



## **Undergraduate Programme**

### **Pre-registration Nursing for BSc (Hons) Pathways for Adult, Child and Mental Health Nursing**

**2023-2024**

## **Programme Handbook**

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**Faculty of Health, Social Care and Education**

Name: \_\_\_\_\_

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## Introduction

### Your Programme Handbook

The purpose of this Handbook is to introduce you to your programme of study and to direct you to other general information about studying at Middlesex University. The material in this document is as accurate as possible at the date of production; however, you will be informed of any major changes in a timely manner.

Your comments on any improvements to this handbook are welcome.

Please put them in writing (an email will suffice) with the name of the Programme Handbook to your Programme Leader.

### Information in Alternative Formats

This handbook can be found online at [MyUniHub](#).

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact [Rachael.major@gov.gg](mailto:Rachael.major@gov.gg) or [Lisa.murray@gov.gg](mailto:Lisa.murray@gov.gg) +the Institute Equality, Diversity and Inclusion Leads.

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email or supplied on a CD or memory stick
- printed copy with enlarged type
- printed copy on non-white paper
- as Braille

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

### The Student Welcome Guide

Before reading this Programme Handbook you should read the [Student Welcome Guide](#) available in UniHub. This guide contains information on more general university services and facilities, such as UniHub, Unihelp and the Library. It is important that you familiarise yourself with this information to get the most from your handbook.

### MyUniHub

All information that you require to support your learning at Middlesex is available on [MyUniHub](#). This document highlights key elements that you should be aware of and should be your first point of call, however all information in this document is available on MyUniHub.

### MDXapp

MDXapp is Middlesex University's official and free student mobile application that allows you to manage your day-to-day student life on and off campus. The app was developed in collaboration with your Students' Union (MDXSU) to make sure every student gets the most out of their time here.

## Key features

- **MyLearning** – access your personal learning portal with information about your programme, modules and upcoming assignments
- **News and events** – get the whole university experience with the latest updates and news from across campus
- **Student timetable** – find out when your next lecture, seminar or practical session is in an instant. Guernsey students have a specific timetable for their location
- **Library account** – search the University’s extensive library catalogue and check on your loans, renewals and reservations
- **Campus map** – take the stress out of searching for a room with a detailed room-level campus map
- **Email** – your University e-mail inbox in one centralised and convenient place
- **PC availability** – save time by checking out where there are free computers on campus
- **Transport** – identify the most convenient local transport routes with live updates from TF. This is not applicable to Guernsey students.

## Getting MDXapp is easy

Go to your app store >> Search for ‘MDXapp’ >> Install (accept T&C’s) >> Log in with your Middlesex University Student IT User ID and Password.

Web app users can download MDXapp here: <https://app.mdx.ac.uk/get>

Available on iPhone and Android software and as a Web App

## The University and Institute Regulation’s

As a student of Middlesex University you agree to abide by the [University Regulations](#) when you enrol and therefore you should read this handbook in conjunction with the Regulations which are available online at [www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations).

## Welcome to The Institute!



The Institute provides training and higher education to both the Committee for Health and Social Care (HSC) staff and those from the Independent Sector. It is currently situated in purpose-built premises on the main site for acute hospital services. The accommodation consists of 8 well-equipped classrooms, 1 practical room for skills, a video conference room and an IT training room. There is also a library with 24 hour access. Students have remote access to electronic resources via the library web pages.

## The Institute Mission Statement

The Institute's mission statement is:

*"To provide high quality education and training responsive to health and social care needs."*



## The Institute aims to:

- Provide opportunities for the workforce to develop knowledge and skills
- Maintain a commitment to research activity that contributes to evidence informed practice
- Promote a culture of learning and development across Health and Social Care
- Promote interdisciplinary learning opportunities and on-island learning
- Ensure teaching provision and learning experiences are customer focussed and of high quality

## Welcome to Middlesex!



### Welcome from your Academic Dean Professor Carmel Clancy

**Welcome to Middlesex University and to the Faculty of Health, Social Care & Education. We are delighted that you have chosen to come and study with us, and I suspect your decision to go to university, apart from being one of the biggest decisions of your life, is because you recognised Middlesex will offer you more than the course you have chosen to study. That is our commitment to you.**

Our learning community embraces a culture of discovery and enquiry across our three interconnected activities of practice-oriented education, impactful research and knowledge exchange, and engagement. Through a distinct combination of theoretical learning, brought to life through an experiential, practice-based pedagogy and reflective evaluation, MDX Graduate Competencies will ensure that you will have tangible experience and knowledge in, and confidence to articulate about, eight key areas vital in tomorrow's workplace:

- Leadership and Influence
- Entrepreneurship
- Communication, Empathy, and Inclusion
- Curiosity and Learning
- Collaborative innovation
- Resilience and adaptability
- Technological agility
- Problem solving and delivery.

You are joining the University at a time of great reflection – we have been learning as a community how to work, study, and interact in a post pandemic environment. We now have some excellent understanding of what works, but also what doesn't work for our students, and we have put all the key lessons into our planning for 2023/24

I hope that you have been reassured via the application process and the time you have already had with engaging with the University during enrolment and induction, that every effort has been given to supporting you and your studies. I can promise you that your Department, your Programme Team, your Academic Advisors, and the wider Middlesex community have been working hard over the summer to ensure that your studies with us will be a positive and exciting time, as you reach for your goal.

This programme handbook contains an overview of your programme and its modules – keep it safe so that you may refer to it throughout your time on the programme. Your programme team and academic advisor will also be there to address any specific questions you may have.

Your programme is located within the Faculty of Health, Social Care & Education. As a leading institution for professional education in London (including No 1 Programme for Social Work: Times Higher Rankings 2023), we have a long and proud history of preparing the next workforce of teachers, nurses, midwives, social workers, and allied professionals. Along with our diverse range of

programmes and research activities, we offer various approaches to learning and delivery to suit you and your commitments. We emphasise a flexible, lifelong learning approach to study - backed up by expertise gained through our pioneering developments in work-based learning and knowledge transfer.

Middlesex has built a strong reputation as a leading innovator in higher education. Many of our programmes are UK firsts and have set the standard for others to follow. Teaching, learning and research in the faculty has a strong emphasis on interdisciplinary activity. Our aim is to link policy and practice, theory and action through quality learning and research. Our excellent skills and technology laboratories: including our recently developed state of the art clinical simulation centre at StoneX, alongside access to high quality practice areas will support your learning. We intervene at the interface between academia and practice and essential to this is our very close partnership working with Schools, NHS Trusts, Local Authorities, and other public and private sector organisations, as well as our local communities and a wide range of UK, EU, and international collaborative partnerships.

We aim to respond to student feedback to improve your experience at the university so that we will deliver the best student experience we can. In return we expect you to engage actively in the learning process, to be fully committed to your studies and determined to succeed.

In your early weeks, this includes reading through this handbook and consulting the other information sources flagged here; you are not expected to absorb everything in detail but to be aware of main documents and their contents. In particular as an enrolled Middlesex student, you have certain rights but also specific responsibilities. For details see the full University Regulations, in particular 'University Membership' ([www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations)), and if you have not already done so, explore UniHub (<http://unihub.mdx.ac.uk>) the student website which contains detailed advice and support to assist you further.

We know it takes time to settle into university life. If you still have questions to ask, your first port of call should be UniHelp (<http://unihub.mdx.ac.uk/unihelp>) which offers face-to-face, email and telephone information and advice, seven days a week. The UniHelp desk is located on the Ground Floor of the Sheppard Library and the advisors there will be pleased to help and direct you.

Here at Middlesex, we are very proud of the achievements of our staff and students, and we look forward to helping you build on your skills and knowledge to fulfil your full potential. Our purpose is to create knowledge and put it into action to develop fairer, healthier, more prosperous, and sustainable societies. We hope that you will join us in this endeavour.

I wish you well in your future studies.

**Dr Carmel Clancy**  
**Professor and Academic Dean**

**Faculty of Health, Social Care and Education**  
**TG 49 Ground Floor Town Hall Annex**  
**The Burroughs, Hendon, London, NW4 4BT**  
**Telephone: +44(0)20 8411 4909**  
**Email: [c.clancy@mdx.ac.uk](mailto:c.clancy@mdx.ac.uk)**  
**Twitter: @CarmelClancy1**  
**[President of the IntNSA \(2020-2023\)](#)**  
**[Director @MyCareAcademy](#)**



## Welcome from your Programme Leader

**We would like to welcome you to your Pre-registration Nursing programme at Middlesex University and to your career as a nurse! We hope you enjoy your programme with us!**

You are preparing to become a registered nurse, who will play a vital role in providing, leading and coordinating care that is compassionate, evidence-based, and person-centered. You will learn to be accountable for your own actions and be able to work autonomously, or as an equal partner with a range of other professionals, and in interdisciplinary teams.

We will be preparing you to be able to make an important contribution to the promotion of health, health protection and the prevention of ill health. You will do this by empowering people, communities and populations to exercise choice, take control of their own health decisions and behaviours, and by supporting people to manage their own care where possible.

As a registered nurse, you will provide leadership in the delivery of care for people of all ages and from different backgrounds, cultures and beliefs. You will learn how to provide nursing care for people who have complex mental, physical, cognitive and behavioural care needs, those living with dementia, the elderly, and for people at the end of their life.

Our pre-registration nursing programme is guided by The Code: Professional standards of practice and behavior for nurses, midwives and nursing associates (NMC 2018a) and the NMC Future Nurse: Standards of proficiency for registered nurses (NMC 2018b).

Public safety is central to the NMC standards. As nursing students, you will be in contact with people throughout your education and it's important that you learn in a safe and effective way. The proficiencies you will need to meet are grouped under seven platforms, followed by two annexes. Together, these reflect what the NMC expect a newly registered nurse to know and be capable of doing safely and proficiently at the start of their career.

The platforms are:

1. Being an accountable professional
2. Promoting health and preventing ill health
3. Assessing needs and planning care
4. Providing and evaluating care
5. Leading and managing nursing care and working in teams
6. Improving safety and quality of care
7. Coordinating care

You must also be able to demonstrate a greater depth of knowledge and the additional more advanced skills required to meet the specific care needs of people in your chosen fields of nursing practice.

## **Welcome to your Pre-registration Nursing Pathway – BSc (Hons) Nursing Adult, Mental Health, Child**

You have chosen one of three routes through our BSc (Hons) pathway to Pre-registration – to prepare you for admission to a chosen part (Adult, Mental Health or Child) of the Nursing and Midwifery Council (NMC) Register, and to achieve the academic award of BSc (Hons) for which you are enrolled.

