher becomes a facilitator and guides you and your peers as you engage in learning and apply the concepts learned in creative ways. This promotes a dynamic, interactive learning environment in which you will be an active participant in learning rather than a passive recipient.

One of the greatest benefits of student directed learning is that it will enable you to become more conscious of how you understand the interrelationships between theory and practice and why you behave as you do. You will be engaged in active learning; learning that will encourage you to develop your own knowledge about the key issues in providing evidence based nursing care.

This innovative curriculum reflects the university's core values of creating a learning environment that is inclusive, challenging and promotes collaboration, professionalism and confidence. The curriculum has been designed to reflect the views of students, service users and employers and provides opportunities for you to unleash your potential.

The university prides itself on its excellent partnership working arrangements with local NHS Trusts and other non-NHS organisations providing nursing or social care placement opportunities. This partnership works to provide excellent support for you whilst you are on placement, ensuring that you are supported in accessing relevant learning opportunities.

During your time on placement, you will gain hands-on experiences in a variety of hospital, community and nursing/residential homes, where you will work alongside a range of healthcare and other professionals. In addition, we are able to offer 'home trusts' for students. This means that we will endeavour to allocate you placements within the same placement locality and with an identified NHS partner trust, as selected by you during the application process. The allocation of home trusts has always evaluated well by students, as it means that you get to know your local trust and the trust get to grow their own workforce providing you with greater opportunities for securing a job at the end of the course.

There may be opportunities for you to explore nursing experiences internationally in your final year, however this will be dependent upon government guidance and policy at the time and your ability to financially support this.

This innovative curriculum empowers you to realise your full potential through the provision of a learning environment that is engaging, supportive, inclusive and challenging, research and practice informed, and with technology that enhances the learning process. The development of these skills is commensurate with the Higher Education Academy (HEA) (2018) definition of graduate attributes: qualities and skills that employers believe graduates should develop through the course of their study and engagement in student life.

https://www.heacademy.ac.uk/knowledge-hub/graduate-attributes-framework

Educational Aims of the Course:

This course aims to enable you to:

Meet the NMC Future nurse: Standards of proficiency for pre-registration nursing programmes (NMC 2018).

Improve safety, quality of care and health for people of all ages, across all care settings by leading and co-ordinating integrated care that is person-centred, safe, effective, compassionate and evidence based.

Become an accountable, self-reflective and autonomous practitioner, working with a range of other professionals and within interdisciplinary teams responding to the demands of nursing practice.

Utilise evidence-based practice to inform clinical judgements and decision making in complex mental, physical, cognitive and behavioural situations within Mental Health nursing fields of practice.

Demonstrate effective leadership, whilst acting as a role model to others, taking responsibility for the delivery and management of nursing care utilising appropriate delegation and supervision.

Demonstrate a political awareness of local and national policies impacting on organisational change and the integration of health and social care services

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£5325.00
2020/1	H	Full Time / Sandwich	£6675.00
2021/2	H	Full Time / Sandwich	£9250.00
2022/3	H	Full Time / Sandwich	£9250.00

PSRB:

None

Course Structure:

September (Full-time)

Module	Title	Credits	Period	Type
7NH089	Advancing Evidence-Based Decision Making in Mental Health Nursing	20	INYR	Core
7NH087	Healthcare Improvement and Patient Safety in Mental Health Nursing	40	INYR	Core
7NH091	Preparing For Your Transition To Mental Health Nurse	40	INYR	Core
7NH085	Advancing Skills for Safe and Effective Mental Health Nursing Practice	20	INYR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.2.3 - The Post Graduate Diploma Adult Nursing course operates outside the normal University Academic Calendar due to the need for it to accommodate practice hours, and to meet PSRB requirements.

Section 4.3.3 - If a student fails a practice component on a module after the first attempt, their right to re-sit (on module 7NH090 and 7NH091) is at the discretion of the Assessment Board. In accordance with Faculty Fitness to Practice procedures, where the performance of a student has fallen well below the standard expected with serious or repeated mistakes that compromise public safety, the placement will be suspended and a fail grade recorded for any assessment of practice. Where there is a high likelihood that public safety may continue to be compromised, the Faculty could withhold the right to a re-sit opportunity.

Section 4.3.5 - Students will be permitted a retake for practice module (7NH090 and 7NH091) provided they have passed the practice-based component of the module. Repeats are only permitted where students have failed theory components and have already passed all relevant practice-based components for that module. If a retake opportunity is permitted students will be required to retake both the theory and practice-based component of that module.

In accordance with the principle of public protection nurses must be seen to be safe and effective practitioners.

If a student fails the practice-based component of a practice module after two attempts there is no right to retake the module associated with Part 3 of the NMC standards (7NH090 7NH091)

Effective date: September 2022

APPROVED by Chair's Action on 27/05/2021

Reference Points:

Institute for Apprenticeships and Technical Education (IfATE) Registered Nurse Degree Apprenticeship (2018) version 1.1 end point assessment plan revised 19th February 2021 https://www.instituteforapprenticeships.org/apprenticeship-standards/registered-nurse-degree-(nmc-2018)-v1-1

UK Sector Skills Assessment 2011 (Skills for Health 2011) http://www.skillsforhealth.org.uk/index.php?option=com_mtree&task=att_download&link_id=81&cf_id=24

UK Quality Code for Higher Education. QAA. (2018) https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781_8

NMC The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives (2018)

https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf

NMC Standards for Pre-Registration Nurses: (2018) https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/

Integration and innovation: Working together to improve health and social care for all (2021)

https://www.gov.uk/government/publications/working-together-to-improve-health-and-social-care-for-all/integration-and-innovation-working-together-to-improve-health-and-social-care-for-all-html-version

The NHS Long term Plan (2019)

https://www.longtermplan.nhs.uk/

Equality Act (2010) http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

The Carer Act (2014)

https://www.legislation.gov.uk/ukpga/2014/23/contents/enacted

Mental Capacity Act 2005

https://www.legislation.gov.uk/ukpga/2005/9/contents

The Children Act: (2004)

http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf

Every Child Matters (2003)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf

CMO annual report. Public Mental Health (2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413196/CMO_web

Institute for Apprenticeships (2018) Nursing Associate

https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate/

PSRB Reference Points

The professional and statutory regulatory body for your professional course is the Nursing and Midwifery Council (NMC). They provide professional standards of practice and behaviour for Nurses, Midwives and Nursing Associates, as outlined in The Code (NMC 2018).

As part of the course, you are required to demonstrate that you have the skills, knowledge, health and character to care for people safely. This requires you to demonstrate high level reflective skills and a duty of candour towards patients/service users. Professional standards of practice and behaviour for nurses, midwives and nursing associates are outlined in The Code (NMC 2018) and the Guidance on Health and Character (NMC 2019). The Code (NMC 2018) is structured around four themes; prioritise people, practice

effectively, preserve safety and promote professionalism and trust. These standards must be met and upheld in order to register and practice in the UK.

During enrolment at the start of each year, and at the end of the course, you will be required to undertake a self-declaration to declare any cautions and/or convictions, reprimands or warnings from the police and any health conditions and/or disability that could affect your ability to practice safely and effectively. You must declare any changes to your health or character status as soon as they arise: you should not wait for the annual declaration process to do this. You can discuss any changes with your personal tutor or the course leader so that they can identify whether any further action or investigation is required with regards to your fitness to practise.

The pre-registration nursing course is structured so that 50 percent of your learning occurs in the university and 50 percent in practice. You will have supernumerary status in practice; this means that you are additional to the workforce requirement and staffing figures. Your course has been specially designed to provide you with the opportunity to fulfil the requisite number of hours. These have been agreed as 4600 hours in three years. This includes 720 hours practice and 415 hours theory equivalence, as evidenced in the portfolio submitted for admission to the course, 50% of your course will be situated in the University (2300 hours) and 50% in practice areas (2300 hours). Any absence taken during your course, for example due to sickness, special leave or compassionate leave, will need to be retrieved. Any delay in completing the NMC required hours can delay your completion of the course and influence the timing of your registration. At the end of your course the course leader is required to submit a declaration of good health and good character to the NMC and confirm that you have completed the required 2300 hours of theory and 2300 hours of practice. The course leader will also ensure that you have experienced the range of hours expected of registered nurses; this will include working nights, weekends and bank holidays.