You will have come to the start of this programme from a variety of backgrounds, and with a wide range of useful life experiences. We want to help you build upon your experiences so far and make these contribute to the successful completion of your programme, thereby ensuring you have developed the appropriate employability skills.

The programme will provide you with a strong foundation on which to build the rest of your nursing and academic career. We will assist you in developing vital skills to do this, i.e. skills to learn, and skills to care for others. Your skills for caring will commence from the start of the programme. Caring for people / patients / clients is central to nursing. In order to do that effectively we need you to be healthy and prepared for this. A number of measures will be introduced throughout your programme to enable this to be achieved.

### **Fields of Practice**

All students share learning across all years with students from all fields of practice. There are both generic and field components in all modules that are studied by all students. Theory and practice are integrated through all modules within each year of the programme pathways.

### **Adult Nursing**

This field of nursing leading to registration as a Registered Nurse (Adult) will help you to acquire the knowledge, skills, and attitudes to be able to practice autonomously, compassionately, skilfully and safely whilst maintaining dignity and promoting health. It will enable you to meet the essential physical and mental health needs of people of all ages and abilities who come into your care with diverse health conditions that can be acute or long-term.

The ethos of Adult nursing is patient-centred, acknowledging the differing needs, values and beliefs of people from ethnically diverse communities and an age group ranging from young adulthood to the older person. You will be working in partnership with other health and social care professionals and agencies, and service users and carers in a range of community and hospital-based settings within the NHS and independent sector.

### **Mental Health Nursing**

This field of nursing leads to registration as a Registered Nurse (Mental Health). Mental Health nurses play a vital role in supporting people who experience a huge variety of mental health problems in Community and hospital settings. As well as being hugely rewarding, mental health nursing offers a wide range of developmental career opportunities, didactic choices and the prospect of specialising in related areas such as addictions, forensics, child and adolescent mental health, eating disorders, and psychological interventions. Learning occurs by integrating theory into practice through a range of evidenced based teaching strategies: Lectures from academic clinical and service user experts, high-fidelity simulation, concept

mapping, role playing, group work, problem-based learning and digital learning. Teaching strategies engage students in an active learning process, and the modules allow you to develop your clinical competence, knowledge and skills in helping people to recover from a wide range of mental health problems. This course equips you with the knowledge and skills necessary to provide advanced, comprehensive care to children, adolescents, adults, and older adult clients with mental health issues and psychiatric disorders. Learning is underpinned by the notion that co-production is vital, and that service users are experts in their own recovery. With that in mind, we have a co-production centre and a centre for transcultural nursing which promotes inclusivity and empirical evidence in this field.

### **Children's and Young People's (CYP) Nursing**

This field of nursing leading to registration as a Registered Nurse (Child) will prepare you to assess, plan implement and evaluate care for the child/young person (under 18 years) with both acute and long-term conditions in a variety of hospital and community settings. The programme will help you to acquire the knowledge, skills and attitudes to be able to practice autonomously, compassionately, skilfully and safely whilst maintaining dignity and human rights. The programme will prepare you to implement family centred strategies and understand the role of the Children's Nurse as an advocate for children/young people and their families and carers. You will learn how to work collaboratively with children/young people and their family and carers and other health and social care professionals and agencies, to promote health and well-being.

The academic and professional requirements are detailed within this handbook and you are strongly advised to read this from the start of your programme.

It is important to the programme team that you enjoy your student experience at Middlesex University, whilst ensuring you become competent and safe practitioners. We will seek feedback from you and make every effort to support and guide you in your achievement of this.

### **We wish you well for the next three years and your future nursing career**

Brenda Munro- Programme Lead, BSc (Hons) Adult Nursing  
[Brenda.munro@gov.gg](mailto:Brenda.munro@gov.gg). The Institute of Health and Social Care Studies, The Guernsey Institute, Princess Elizabeth Hospital, Guernsey. The Guernsey Institute

Tel: +44 (0)1481 225247 Internal: 25247



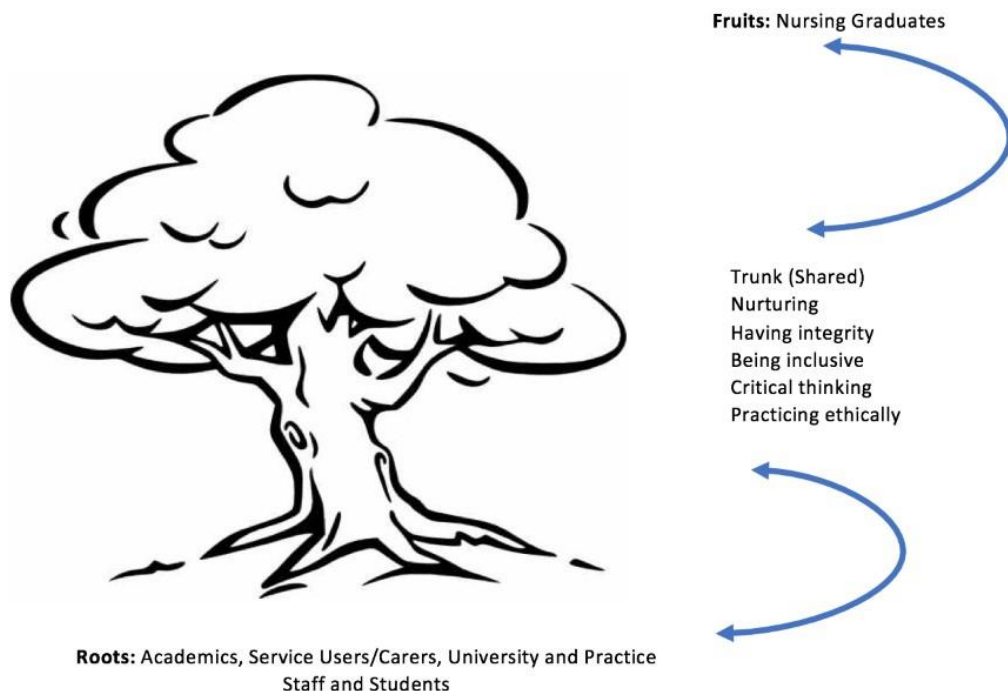
## Our Programme Values

Our programme values were developed in partnership with academic staff, clinicians, service users / carers and students. The values underpinning our pre-registration nursing programme reflect the values of Middlesex University and the NHS. Students undertaking our pre-registration nursing programme will do so in a University where we put students first, with practice partners who support our values. Students will be part of a programme that has been developed and taught in collaboration with a wide range of stakeholders, including students, staff from across health and social care and service users; we believe in making our best better by working together.

We will demonstrate, through our teaching and the development of our students, the importance of acting fairly, with integrity, purpose and respect and the need for all students to meet the NMC Code (NMC 2018a).

We believe that students engaged in our pre-registration nursing programme will achieve the required knowledge and skills (including caring, leadership, critical reflection, research capability and innovation skills) to transform the future of healthcare and healthcare provision, constantly improving on what has gone before.

Using Peplau's model of nursing for inspiration, we can show how our pre-registration nursing programme reflects the interpersonal relationships underpinning the development of the Middlesex University graduate nurse.



## **Academic Calendar**

Your detailed programme calendar for the BSc Nursing programme is published in the programme areas of the specific fields on MyLearning found on UniHub.

Each academic year is 52 weeks of which:

- 25 weeks is for theory (this will include learning and assessment weeks as well as personal development weeks)
- 14-20 weeks practice including a total of 4 weeks of simulated practice-learning (the amount of practice weeks will differ for each year)
- 7 weeks holiday which is spread across the year

University Academic Calendars can be found at:

<https://unihub.mdx.ac.uk/student-life/important-documents>

## Part One - Programme Details

### Your Programme Team

Your programme is delivered and supported by a team of enthusiastic, experienced academics, clinical practitioners and administrative staff. The following members of staff have a major input into your programme and you will be able to find most of these, as well as other important contacts listed in your [Key Contacts](#) on myUniHub;

<https://myunihub.mdx.ac.uk/web/home-community/mymiddlesex>

Throughout your time at Middlesex your Academic Advisor will be your point of contact to help you through the challenges and celebrations of your academic progress. Academic Advisor's are organised by your Department and therefore may operate slightly differently across the University. Information on the support provided by Academic Advisors is available at <https://unihub.mdx.ac.uk/study/academic-advisors>

Key staff and their details are listed below:

#### Adult Nursing

<b>Title</b>	<b>Programme Leader</b>	
Name	Brenda Munro	
Campus	The Institute of Health and Social Care Studies, The Guernsey Institute, Princess Elizabeth Hospital.	
Telephone	Tel: +44 (0)1481 225247	Internal: 25247
Email	<a href="mailto:Brenda.munro@gov.gg">Brenda.munro@gov.gg</a>	

#### Practice Based Learning

<b>Title</b>	<b>Guernsey Strategic Lead for Practice Learning</b>	
Name	Esther Reid	
Campus	The Institute of Health and Social Care Studies, The Guernsey Institute, Princess Elizabeth Hospital.	
Telephone	01481 225251 Internal 25251	
E-mail	<a href="mailto:Esther.reid@gov.gg">Esther.reid@gov.gg</a>	

#### Programme Administrators:

Joanna Anastacio, Senior Programme Manager, The Institute of Health and Social Care Studies, The Guernsey Institute, Princess Elizabeth Hospital. [Joanna.anastacio@gov.gg](mailto:Joanna.anastacio@gov.gg) ,  
Tel: +44 (0)1481 225245 Internal: 25245

Jenna Holloway, Assistant Administrator, [Jenna.Holloway@gov.gg](mailto:Jenna.Holloway@gov.gg), The Institute of Health and Social Care Studies, The Guernsey Institute, Princess Elizabeth Hospital.  
 Joanna.anastacio@gov.gg , Tel: +44 (0)1481 225244 Internal: 25244

<b>Programme Leader</b>	<b>Staff Name</b>	<b>Contact Details</b>
Adult BSc Programme Leader	Brenda Munro	<a href="mailto:Brenda.munro@gov.gg">Brenda.munro@gov.gg</a> The Institute of Health and Social Care Studies, The Guernsey Institute, Princess Elizabeth Hospital. Tel: +44 (0)1481 225247 Internal: 25247
<b>Programme Support</b>		
Nursing Clinical Skills	Jessica Gauvain	<a href="mailto:Jessica.Gauvain@gov.gg">Jessica.Gauvain@gov.gg</a> The Institute of Health and Social Care Studies, PEH 01481 225242 Internal 25242
Clinical Placements	Lisa Murray	<a href="mailto:Lisa.Murray@gov.gg">Lisa.Murray@gov.gg</a> The Institute of Health and Social Care Studies, PEH 01481 225243 Internal 25243
<b>Librarian</b>		
Librarian	Anne Marie Nolan	<a href="mailto:AnneMarie.Nolan@gov.gg">AnneMarie.Nolan@gov.gg</a>

Your module teachers will direct your studies and ensure that you know what work you need to cover in any given module. You can seek advice from academic staff either during their office hours or by email or telephone.

If you email a member of staff you should expect to hear back from them within 3 working days, if you do not, please email your Programme Leader.



Below is the list of core academic staff for your programme:

<b>Teaching Staff on the BSc Nursing Programme</b>		
<b>Name</b>	<b>Telephone</b>	<b>E-mail</b>
Jessica Gauvain	Tel: +44(0)1481 225242 Internal: 25242	<a href="mailto:Jessica.gauvain@gov.gg">Jessica.gauvain@gov.gg</a>
Kate Wilesmith	Tel: +44(0)1481 225264 Internal: 25264	<a href="mailto:Kate.wilesmith@gov.gg">Kate.wilesmith@gov.gg</a>
Lucy Fleming	Tel: +44 (0)1481 225246 Internal: 25246	<a href="mailto:Lucy.fleming@gov.gg">Lucy.fleming@gov.gg</a>
Lisa Murray	Tel: +44 (0)1481 225243 Internal: 25243	<a href="mailto:Lisa.murray@gov.gg">Lisa.murray@gov.gg</a>
Rachael Major	Tel: +44 (0)1481 225250 Internal: 25250	<a href="mailto:Rachael.major@gov.gg">Rachael.major@gov.gg</a>
Sue Fleming	Please make contact via email	<a href="mailto:Sue.fleming@gov.gg">Sue.fleming@gov.gg</a>

## Your Programme

We have designed this programme to help you develop the knowledge and skills to be able to care for people in their own home, in the community or hospital and/or in any health care settings where their needs are supported and managed. Throughout your studies we will be preparing you to work in the context of continual change, challenging environments, different models of care delivery, shifting demographics, innovation, and rapidly evolving technologies.

Increasing integration of health and social care services means that you will need to be able to negotiate boundaries and play a proactive role in interdisciplinary teams once you qualify. We will work with you to ensure you develop the confidence and ability to think critically, apply knowledge and skills, and provide expert, evidence-based, direct nursing care which lies at the centre of all registered nursing practice.

The programme is three years in length and prepares you for your chosen field of nursing, Adult, Mental Health or Children's Nursing. However, it is worth noting that the proficiencies and outcomes you need to meet have been designed by the NMC to apply across all four fields of nursing practice (adult, children, learning disabilities, mental health) and all care settings. This is because as a registered nurse you must be able to meet the person-centred, holistic care needs of the people you will encounter in your practice who may be at any stage of life and who may have a range of mental, physical, cognitive or behavioral health challenges.

The programme team will support your learning needs, which will change through the three years as you progress to becoming a more independent learner and autonomous practitioner. The programme has been developed and is delivered, collaboratively between University and practice placement settings in the NHS and independent sector. It comprises 50% theory and 50% practice learning in terms of programme hours required for registration. However, theory and practice are integrated throughout your programme and there is equal weighting in the assessment of practice and theory in contributing to your final award.

Your 50% of practice learning (2300 hours) will consist of clinical placements as well as simulated practice learning. The simulated practice learning may include up to 450 hrs practice learning over your whole programme. 'Simulated practice can replicate, support and complement practice learning scenarios through a wide range of methodologies' (NMC, 2023a). Simulated practice provides an immersive experiential learning approach where as a student you will be able to practice and hone your skills in a safe environment. Your simulated practice learning will be delivered at the Institute of Health and Social Care studies, whereby a range of clinical scenarios will be contextualised and you will be supervised to reflect practice learning with real people. Each simulated practice learning experience will be facilitated and supported by a member of staff who is working in the role of a Practice Supervisor in line with the NMC standards for student supervision and assessment (SSSA) (NMC 2023b) and will have received preparation for this role.

With our placement provider partners, we will ensure that your programme meets the NMC proficiencies required for registration.

## Professional, statutory and regulatory body requirements

Please read carefully your **Essential Guide for Pre-registration Nursing, Nursing Associate and Midwifery Programmes** <https://mdx.mrooms.net/course/view.php?id=28850>

### The NMC Code

The NMC Code outlines the standards of conduct, performance and ethics that is expected of nurses, midwives and nursing associates. The NMC Code sets out common standards of conduct and behaviour for those on the NMC register. This provides a clear, consistent and positive message to patients, service users and colleagues about what they can expect of those who provide nursing or midwifery care. These standards are not just those of the NMC but are the standards that patients and members of the public tell the NMC they expect from health professionals. They are the standards shown every day by those on the NMC register. They are a key tool in safeguarding the health and wellbeing of the public.

As a student on the Pre-registration Nursing programme we and the NMC expect you to adhere to the standards of practice outlined in The Code. This publication is also available on the NMC website <https://www.nmc.org.uk/standards/code/read-the-code-online/>. It is your responsibility to read this carefully and apply the guidance throughout the programme, making particular note that this guidance applies not only to your time spent in the University or on placement, but to your personal life too. The University is required by the NMC to have established a Fitness for Practice Panel that is responsible for making a judgement on whether a student's fitness to practise is impaired. Any student who is found to be unfit to practise would be unable to continue on the Pre-registration Nursing programme. The **Fitness for Practice policy** is available in the Essential Guide for Pre-registration Nursing, Nursing Associate and Midwifery Programmes and on your programme website.

### Disclosure and Barring Service (DBS) clearance

As this is a professional programme, you are required to undertake a DBS clearance. You are advised to discuss any relevant issues regarding this with the Contract Operations Manager. You are also required to complete a Declaration of Health and Good Character form at the start of each academic year and in addition on completion of your programme in Year 3. It is essential that you declare any subsequent warnings / reprimands / cautions / convictions / bind overs / police or social service investigations that are underway and any change in your health status, whilst you are on the programme.

If you need to discuss any of these issues, you are advised to discuss this with your Programme Leader or your Academic Advisor urgently. It is essential that you keep your original copy of your DBS clearance as we do not have a copy. You are also strongly advised to keep a separate note of the reference number in case you lose your DBS clearance form. If you do lose it you should contact the DBS, giving them the reference number, and make arrangements for them to send you a new copy. Please note that the University is not allowed to make a copy or disclose any information about your DBS record to a third party. The only information provided to any placement provider is confirmation that a DBS enhanced disclosure has been undertaken, reviewed and you have been cleared to practice. A copy of the **Guidance on Disclosure and Barring Service issues** is available in the Essential Guide for Pre-registration Nursing, Nursing Associate and Midwifery Programmes.

### **Occupational Health Clearance**

Your place on the programme is conditional on receiving occupational health clearance – and this is done in the first part of the programme before your placements commence. Clearance will be confirmed by the relevant Occupational Health department that has undertaken the health screening, and you have received any immunisations that are required as identified by the occupational health doctor. If occupational health clearance has not been given you are not allowed to commence placement, so it is vitally important that you attend any appointments that you are given on time. Sometimes the occupational health doctor will advise that certain adjustments are made to allow you to undertake the course. If this is the case the information will be shared with Director of Programmes & the Programme Leader for your field who will take responsibility for reviewing the recommendations and implementing them wherever this is possible.

### **Completion of your programme**

The NMC requires that all students must register with them within 5 years of successful completion of this programme. Programme completion requires all modules to be passed, required hours of 2300 hours minimum theoretical learning and 2300 hours minimum practice learning are confirmed and for there to be no Fitness for Practice case underway. Programme completion to the NMC is then confirmed by your Programme Leader, who is a registered nurse on the same field of practice that you are undertaking.

In the event of a student failing to register their qualification within five years of completion of this programme they will have to undertake additional education and training or gain such experience as specified in the standards of proficiency for registered nurses.

### **Good health and character declaration**

At the end of your pre-registration nursing programme all students are required to have a written Declaration of Good Health and Character signed by your Programme Leader, indicating that to the best of their knowledge you are eligible to register as a nurse with the NMC. Accumulated unauthorised absence may impact on the confirmation of good character required by the NMC. You will be asked to complete a self-declaration of good health and character as you progress to each year of the programme, and again prior to completion. Once the University confirms completion and signs the Declaration of Good Health and Character, the NMC will send the successful student a registration pack, which must be completed and returned to the NMC. You are required to disclose any criminal record you may have and the NMC will ask the University to confirm that this was disclosed to them either before commencing the programme, or during the programme if the offence occurred during the programme. If the University cannot confirm disclosure, then the NMC are unlikely to register you.

### **Progression on the programme**

The progress of all students will be reviewed regularly throughout your programme. This takes place at key points in the academic year and is dynamic and ongoing. In order to proceed from one year of study to the next and in line with NMC requirements and University regulations, all students must:

- Successfully complete and pass all module assessments, for the BSc Nursing programme, there is no compensation of modules
- Meet professional requirements for progression, including attendance of both practice and theoretical content. For further information relating to practice learning, see the Attendance Policy in the Essential Guide for Pre-registration Nursing, Nursing Associate & Midwifery Programmes.

If you do not meet the requirements to progress to the next academic year it will result in discontinuation off the programme due to academic failure or having to interrupt from the programme for a minimum period of 1 year if there are extenuating circumstances that have prevented you from meeting the criteria to complete the academic year and progress. **Please note that there is an expectation that the programme is normally completed within 5 years of enrolment and can only be extended to 6 years if there are exceptional circumstances.**

In such exceptional circumstances and providing there is good evidence to support this, students may request an exceptional extension to their programme. This request will be reviewed on a case by case basis by the relevant Director of Programmes, in conjunction with the Head of Practice-based Learning. This may result in an exceptional extension to a student's programme of no more than one year, meaning that the programme must be completed within 6 years of commencement.