The safe administrations of medicines will be underpinned by the use of “SafeMedicate”, an electronic package designed to support knowledge and skills around the safe interpretation of prescriptions, dosage calculations and correct administration routes. This will be launched at the beginning of your course and is embedded in identified modules in every year. You will have regular opportunities for incremental formative assessments in health numeracy assessment, and you will have opportunities to undertake the practical skills of medication safety and administration in a dedicated skills laboratory setting before further implementing these skills in practice under the direct supervision of a registered practitioner. By the end of the course you must achieve 100% in your final safe medicate summative assessment in order to successfully complete the programme.

You have up to five years to register your award with the NMC. In the event that you fail to register your qualification within five years you will have to undertake additional education and training or gain such experience as specified in the NMC standards.

Further details will be available to you in your course guide and from the following link to the NMC website:

https://www.nmc.org.uk/education/becoming-a-nurse-midwife-nursing-associate/guidance-for-students/

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

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
PGCERT01 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.	
PGCERT02 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.	
PGCERT03 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.	
PGCERT04 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.	
PGCERT05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGCERT06 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.	
PGDIP01 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.	
PGDIP02 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.	
PGDIP03 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.	
PGDIP04 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.	
PGDIP05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGDIP06 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.	

Teaching, Learning and Assessment:

Teaching and learning

The curriculum aligns with the University of Wolverhampton Learning and Teaching Strategy in enabling you to achieve your full learning potential through being empowered and inspired. The registered nurse curriculum is designed to be inclusive and flexible, to meet the needs of a diverse student nursing community. You will develop and enhance ongoing skills in relation to employability, enterprise, entrepreneurship, professional practice, sustainability and global citizenship through learning that is informed by evidence-based research, practice and innovation.

Your learning and teaching will be of a "blended approach" meaning that you will undertake a rage of online and face to face activities, supported by our virtual learning platform 'CANVAS'. Opportunities for studying with, and learning from, other health care disciplines are provided, both in university and in the practice setting. These experiences will enable you to understand the contribution of other professionals to patient/service-user care and promote the development of team-working skills.

Service users and carers contribute to all aspects of the curriculum including the co-production of specific teaching sessions and contributing to your assessment in some modules and in practice. This approach is recognised for the enhancement it brings to your learning and for the contribution it makes to ensuring that we prepare future professionals who are fit for practice, demonstrating person-centred skills and able to act in the best interests of service users and their families.

You will have access to our state-of-the-art simulation facilities where you will be able to experience clinical scenarios and practise skills in a safe environment required for registration. This includes simulated in-hospital, home and community environments, both online and face to face, including a suite of human-patient simulators which will allow you to hone your skills, supported by experienced practitioners to guide you. Real-life "simulated patients" will also be used to augment your simulated learning experience. The latest technology is embedded into our skills and simulation environments, including the use of world-leading developments such as the virtual dissection table which allows 3D images of human anatomy and diseases to come alive to support your learning. We also use an integrated learning and teaching audio visual recording system called "Panopto" which links to the University's virtual learning environment and allows you to record, upload and review footage of your practice in the simulated environment.

The curriculum has been planned so that during the first Semester you will undertake theoretical study with opportunities of experiencing our skills simulation laboratories. This is followed by an extended period of practice, of up to five months, to enable you to develop confidence and proficiency during a consolidated period of time. Whilst in practice you will engage in sessions at the university to develop critical reflective skills that enable you to draw upon your practice experiences and link this to the theoretical modules that you have previously studied. This ensures that there is a continual relationship between your understandings of theory in relation to your practice. You will also engage in peer supported learning with student colleagues in other years of the programme to enhance your learning opportunities.

Assessment of theory

The following information can be found at this link https://www.wlv.ac.uk/current-students/assessment/ This link also includes other information related to assessment, which you may find useful in your studies.