The following criteria will be used to arrive at a decision to extend a programme beyond 5 years:

- The circumstances are beyond the student's control and were notified to the University at the time they were first known to the student
- The student will have successfully completed all components of the programme to date, at the point of requesting an exceptional extension
- The student will have no outstanding disciplinary or fitness for practice concerns
- If a student is just returning to complete outstanding practice hours, then a period of theoretical preparation may be required prior to the placement commencing

## Attendance

Middlesex University is keen to support all students to help enhance their academic potential. One of the ways we can do this is by monitoring attendance which will allow us to work with you to resolve issues that may prevent you from attending.

Studies have shown that a good attendance record has a positive impact on performance and therefore is an important factor in helping you to fulfil your academic potential. If your attendance is unsatisfactory, we will review your complete record.

If you experience difficulties beyond your control, which prevent you attending, you should notify your tutor who may be able to offer support and guidance. The University Regulations (C2.1) state every student must attend those teaching sessions specified in the regulations governing the module/programme. In addition, Student Finance England and the Home Office

(in the case of international students) require attendance to be monitored. Full details of attendance monitoring policies can be found [here](#).

**Please refer to the Attendance Policy within the Essential Guide for Pre-registration Nursing, Nursing Associate & Midwifery Programmes as this is a professional programme. Additional information can also be found in individual module handbooks regarding module attendance.**

### **Things you should know about attendance**

Your punctuality and attendance are important, not just for you but for your cohort and peers. If you are frequently late or your attendance falls below the required amount specified in the Attendance Policy (section 3.4) in the Essential Guide for Pre-registration Nursing, Nursing Associate & Midwifery Programmes, your record will be reviewed.

- Many parts of the University now use an electronic register to monitor attendance
- It is your responsibility to ensure your attendance is recorded and as a professional courtesy you should let your lecturer know if you are going to be, or have been absent
- If you consistently miss sessions you will be contacted by the Programme Leader, your Academic Advisor or the Senior Programme Manager

Students should make sure they have their student identity card when attending sessions.

### **Confidentiality in written work**

Please see policy for Managing Breaches of Confidentiality in Academic Work within the Essential Guide for Pre-registration Nursing, Nursing Associate & Midwifery Programmes and individual module handbooks.

### **Interrupting or withdrawing from your programme**

Please see policy for Leaving and Returning to Pre-registration Nursing, Midwifery & Nursing Associate Programmes in the Essential Guide for Pre-registration Nursing, Nursing Associate and Midwifery Programmes.

### **Fitness for Practice/ Professional capabilities**

If at any time during your programme there are any concerns about your professional conduct, then you may be referred by the Care and Concern team to the Fitness for Practice Panel who are responsible for providing professional judgements on Fitness for Practice issues (see Essential Guide for Pre-registration Nursing, Nursing Associate and Midwifery Programmes). There may also be a requirement for students to be referred to the Health and Disability Panel as required.

## Recognition of Prior Learning (RPL)

### The NMC define Recognition of Prior Learning (RPL) as:

*“a process that enables previous certificated or experiential learning to be recognised and accepted as meeting some programme outcomes, this means it includes both theory and practice achievement”.*

The amount of learning that can be accredited is generally up to a maximum 50% of the programme mapped to the standards of proficiency for registered nurses and programme outcomes. If prospective applicants are already registered nurses, wishing to gain registration in another field, then it is possible that more than 50% of the programme can be accredited following mapping to the standards of proficiency and programme outcomes.

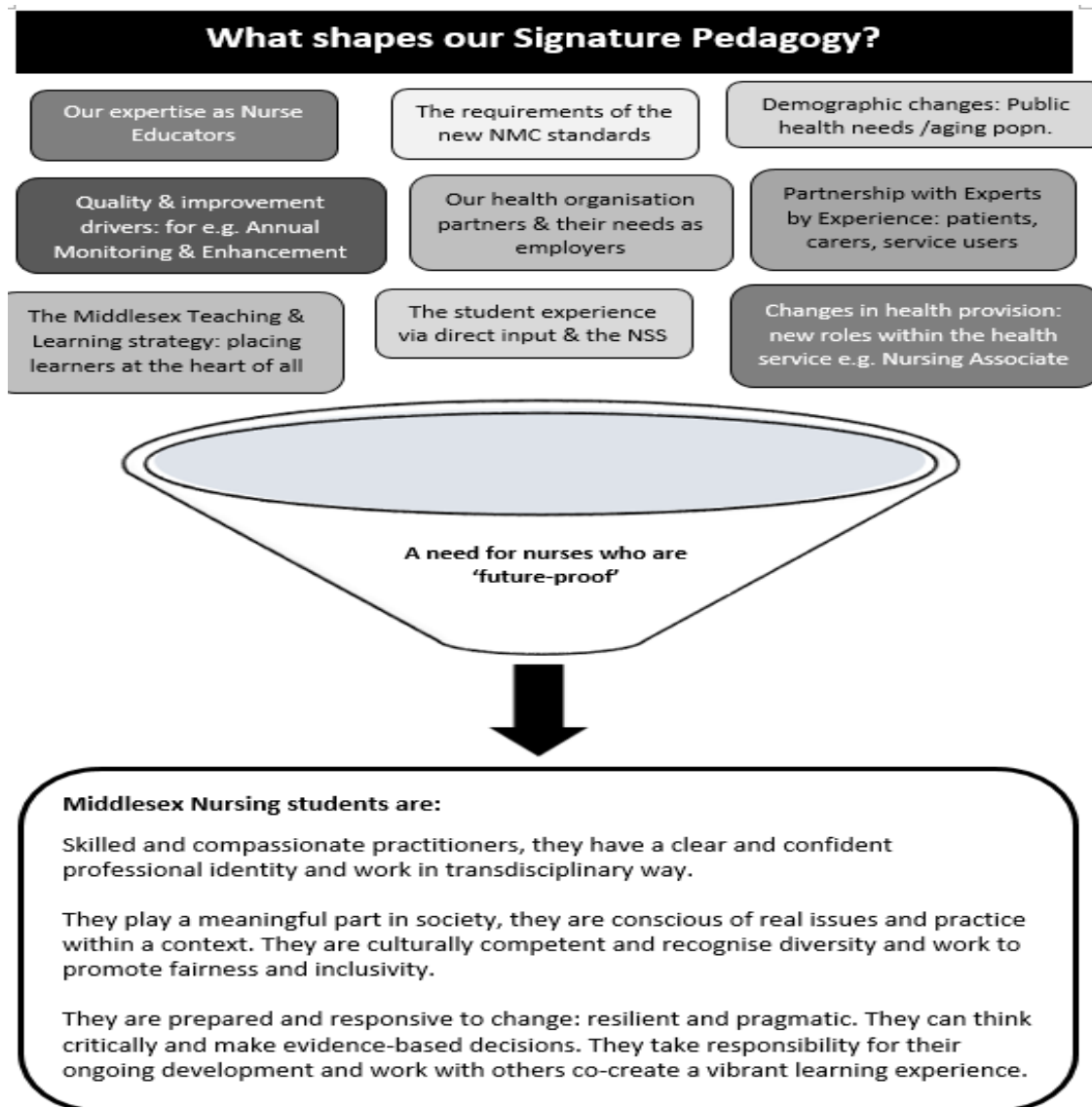
There is a robust process for the Recognition of Prior Learning (RPL) within the Faculty of Health, Social Care and Education for certificated prior learning, and experiential prior learning with External Examiner oversight. Each applicant for this submits the evidence required for RPL, and this is reviewed and moderated by the relevant Director of Programmes and Programme Leader, with a sample being reviewed by the relevant External Examiner. This claim for the candidate(s) is then presented to the School Quality Committee for their consideration and approval. More detailed information can be found on <https://www.mdx.ac.uk/study-with-us/undergraduate/entry-requirements-for-undergraduates/recognition-of-previous-learning>.

If you are making an RPL claim against an NMC approved programme you are required to make a claim for specific credit against named modules in the award/programme. The RPL assessor/advisor, in conjunction with an NMC registered nurse teacher assesses the claim for specific credit and ensures that the claim maps directly against specific programme learning outcomes and proficiencies. Only prior learning which is an equivalent or higher level to the programme under study will be accepted and normally the award should have been achieved within five years of the claim. You should note that award of credits can only be used on one single occasion.

Relevant awards that may be considered for RPL could include:

- A graduate with a post-graduate award in a related subject e.g. biology, social sciences, psychology,
- A previous nursing qualification with live registration on the NMC Professional Register
- A cadet nursing award recognised by the University
- An NVQ at Level 6 or 7 in Health and Social Care or accredited NVQ training qualification recognised by the University
- Experience of practice (experiential prior learning)

## Learning and Teaching Strategies for Pre-Registration Nursing Programme:



More specifically we will use means to encourage:

- Assessment for learning (online quizzes, self-tests, mobile learning devices and apps)
- Building up clinical and theoretical skills and confidence as well as digital competence (classroom encounters of seminars/tutorials with academic staff, skills laboratories, skills practice, video and virtual technological resources)
- Rehearsal and repetition (online learning platforms with resources and guided learning resources)
- Self-motivated and driven learning (authentic examples and drawing on own experiences within clinical areas, simulated practice learning, service user groups and clinicians) and application to practice (experiential learning periods of placement)



- Creativity, criticality and evidence discernment (student led sessions, creative expressions such as e-posters, conferences; challenge and critique of evidence and research including the quality of it, critical enquiry)

### **Simulated Practice Learning**

Simulated practice learning is an integral part of your overall 2300 hrs of practice learning and will compliment your placement experiences in achieving your proficiencies.

We use a variety of low to high fidelity manikins, with full body electronic simulators that can breathe, talk and respond to treatments both in an acute and non-acute clinical situation. In collaboration with our service users we have developed simulated scenarios which are based on real life clinical situations allowing you to gain experience in the assessment and treatment of patients as well as reflection and debriefing.

In addition to technical skills we facilitate the development of non-technical skills which include interpersonal, communication, leadership, teamwork, situational awareness and clinical decision making, all of which form part of your Advanced Communication Skills. To facilitate the development of these essential skills, we use actors who play the part of a patient and support students to practice a variety of skills such as active listening, asking questions, compassion and empathy. Our actors are appropriately trained to respond to, and provide feedback during debriefing sessions. You are also provided with the opportunity to access supervised drop-in sessions where peer learning occurs, allowing students to gain further experience with undertaking clinical skills. Furthermore, you will be able to access an app to enable you to use electronic patient record documentation to consolidate your skills in line with the digitalisation of healthcare.

### **Interprofessional Learning**

Within the Faculty of Health, Social Care and Education, we hold with the belief that interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO 2010). We also believe that interprofessional learning (IPL) will help to create the nurse who is able to promote care that is integrated, individualised and holistic in its broadest sense.

You will find that during your nursing programme, you will have many opportunities for IPL within your placements. These experiences will give you the opportunity to work with other health and social care professionals caring for individuals across the lifespan. This will further help you recognise and value shared knowledge and experience. Each practice experience has a record of interprofessional learning opportunities available and a list of the interprofessional team that you will have the opportunity to work with. These interprofessional learning opportunities are also identified at ward induction.

You will also have opportunities to learn with other professionals within the Faculty of Health, Social Care and Education, as our commitment to foster and build on IPL has been strengthened in particular by high profile cases that have highlighted fundamental weaknesses

in the ways different professions work together, to detrimental effects – this includes events at Mid Staffs, between 2005 – 2008.

You will also be given the opportunity to attend a range of Interprofessional Symposia. Key features of these symposia are:

- All Interprofessional Symposia are open to all Health and Education students – at any stage of study
- They are offered late afternoon – between 1600–1730, on a weekly basis (rotating Wednesday and Thursday evenings) to allow students to complete day time lectures
- All sessions will be videoed
- You will have control to ‘book’ via our event booking system – at the following address: <http://www.eventbrite.co.uk/o/school-of-health-and-education-8344211456>.
- We will monitor students who book and then do not turn up as you may block others who would like to attend
- As a nursing student, you will be expected to show evidence of attending at least one workshop throughout the year, and of accessing learning resources / carrying out the learning activity for an additional online session
- Workshops cover a number of key topics and are offered as part of a ‘rolling schedule’ to address demand – hence some topics might be repeated 2-3 times, others offered just once
- Learning resources – including the videos from each session will be uploaded onto a School IPL Website, for access by all students and staff. These resources will be accompanied by an online activity per session.
- The timetable will run between September through to August each academic year.
- All Clinical Lunches and Postgraduate talks are open to Institute students – at any stage of study

Your interprofessional learning experiences from theory and practice will be further explored and reflected upon in your Academic Advisor groups that run through each year of the programme.

## **Practice Learning and Assessment**

The standards for student supervision and assessment (SSSA) (NMC 2023b) outline the requirements for effective practice learning and assessment

There are three specific aspects to the SSSA to ensure students are provided with safe, effective and inclusive learning experiences. These include:

- 1) Effective practice learning
- 2) Supervision of students
- 3) Assessment of students and confirmation of proficiency

## Effective Practice Learning

Allocation to placements is managed by the placements team who liaise directly with the clinical placement managers/education leads within the various organisations regarding available placement capacity and opportunities.

Placements are planned in advance to ensure you have a range of health and social care experiences across hospital, community and primary care, both in HSC and across the private, voluntary and independent sector to meet the required programme outcomes.

The information regarding your allocation that is sent to the individual areas clearly indicates your level/year so that the placement area can identify the most appropriate person to supervise and assess you and plan appropriate learning opportunities in advance.

Some key principles outlined in the SSSA are:

- There is a nominated person for each practice setting to actively support students and address student concerns
- All students on an NMC approved programme are supervised while learning in practice
- There is sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences
- All students on an NMC approved programme are supervised in practice by NMC registered nurses and midwives, and other registered healthcare professionals

All of these areas have been explored with our partner organizations to ensure they are met and ongoing support from the academic team ensures they continue to be in place.

As a student in practice you work in a **supernumerary** capacity. According to the NMC standards this means that you '*must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting*' (NMC 2023c). You are however still required to contribute to care to promote your learning and development and this contribution will increase over time.

## Roles to support learning and assessment in practice

**The key roles for supporting supervision and assessment in practice are the:**

- Practice Supervisor (PS)
- Practice Assessor (PA)
- Academic Assessor (AA)

Practice Supervisors, Practice Assessors and Academic Assessors have an important role in supporting and guiding you through your learning experience. This includes facilitating any reasonable adjustments you may require to achieve the maximum benefit from the placement. These roles operate across all of practice learning, i.e. in placements and simulated practice learning.

As well as undertaking the required assessments, the role of the Practice Supervisor and

Practice Assessor also includes identifying relevant learning opportunities and creating learning and development plans with you.

A brief outline of these roles is included here but please also refer to your guide to the ePAD and specific guidance in the ePAD.

**Practice Supervisors (PS)** are registered nurses or midwives or registered health and social care professionals. They have current knowledge and experience and are appropriately prepared for the role. They have responsibility to ensure learning opportunities are facilitated, they contribute to assessment, record regular feedback and seek feedback from other supervisors. They will have received preparation for the role and will continue to receive ongoing support and development.

**Practice Assessors (PA)** are registered nurses or midwives with current knowledge and expertise and are appropriately prepared for the role. The PA conducts assessments informed by feedback from practice supervisors, makes and records objective decisions drawing on records, observations, your reflection and other resources. The PA must periodically observe your practice and gather feedback from practice supervisors and other relevant people. This may equate to approximately one day per week. The PA will have scheduled communication with academic assessors at relevant points. They will have received preparation for the role and will continue to receive ongoing support and development.

**Academic Assessors (AA)** are registered nurses or midwives and are nominated for each Part of the programme and are appropriately prepared for the role. This is a member of the university link lecturer team who has a wider role in supporting the team in a specific practice area in their learning and assessment role. The AA will have scheduled communication and work in partnership with your PA to evaluate and recommend your progression for each part of the programme. They will have received preparation for the role and will continue to receive ongoing support and development.

## Assessment of students and confirmation of proficiency

### The Electronic Practice Assessment Document (ePAD)

The ePAD is designed to support and guide you towards successfully achieving the criteria set out in the Future nurse: Standards of proficiency for registered nurses (NMC 2018b) and Standards for pre-registration nursing programmes (NMC 2018d). There will be an ePAD for each Part of the programme. The Part refers to the year of study for practice on the programme e.g. Part 1 is for Year 1

The ePAD makes up a significant part of your overall programme assessment. It will need to be processed through formal University systems. 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.

You will work with and receive written feedback from a range of staff including Practice Supervisors and Practice Assessors and you are required to reflect on your learning. You are responsible for raising concerns with a nominated person in the practice setting in a timely manner. You should also alert staff to any reasonable adjustments that may be required to support your learning. You should ensure you are familiar with the requirements for completing the ePAD and for any queries contact Esther.reid@gov.gg.

The ePAD has been developed to ensure that you are prepared to successfully meet the *Future Nurse: Standards of proficiency for registered nurses* (NMC 2023b) at the point of registration.

The outcome statements have been designed by the NMC to apply across all four fields of nursing practice and all care settings (NMC 2018b) as registered nurses must be able to meet the person-centred, holistic needs of the people they encounter in their practice. The individuals you care for may be at any stage of their life and may have a range of mental, physical, cognitive or behavioral health challenges.

The annexes within the standards of proficiency also apply across all fields and demonstrate what registered nurses should be able to demonstrate at the point of registration. *The level of expertise and knowledge required for both annexes will vary dependent on the chosen field(s) of practice. Registered nurses must be able to demonstrate the ability to undertake these skills and procedures at an appropriate level for their intended field(s) of practice.*

You will have access to **confidential information** when in practice placements. The ePAD should not contain any patient/service user/carer identifiable information. Contents must not be disclosed to any unauthorised person or removed, photocopied or used outside the placement or university.

People must be offered the opportunity to give and if required withdraw their informed consent to student participation in their care and staff in practice will provide guidance as required. Before approaching any patient/service user/carer for feedback you must discuss with your Practice Supervisor/Practice Assessor who will facilitate consent.

## Content of the ePAD for each Part

**Professional Values:** Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code (NMC 2018a). All must be achieved by the end of each placement. As the student you are required to select one example from your practice on each placement to demonstrate how you practice within The Code. Confidentiality in relation to people receiving care and service providers should be maintained. For each placement a different area of The Code should be selected to reflect on.

All professional values must be achieved in all placements. If any have not been met, you will be given one further opportunity and be given additional support and guidance to achieve them. If you are unsuccessful in achieving these on a second occasion within the Part this may affect your progression and you may be referred to the fitness for practice panel.

**Proficiencies:** These reflect aspects of the 7 Platforms, communication and relationship management skills and nursing procedures (NMC 2018b). These can be assessed in a range of placements but must be achieved at least once by the end of the Part. Assessment of proficiencies are undertaken across the Part. If a proficiency is assessed as achieved early in the Part it is expected that you maintain that level of competence and could be re-assessed in subsequent placements during the Part. This is underpinned by Professional Value 8.

To support you progressing effectively through the programme and in utilising the valuable opportunities available across a range of placements certain proficiencies have been identified that can be met in Part 2 **OR** Part 3 of the programme. These are listed in the Part 2 and Part 3 documents and the Ongoing Achievement Record (OAR). The Practice Assessor needs to complete this at the end of Part 2 and Part 3. Any proficiencies not met in Part 2 are then identified as you needing to achieve these in Part 3.

As per the NMC guidance it is important to emphasise that where possible student assessment should occur within the practice setting, however, it is acknowledged that this may not always be achievable in all fields of nursing due to the nature of the service and the model of care delivery. The Pan London guidance on achievement of proficiencies will be followed in such instances ([www.plplg.uk](http://www.plplg.uk))

**Episodes of Care:** This holistic assessment(s) facilitates and demonstrates your progress and must be achieved by the end of the Part. You and your Practice Assessor should identify the appropriate placement and episode of care to complete this assessment.

- Part 1 - There is one episode of care that you need to be assessed on by your Practice Assessor, however you are encouraged to complete one as a formative assessment and this can be undertaken with your Practice Supervisor.

This episode of direct care involves meeting the needs of an individual person receiving care.

- Part 2 - There are two episodes of care in part 2 to facilitate the development of knowledge and skills related to your field of practice.

Episode 1 – this involves the care of a group of people receiving care or an individual with complex care needs. Episode 2 - this involves the care of a group of people receiving care with increasingly complex health and social care needs.

There is no additional paperwork to support the formative assessment of either episodes of care though you are encouraged to print off a copy to facilitate your development.

- Part 3 - There are two episodes of care in part 2 to facilitate the development and consolidation of knowledge and skills related to your field of practice.