We know how important assessment is to our students and we want to make sure that you have all of the information that you need so that you understand how we assess your work. Your course leader and personal tutor are useful sources of advice and guidance regarding the issues relating to assessment on your particular course. An explanation of the assessment process is provided in the student handbook, and further details are provided below.

In higher education, 'assessment' describes any process that appraises an individual's knowledge, understanding, abilities or skills. The ways in which you will be assessed at the University of Wolverhampton will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

Over the course of your studies you will be assessed in lots of different ways which will be relevant to your subject area. You will be assessed (both formatively and summatively) using a wide variety of assessment types including essays, exams, practical work, research exercises, case studies, presentations, seminars, reflections, formative blended learning exercises and online collaborations

There are two types of assessment you will encounter throughout the course:-

1. Formative (informal assessment ‘for’ learning)

Assessment activities that provide you with feedback. The marks and grades for these assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide you with feedback to let you know how you are doing. Sometimes the format of a formative assessment activity will be the same as the summative assessment activity for the module, in order to prepare you and ensure that you are familiar with the summative assessment task.

1. Summative (formal assessment ‘of’ learning)

Assessment activities where the mark you receive will contribute towards the final mark for your modules.

Feedback / feed forward:

You will receive feedback and feed forward throughout your course. At times this will relate to a particular piece of work and the mark you have been awarded for it, but it also may come in the form of more general advice and guidance from members of staff in improving the ways in which you respond to an assessment task. In both cases the feedback you are given will help you to develop your thinking and/or practice in relation to your subject area.

Feedback on assignments is given on content and analysis and also on written communication skills, referencing, structure and presentation. This is then applied as generic criteria throughout the entire course with raised expectations at each level as appropriate. Feedback is provided to you to help you develop your understanding and skills in mental health nursing. It is important that you read your written feedback and discuss this with your personal tutor at your annual meeting.

Progression in Higher Education

Students enter higher education with different abilities and levels of knowledge. An inclusive assessment approach has been embedded into the course whereby a variety of assessment methods are used, some of which offer students options in relation to the assessment approach taken, such as verbal or written reflection opportunities. Inclusivity in this way allows you to draw on your strengths to demonstrate your knowledge and understanding.

Assessment throughout the year is cumulative and incremental enabling you to build self-confidence and orientate you to university life and learning with others. At academic level 7 you will typically deconstruct the available evidence, evaluate it critically and synthesise it with existing knowledge. In so doing you will develop a greater critical awareness of current issues related to your profession.

Throughout this programme you are required to demonstrate your ability to devise and sustain arguments or solve problems, have a systematic understanding of the key aspects of the field of Mental Health nursing, critically analyse and use enquiry (QAA, 2018). You will be able to demonstrate research skills and demonstrate high level academic skills and digital literacy together with a command of theory and knowledge of mental health nursing.

Assessment of practice

Assessment in Practice is undertaken using the regionally validated MYEPAD assessment documentation. There ais one part (Part 3) to your assessment in practice, which aligns to a full-time year of study and has its own practice assessment document (PAD) and ongoing assessment is coordinated using the ongoing record of achievement (OAR).

The PAD will guide your achievement of the required NMC proficiencies and skills in line with the NMC standards for Supervision and Assessment in Practice, you will be allocated a Practice and Academic Assessor in each part of the programme to guide and assess your progress through your PAD, this makes up a significant part of the overall programme assessment. Continuous assessment is an integral aspect of assessment in practice, and you are expected to show evidence of consistent achievement. You should engage positively in all learning opportunities, take responsibility for your own learning and know how to access support however your Practice Assessor and Academic Assessor will guide your progress through your initial, midpoint and end point reviews as well as your episode of care and medicines management assessments in Practice. You will work with and receive written feedback from a range of staff including members of the wider MDT, practice supervisors and practice assessors and they are required to reflect on your learning. You may also have an opportunity to undertake simulated practice nursing skills and undertake a short bespoke simulated practice placement within the university setting.