Episode 1 - Supervising and teaching a junior learner in practice, based on the delivery of direct person-centred care. Episode 2 - organisation and management of care for a group/caseload of people with complex care covering all seven platforms. There is no additional paperwork to support the formative assessment of either episodes of care though you are encouraged to print off a copy to facilitate your development.

**Medicines Management:** There is one assessment included in each Part and each must be achieved by the end of the Part. You and your Practice Assessor should identify the appropriate placement to complete this assessment. By the end of Part 3 you should be consolidating your knowledge, skills and competence in relation to the safe administration of medicines within the required regulatory frameworks relating to *Future Nurse* (NMC 2018b) *The Code*, (NMC 2018a) and *A Competency Framework for all Prescribers* (The Royal Pharmaceutical Society 2021).

**Patient/Service User/Carer Feedback Form:** Feedback will be sought in relation to how you have cared for the person receiving care. This is not formally assessed but will make an important contribution to your overall feedback.

**Peer feedback:** These records can be completed by your peers i.e. other students who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use this form to obtain feedback.

**Recording Additional Experiences and Feedback:** There are additional pages for you to record reflections on your own learning and pages to record communication and additional feedback from all those supporting learning and assessment.

**Ongoing Achievement Record:** The Ongoing Achievement Record (OAR) is a separate document that summarises your achievements in each placement and with the main document provides a comprehensive record of your professional development and performance in practice. This is available to your Practice Supervisor, Practice Assessor and Academic Assessor within the ePAD.

**Criteria for Assessment in Practice:** Within the ePAD three key statements have been developed to reflect the level of performance that is required of you to demonstrate at the end of each Part as well as the level of assistance that may be required at each stage. By the end of the Part you should be practising independently, competently and confidently. The following three levels of performance are to be met by the end of each Part:

<b>By the end of Part 1</b>	Guided Participation in care and performing with increasing confidence and competence
<b>By the end of Part 2</b>	Active participation in care with minimal guidance and performing with increased confidence and competence
<b>By the end of Part 3</b>	Practicing independently with minimal supervision and leading and coordinating care with confidence

In addition to achieving the required level of performance at the end of each Part you will be assessed against a specified set of criteria related to knowledge, skills, attitudes and values for each component of assessment within the ePAD. These criteria are used to assess you on different placements across the year as you work towards the overall performance level to be achieved by the end of the Part.

If your performance gives cause for concern at the mid-point interview, feedback must be given and an action plan written to enable you to address this prior to the final interview. The Practice Assessor must communicate with and involve your nominated Academic Assessor in this process.

Within the ePAD there are guidelines relating to how the assessment is managed within each university, and you should ensure that you have read and understood these. You should take responsibility for your own learning and know how to access support.

### **Practice experiences in your programme**

Within the pre-registration programme you will have access to a range of learning opportunities to meet the required programme outcomes. This will include a number of hospital and community-based experiences in HSC, Private and within the voluntary and independent sector area. As well as the traditional placement experiences we have a number of unique placements, for example these may be in , general practice, care homes, hospices, child and adolescent mental health units, and special schools. Students from any field may be allocated to these areas in order to meet their required proficiencies, communication and relationship management skills or nursing procedures as required by the NMC.

All experiences are complimented and supported by Simulated Practice Learning experiences which may form up to 450 hrs of your programme.

**Adult Field:** In Year 1 of the programme adult nursing students may gain experiences in mental health as well as field specific areas and experience care across all age ranges. In Year 2 and 3 learning opportunities will be made available to enable you to care for the expectant mother and new born as well as adults across the age range with acute and long-term conditions in medical, surgical, high dependency and community settings.

**Mental Health Field:** In Year 1 of the programme mental health nursing students may also gain experiences in learning disability as well as adult and field specific areas. In Year 2 and 3 of your programme learning opportunities will be made available in rehabilitation, older people services and adolescences with mental health needs and also acute, community based and specialist services.



**Child Field:** In Year 1 of the programme child health nursing students may gain experiences in special schools / health visiting, acute paediatric ward areas, adult and mental health. In Years 2 and 3 of your programme learning opportunities will be made available in neonatal, acute paediatric areas, ambulatory care as well as a range of community-based services including special schools, school nurses and Community Paediatric Nurses.

It is an NMC requirement that practice learning should provide you with experience of 24-hour and 7-day care and so you will be required to work a range of shift patterns. This will include night duty for all students except those on their first practice experience in Year 1.

Your practice experiences will include working with other health and social care professionals, organisations, and agencies to ensure individualised care across the lifespan.

### **Monitoring and enhancing the practice learning environment**

All practice areas must meet statutory and professional body requirements and there is continued emphasis on improving and developing these to ensure that:

- You are provided with relevant learning opportunities – to include a range of opportunities for you to learn with and from other health care professionals.
- Learning opportunities are of a good quality and learning outcomes are achievable
- You are given adequate support and supervision from suitably qualified practitioners
- You are provided with continuous feedback on your performance

Staff within the Faculty of Health, Social Care and Education work in partnership with practice placement providers to ensure that the practice learning environment is conducive to meeting the individual learning needs of the student and a robust process of quality monitoring and enhancement of the learning environment is in place. This process is continuous though does require us to formally visit each practice area and undertake a review of the learning environment every two years as a minimum.

In order to review the consistency and reliability of your practice assessments a number of processes are in place. This includes regular updates for practice assessors, practice supervisors and support from Link Lecturers as well as visits from the External Examiner. In addition to these a specific assessment panel that comprises both clinical and academic members of staff is convened 3 times a year to review the assessment processes and documentation. This is known as the Quality of Practice Learning (QPL)

Evaluating your practice experience will also aid us in monitoring and enhancing the learning environment. In order to ensure the quality of the placement learning environment we ask you as students to provide us with feedback. You will be given opportunities within the placement organisations to provide ongoing feedback whilst on placement and you will also be required to complete a placement evaluation form on return to the university. The feedback will be monitored and managed accordingly and will also feed into the quality review process.

This is a process of constructive feedback and not a complaints procedure. If you wish to make a complaint about your practice area or identify poor practice please discuss with your

Ward Manager, Link Lecturer or Academic Advisor as appropriate who will advise you further on the process to follow. Alternatively please email [Esther.reid@gov.gg](mailto:Esther.reid@gov.gg) A copy of the complaints process is available online for all staff via the mentor website and a copy included in your 'Essential Guide for Pre-registration Nursing, Nursing Associate and Midwifery Programmes'. This process also outlines the actions you should take to escalate concerns about patient / client care.

Practice consolidation events post practice periods are organised to aid review, reflection and consolidation of learning.

**As a student you have a key role in supporting your supervision and assessment in practice and in enhancing the learning environment and can do this by:**

- Demonstrating high standards of professional conduct at all times and be able to articulate the underpinning values of The Code (NMC, 2018a)
- Being prepared for and have a sound understanding of the proficiencies/skills you need to achieve
- Contacting the area in advance to ensure you are familiar with the location and your allocated duties
- Being aware of the name of the person you should speak to in the practice area if you have concerns
- Actively seeking out practice supervisors to support your learning and encourage feedback to be recorded in your assessment document
- Knowing the name of your nominated Practice Assessor and your Academic Assessor from the beginning of the placement
- Having an understanding of the support services available both within the practice area and via the university whilst in practice (information will be available on your programme pages on UniHub)
- Reflecting regularly on your learning in practice and support the learning of others
- Raising concerns promptly and seeking support as required
- Providing feedback on your learning experience both in the placement area and on return to the university to support monitoring and enhancement of the learning environment

**Making a Complaint / Raising Concerns related to clinical practice**

If you wish to make a specific complaint about your practice area or are concerned about any aspect of patient care please discuss with your Ward Manager, Link Lecturer or Academic Advisor as appropriate who will advise you further on the process to follow. Alternatively please email [Esther.reid@gov.gg](mailto:Esther.reid@gov.gg) A copy of the 'raising concerns / complaints process' is included in the Managing Concerns Related to Practice Experiences Policy in your 'Essential Guide for Pre-registration Nursing, Nursing Associate and Midwifery Programmes'.

## Your Programme

### Programme Specification

The BSc (Hons) Nursing programme specification can be found here:

<https://www.mdx.ac.uk/courses/healthcare-and-social-work/nursing> (click on course content tab).

Programme specification PDF link:

[https://www.mdx.ac.uk/\\_data/assets/pdf\\_file/0023/523436/BSc-Nursing.pdf](https://www.mdx.ac.uk/_data/assets/pdf_file/0023/523436/BSc-Nursing.pdf)

### Teaching and Learning Plans

We're doing everything we can to make sure that you continue to get a great learning experience with us from September, with lots of support to achieve your potential, and to do your best when you're learning virtually and face to face:

The teaching on your programme may involve a blend of campus, face-to-face and online learning. This will ensure you get the most out of face-to-face learning, access to campus facilities and support to strengthen the sense of belonging and community at the heart of learning. Online learning will only be encouraged where it clearly helps to strengthen on-campus, in person teaching and encourages you to develop skills as an independent learner.

On the nursing programme content delivery is 75% face to face and 25% online per module.

- The schedule of online and virtual face to face teaching and learning activities will be a mixture of **live** (where everybody meets at the same time) and **self-paced** tasks (which can be completed in groups and individually, within a specific timescale).
- This means that some big group lectures will be online, while some smaller classes or practical activities face to face on campus. There will also be other tasks, available through our virtual learning environment My Learning, which will help you work independently and in groups to complete the learning materials and reflect on your progress.
- We are building in flexibility so that you could also move between this blended learning setup and a fully online virtual learning experience during the term, with a mixture of live activities and self-paced learning tasks (scheduled for completion within a specific timeframe).

The teaching and learning arrangements for your programme are provided at

<https://www.mdx.ac.uk/courses/healthcare-and-social-work/nursing>.

## Your Modules

Below is a summary of the modules that all pathways will study on the programme. You will also see the list of modules you are currently registered for in the MyLearning area on the My Study page of myUniHub: <https://myunihub.mdx.ac.uk/web/home-community/mystudy> or via the MDX app. You will be able to access individual modules and the relevant content for each module including the module handbook which will have detailed information about the teaching and learning activities, relevant reading and module assessment with submission dates. It is important for you to familiarise yourself with the content of each module handbook.

A list of modules for the relevant pathways can also be accessed via the course pages in the links below:

<https://www.mdx.ac.uk/courses/undergraduate/nursing-degree-adult-field>

<https://www.mdx.ac.uk/courses/undergraduate/nursing-degree-child-field>

<https://www.mdx.ac.uk/courses/undergraduate/nursing-degree-mental-health-field>

Below is a summary table of your modules, please go to Appendix 1 of this handbook where you will find how to access the module narratives for all the modules.

Level 4 modules	Module Title	Module Code
<p><b>Year 1 Expansive Learning Modules – 15 credits</b> Exploring the purposes of education in terms of preparing for employment; or developing knowledge and skills for good citizenship; and taking a meaningful role in society. Expansive learning is designed to support the development of self - awareness, confidence, and the capacity to flourish.</p>	Foundations of Expansive Learning	NUR1800
<p><b>Year 1 Professional Knowledge Modules – 15 credits</b> The development of appropriate professional attitudes, knowledge and skills. Promoting safety at work through risk assessment; and influence of culture, emotional intelligence and resilience are explored.</p>	Foundations of Professional Nursing Practice	NUR1801
<p><b>Year 1 Scientific Knowledge Modules – 30 credits</b> Principles, which draw on scientific areas of bio psychosocial and behaviour sciences as related to nursing and health across the life span. The principles of critical thinking and an introduction to evidence based practice are incorporated.</p>	Foundations of Scientific Principles for Adult Nursing	NIP1802
	Foundations of Scientific Principles for Mental Health Nursing	MHN1802
	Foundations of Scientific Principles for CYP Nursing	CYP1802
<p><b>Year 1 Nursing Knowledge Modules – 30 credits</b> Theories and models that shape contemporary nursing practice. Exploring public health, health promotion, and health improvement across the lifespan. Introduction to medicines management. Fundamental nursing knowledge to assess the mental, physical, cognitive, behavioural, social and spiritual needs of the individual and the wider community.</p>	Foundations of Adult Nursing Knowledge	NIP1803
	Foundations of Mental Health Nursing Knowledge	MHN1803
	Foundations of CYP Nursing Knowledge	CYP1803
<p><b>Year 1 Practice Learning Modules – 30 credits</b> 17 weeks practice learning. This will incorporate x3 periods or practice of which one will be out of field. In addition to the delivery of mandatory skills there will be up to 3 weeks of simulated practice learning over the year for all fields to focus on the development of communications and behavioural and psychological skills as well as physical assessment .</p>	Practice Learning 1 Adult Nursing	NIP1804
	Practice Learning 1 Mental Health Nursing	MHN1804
	Practice Learning 1 CYP	CYP1804

Level 5 modules	Module Title	Module Code
<b>Year 2 Expansive Learning Modules – 15 credits</b> To scaffold student learners with tools to expand understanding with increased independence. To provide opportunities to develop in-depth knowledge of a subject of choice to encourage a broader understanding of the context and complexity of current health and social care. To reflect on their own learning journey.	Developing Expansive Learning	NUR2800
<b>Year 2 Professional Knowledge Modules – 15 credits</b> Enables student learner to develop their professional skills in nursing practice. They will build on theoretical knowledge to enhance their clinical and professional skills, with awareness and sensitivity applied to the wider perspective of health and social care economies.	Developing Professional Nursing Practice in Adult Nursing	NIP2801
	Developing Professional Nursing Practice in Mental Health Nursing	MHN2801
	Developing Professional Nursing Practice in CYP Nursing	CYP2801
<b>Year 2 Scientific Knowledge Modules – 30 credits</b> Building on Introduction to Scientific Principles for Nursing, to further develop principles and deepen the knowledge and application.	Developing Scientific Principles for Adult Nursing	NIP2802
	Developing Scientific Principles for Mental Health Nursing	MHN2802
	Developing Scientific Principles for CYP Nursing	CYP2802
<b>Year 2 Nursing Knowledge Modules – 30 credits</b> Building on Foundations of Nursing Knowledge, this develops knowledge and skills required of the graduate nurse to assess, plan and evaluate care across the lifespan that is person centred and evidence based. It will focus on interventions to address mental, physical, cognitive, behavioural, social and spiritual needs further developing principles and deepening the knowledge and application for field of practice.	Developing Nursing Knowledge in Adult Nursing	NIP2803
	Developing Nursing Knowledge in Mental Health Nursing	MHN2803
	Developing Nursing Knowledge in CYP Nursing	CYP2803
<b>Year 2 Practice Learning Modules – 30 credits</b> 22 weeks practice. This will incorporate 2/3 periods of placement (depending on field). In addition to the delivery of mandatory skills there will be up to 5 weeks of simulated practice learning over the year for all fields to focus on the development of communications and behavioural and psychological skills as well as physical assessment	Practice Learning 2 Adult Nursing	NIP2804
	Practice Learning 2 Mental Health Nursing	MHN2804
	Practice Learning 2 CYP Nursing	CYP2804

Level 6 modules	Module Title	Module Code
<p><b>Year 3 Expansive Learning Modules – 15 credits</b> Supporting students to develop their skills in understanding their own learning needs and responding professionally to those of others. To support students to investigate, creatively evaluate, and to respond to complex problems. To provide them with in-depth knowledge of a subject of their choice, and to encourage critical questioning and socially engaged nursing practice.</p>	Consolidating Expansive Learning	NUR3800
<p><b>Year 3 Professional Knowledge Modules – 15 credits</b> Enables student learners prepare for practice as a graduate nurse, by developing professional confidence as leaders within the wider perspective of health and social care economies; to influence evidence based policies; supporting and developing others and initiate change to provide a safe quality service.</p>	Consolidating Professional Nursing Practice in Adult Nursing	NIP3801
	Consolidating Professional Nursing Practice in Mental Health Nursing	MHN3801
	Consolidating Professional Nursing Practice in CYP Nursing	CYP3801
<p><b>Year 3 Scientific Knowledge Modules – 30 credits</b> Building on Developing Scientific Principles for Nursing, to consolidate principles and deepen the knowledge and application. It extends knowledge and application of pharmacological principles that underpin prescribing practice.</p>	Consolidating Scientific Principles for Adult Nursing	NIP3802
	Consolidating Scientific Principles for Mental Health Nursing	MHN3802
	Consolidating Scientific Principles for CYP Nursing	CYP3802
<p><b>Year 3 Nursing Knowledge Modules – 30 credits</b> Building on Developing Nursing Knowledge, this enables the student learner to critically engage with the co-ordination of care delivery for those with complex and long term care addressing mental, physical, cognitive, behavioural, social and spiritual needs, in a range of care settings. This will incorporate principles of co-production with individuals and wider communities.</p>	Consolidating Nursing Knowledge in Adult Nursing	NIP3803
	Consolidating Nursing Knowledge in Mental Health Nursing	MHN3803
	Consolidating Nursing Knowledge in CYP Nursing	CYP3803
<p><b>Year 3 Practice Learning Modules – 30 credits</b> 22 weeks. This will incorporate 2/3 periods of placement (depending on field). In addition to the delivery of mandatory skills there will be up to 4 weeks of simulated practice learning over the year for all fields to focus on the development of communications and behavioural and psychological skills as well as physical assessment</p>	Practice Learning 3 Adult Nursing	NIP3804
	Practice Learning 3 Mental Health Nursing	MHN3804
	Practice Learning 3 CYP Nursing	CYP3804

## Optional modules

Optional modules are usually available at levels 5 and 6, although optional modules are not offered on every programme. Where optional modules are available, you will be asked to make your choice during the previous academic year. If we have insufficient numbers of students interested in an optional module, or there are staffing changes which affect the teaching, it may not be offered. If an optional module does not run, we will advise you after the module selection period when numbers are confirmed, or at the earliest time that the programme team make the decision not to run the module, and help you choose an alternative module.

**There are no optional modules for the BSc (Hons) Nursing programme.**

## Programme costs

Our undergraduate fees are currently £9,250 per year. For a typical three-year degree, the total costs for your studies will be as at January 2019 £27,750.

The following programme-related costs are included in the fees:

- A free electronic core textbook for every module or equivalent essential learning resource for your programme (such as subscription or software license);
- All printing and copying required for your study;
- Self-service laptops available for loan for a maximum of 24 hours;
- Audio-visual equipment available for loan, including digital stills cameras, digital video recorders, digital audio recorders.
- Uniforms – 2 pairs of trousers and 3 tunics each for all students.
- Access to state-of-the-art clinical skills labs facilities

The following programme-related costs are not included in the fees, and you may be required to purchase these to complete the programme. The costs are approximate and may change due to changes in pricing at the retailer;

- Additional nursing uniforms can be provided at a cost of approximately £25-£30, there are discounts available please contact your Programme Leader for information.
- Travel costs to and from placements, however, this can be reimbursed if your travel costs to clinical placement exceeds the cost of attending University from your term time address or residential address
- Additional books that you wish to purchase

Further details on specific additional equipment required which is not included in your fees can be requested from the Programme Leader.

For Guernsey students fees are covered by the States of Guernsey and in addition a bursary scheme is in place for up to £19,000 per annum. Please see your contract for full details.



## Your Feedback Opportunities

Throughout your studies at Middlesex you will be given the opportunity to provide feedback on your programme. Details of all the opportunities available can be found on MyUniHub at <https://unihub.mdx.ac.uk/student-life/your-voice>. View the your impact pages to see what we're doing to implement changes in response to student feedback <https://unihub.mdx.ac.uk/student-life/your-voice/your-middlesex-your-impact>

Each year of every programme is represented by a [Student Voice Leader](#) – a student who is nominated/elected to work with students and academic staff to get feedback on what is good and what needs improving on your programme. They represent you and make students' voices heard, collaborating with academic staff at university to create the best possible student experience, and working with MDXSU's President and Vice Presidents to create changes that will improve Middlesex for everyone.

[Programme Voice Groups](#) (PVGs) are a forum in which students (through the Student Voice Leaders) and academic staff can constructively discuss areas of good practice as well as areas needing improvement, with the collective aim of enhancing the student experience. Student Voice Leaders will not be penalised for raising issues at a PVG. The dates of the Programme Voice Group meetings, minutes and actions from previous PVGs are available in the programme space in MyLearning. Further guidance on the PVGs can be found here: <https://unihub.mdx.ac.uk/student-life/your-voice/become-a-student-voice-leader>

## How your Programme is Quality Assured

You may have not heard the terms 'quality assurance', 'academic quality', 'academic standards' before and now you have you may think they have nothing to do with you, however these terms are important to you and your programme. Full details on what we do can be found [here](#).