The ongoing achievement record (OAR) is a separate document that summarises your achievements and in conjunction with the main document provides a comprehensive record of your professional development and performance in practice. This will be reviewed by your academic assessor and your personal tutor at the end of the course to confirm evidence for your second registration.

Practice supervisor responsibilities (registered nurse/midwife or other registered health/social care

professional)

In many practice areas you will be supported by a number of practice supervisors. These maybe registered nurses or midwives or other registered health professionals. Some areas may adopt a team based approach due to the nature of the experience.

The practice supervisor has an important role in supporting and guiding you through your learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the placement. It is the practice supervisor's responsibility to contribute to your assessment through the recording of regular feedback on your progress towards, and achievement of the proficiencies. Specific feedback must be provided by the practice supervisor to the practice assessor on your progress.

Supervision in other placement areas (i.e. those areas where there are no health/social care registrants)

A range of staff can support your learning and play a vital role in your learning and development. On placements where specific NMC proficiencies are not being assessed a range of staff members are encouraged to support learning and can provide you with feedback within the PAD.

Practice assessor responsibilities

The practice assessor who is a registered nurse plays a key role in assessing and confirming your proficiency providing assurance of your achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the placement. They will observe you, conduct and record your assessments informed by your reflections, feedback from practice supervisors and other relevant people to confirm achievement. They will liaise with the academic assessor scheduling communication at relevant points.

There are numerous elements to be assessed in practice including your episodes of care and medicines management assessments. One or more practice supervisors can contribute to the assessment of some of the proficiencies in discussion with the practice assessor, but the practice supervisor must be working in their scope of practice.

When assessing your proficiency, practice assessors will take into account the sources of evidence that underpin your knowledge and skills and the views of those receiving care. Comments should acknowledge those exceptional students who are exceeding expectations for their stage in practice or who have particularly commendable attitudes, behaviours, knowledge or skills.

Academic assessor responsibilities

Academic assessors who are normally based with the university have a key role in confirming your progress, recording objective, evidence-based decisions on conduct, proficiency and achievement and make recommendations for progression providing assurance of your achievements and competence. The academic assessor, for part 3 of the PAD, will have an understanding of your learning and achievement in practice, through working in partnership with the practice assessor to gather feedback regarding achievement and progression.

You will be expected to take on appropriate nursing responsibilities aligned to Part 3 within your practice placements which will enable you to develop your confidence and skills in your work as a member of the multidisciplinary team in mental health nursing.

Throughout your practice placement learning you will be expected to conduct yourself in a professional manner at all times. We will provide guidance and information on the requirements regarding professional conduct to help you understand how to manage learning in the complex and sometimes unpredictable world of healthcare. Proactive engagement with your academic assessor is essential to get the most out of your learning experience.

Further information related to your practice learning experience can be found in the practice handbook.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be

expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

University Learning Centres are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases. Learning Centres also provide students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills.

The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/. If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Working in partnership with you

The pathway towards achieving your degree is one with highs, lows and everything in between. However, you are not alone! Obtaining a degree is a partnership between the University and you. This student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter:-https://www.wlv.ac.uk/about-us/student-charter/.

Course Specific Support

Personal Tutors

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 work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting e:Vision.

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your Course Guides, along with their contact details.

Course leaders

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Student Enabling Tutors

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Employability in the Curriculum:

This course has been developed in conjunction with practice partners and service users in order to reflect the increasing and rapidly changing complex environment in which health care takes place. The educational philosophy of the course aims to build employability skills such as communication skills, problem-solving skills and decision-making skills.

Employers are seeking nurses who can identify where services can be improved and this course will enable you to critically appraise practice and to provide safe, compassionate and effective evidence based healthcare. The course will assist you to develop a strong professional identity and to be confident in demonstrating key employability skills such as being self-directed in your learning, having the ability to problem solve and to think critically. These are all qualities that are essential for providing expert, evidence-based nursing care and will make you highly employable.

In addition, we are able to offer you a 'home trust', which means that employers really get to know you over the length of the nursing course. For some of our trusts this means on successful completion of all aspects of the nursing course, they are able to provide you with the offer of a job without an additional interview.