The Office for Students (OfS) is the statutory regulator of higher education in England, working in the interests of students and prospective students from all backgrounds. The Quality Assurance Agency for Higher Education (QAA) produce the [UK Quality Code](#) which outlines the key expectations and practices placed on all UK Higher Education providers.

To ensure the high standards and quality of Middlesex University provision, all programmes are subject to the University's academic quality assurance procedures (which include procedures related to programme approval, monitoring and review). A key feature of these processes is the input from external subject experts (external examiners) who ensure that Middlesex awards are comparable to those of other UK higher education institutions, and that the programme curriculum, teaching, assessment and resources are appropriate. You also have a very important role in enhancing our programmes by feeding back on a regular basis via student surveys, Programme Voice Groups and other formal and informal mechanisms. Your feedback plays a major role in programme monitoring and review.

You can learn about what the OfS does for students at:

<https://www.officeforstudents.org.uk/for-students/what-the-ofs-does-for-students/>

You can also learn more about Quality Assurance at: <http://www.qaa.ac.uk/quality-code>

## The Student Protection Plan

One of the Middlesex University core values is 'We put students first'. We have a regulatory framework to support student continuation of study. The Student Protection Plan covers an assessment of the range of risks to the continuation of study for our students, and the measures put in place to mitigate those risks, arrangements for refund and compensation. Full details of the Student Protection Plan are available [here](#)

## Part Two - Resources and Support Available to You

The university has extensive resources and support available to all students. This section briefly lists the different resources and support services available to you and full details can be found on [MyUniHub](#).

### Programme Level Resources

All teaching will take place at the Institute of Health and Social Care Studies as well as within the HSC Trust.

### Library Resources

The University provides a range of support and resources to help you with your studies and full details of the services can be found [here](#). As a Middlesex student you can access and expect the following from the Library:

- a free electronic core textbook for every module you study, or an equivalent essential learning resource for your programme (such as subscription or software license). This is chosen by your Module Leader and can be read online or downloaded to a computer or handheld device and is accessed via MyLearning.
- Access to other learning materials with the most important gathered together on an online reading list created by your Module Leader and Liaison Librarian. Your reading list will be in your module area on MyLearning.
- a variety of ways that you can get help with your studies, including access to **Librarians, Academic Writing and Maths teachers as well as Student Learning Assistants and IT experts** available to help you and provide advice. If your query is more in depth, you can make an appointment with your Liaison Librarian or Academic Writing or Maths teacher, or use the drop-in services advertised, they will also be taking part in your seminars during the year to teach you skills which will help you succeed in your programme.
- Finally, there are online resources which you can use in your own time to study where and when you choose.

### Role of the Academic Advisor (formerly Personal Tutor) within Pre-registration Nursing Programmes

The role of the Academic Advisor is to support you, the student, with your personal and professional development while you are being prepared to become a qualified nurse. This is important, if you are to successfully attain the level of knowledge and skills required for practice and prepare for your educational and lifelong learning needs required for nurses. The Academic Advisor also ensures that you are supported through your academic and clinical performance, by acknowledging challenges that may arise and addressing these promptly.

They will act as a point of contact for their tutees as within the university the role is designed to help students settle into the University; understand the differences between school/college and HE; understand what you need to do to obtain your award; review academic progress; consider postgraduate study / career opportunities; and support your academic and personal progress, directing you to other sources of support as necessary.

Importantly, it also provides a point of oversight for each student, to allow the Academic Advisor to see how their tutees are engaging with their studies.

### Structure for the Academic Advising sessions for PDP

- Each cohort will be divided into Academic Advisor groups at the start of the programme for the personal and professional development process which will run for the duration of the programme of studies
- Each Academic Advisor group will meet 4-6 times per year. Specific times within your timetable will be identified for each group meeting.
- Each group meeting will last approximately 90 minutes providing the opportunity to have a general discussion, share clinical practice experiences to promote learning, peer support and supervision. In addition to the group meeting, students will have the opportunity to have a 1:1 meeting with their Academic Advisor to discuss individual progress.
- Meetings will be documented within StREAM and form a basis for reflection of learning needs and development
- Attendance at the Academic Advisor group meetings is mandatory and recorded. Failure to attend with no good reason may affect your ability to progress to the next year of your programme.

This is an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their own continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes and as a basis for your Nursing and Midwifery Council revalidation requirements on completion of your programme.

## **Student Support at Programme Level**

### **Learning Support in Practice**

You can expect to have an identified staff member to supervise you and support your learning on every placement as this is an NMC requirement. Having a Practice Supervisor is important but your learning does not have to be impeded if he/she is not on duty. There will be physiotherapists, occupational therapists, teachers, experienced health care assistants, play

therapists, art therapists etc. that can share their experience and therefore also support your learning. Year 2 or Year 3 students are also a very valuable resource and they will be keen to develop their teaching and supervision skills and know what it is like being new to an area.

## Local Education Team

In most of the larger organisations and particularly in NHS trusts there are senior staff who support education in practice known as Clinical Placement Managers, Practice Development Leads or Practice Educators. These staff members organise the initial induction to the organisation and often facilitate teaching sessions for students, provide regular support and seek feedback on your experience.

**University Practice Learning Support:** Middlesex University operate a teams-based approach to supporting learners in practice working in partnership with partner organisations to support Practice Assessors and Practice Supervisors. This teams-based approach is led by a University Practice Lead, i.e. a senior member of the academic team who takes on a strategic and advisory role within a partner organisation, leading and supporting the other members of the team.

The University Practice Lead role for Nursing is a more clearly defined role with one University Practice Lead identified per larger organisation or overseeing a cluster of smaller organisations.

The Academic Advisor follows the student throughout their programme, act as NMC Academic Assessor for various Parts in their programme (in line with NMC standards- NMC 2023b) and facilitates a number of 'touch-points' where they meet with you as a student group – approx. 8 per year - divided between university and placement time. The name of your Academic Advisor will be included in your ePAD.

The strategic lead for practice learning and placement facilitator are also available to provide guidance and support and can be accessed by emailing [Esther.reid@gov.gg](mailto:Esther.reid@gov.gg) or [Lisa.murray@gov.gg](mailto:Lisa.murray@gov.gg)

## Student Support Services

UniHelp is the University's central service through which you can access a range of support for the kinds of concerns that might arise throughout your study here, and details of all support available to you can be found [here](#). Some of the services include:

**Counselling and Mental Health Team** - Coming to university can be an exciting and rewarding time. It is also a time of change which can be stressful and a range of difficulties and dilemmas may arise that can affect your life and studies. Talking to a trained professional can help. The Counselling and Mental health Team provides mental wellbeing support and a confidential individual counselling service to help you manage any challenges affecting you emotionally or psychologically that you might face while you study with us. To refer yourself to the Counselling and Mental Health Service, please complete the confidential form from the link below:

<https://unihelp.mdx.ac.uk/counsellingandmentalhealth>

You can also download a mental fitness app and other online wellbeing platforms and self-help guides and programmes to support your mental health.

<https://unihub.mdx.ac.uk/support/health-and-wellbeing/online-wellbeing-platforms>

**Disability and Dyslexia Service** – supporting an inclusive teaching and learning environment which caters for all students. The type of support that might be available includes, but is not limited to:

- Ensuring that your teaching areas are accessible to you
- Providing learning materials in the appropriate format
- Receiving extra time in exams and in-class assessments
- Library support including longer loan periods for your library books.
- Being able to audio record your lectures
- Undertake assessments for students applying for the Disabled Students' Allowance (DSA)
- Offers one to one confidential advice and liaison with Programme staff on your behalf.

The Institute's Equality, Diversity and Inclusion lead arranges DSA Study needs assessments, and offers advice and information on DSA support, assistive technology training, advice and support for disabled students.

**Student Welfare Advice Team** – At Middlesex we understand that many of our students may experience financial difficulties. Contact the Student Welfare Advice Team (SWAT) for information and advice on money and funding matters, and on housing.

**International Student Advice Team** – providing information and advice on visa and immigration concerns, for both international applicants and current international students.

**Chinese Student Liaison Officer** – providing assistance to Chinese-speaking students of our community.

**Student Wellbeing Coordinator** – providing information about and support with health matters.

### **Progression and Support Advisors**

Progression and Support Advisors work with Faculties to help students progress with their studies. You may be referred to a Progression and Support Advisor by your Academic Advisor (formerly Personal Tutor) or other support service when appropriate, to support you through your studies. Progression and Support Advisors are able to assist with:

- A change of personal circumstance (for example a period of illness or bereavement)
- Understanding your progression through the programme, within University and programme regulations
- Changing your programme
- Withdrawing from studies (either temporarily or permanently)
- Changing your mode of study
- Navigating and accessing other support services where students' have complex and/or severe and ongoing support needs.

### **MDXworks Careers & Employability Service**

Middlesex University is committed to supporting you to develop your employability skills; we do this by designing your programme – BSc (Hons) Nursing programme - so that you have the opportunity to develop a key set of employability skills including team-working, self-management, business and customer awareness, communication, problem solving and the application of literacy, numeracy and information technology. Within the final year of the

Nursing programme there will be opportunities that focus specifically on gaining employment with the NHS and independent sectors where you have gained clinical practice experiences.

MDXworks also offer extra-curricular support and opportunities including:

- access to our Service that will help you plan a route into employment, gain skills and experience for the workplace and secure highly skilled graduate level employment
- a range of extra-curricular programmes designed to boost your professional and personal skills; strengthen your CV and LinkedIn profile and prepare you to confidently articulate your story to future employers
- support in starting your own business via our MDXcelerator Student Start-Up programme
- a range of services through our Enterprise Development Hub which is dedicated to nurturing innovative student ideas and supporting students into self-employment and entrepreneurship
- paid work at Middlesex via Unitemps while you study; part-time roles pay the London Living Wage and provide work experience opportunities through our Student Ambassador and Student Learning Assistant schemes as well as our Sport & Recreation Service (which also offers volunteering opportunities).

Full details of opportunities available to you can be found [here](#).

## **Placements and Internships**

Placements and internships options are available across most programmes and the MDXworks team can help you source, apply and secure a placement by offering 1-1 advice through our Faculty Employability Advisers. Please note that placements are not guaranteed and if you secure something, you must speak to the MDXworks team well in advance of starting your placement, so they can approve this for you. You will not be able to go out on placement until approval has been granted. For more details and to upload relevant paperwork, please go to the Pre-Placement Module for your department on MyUnihub. [This is vital if you have a Student Visa as we must report this to the Visa Team in the correct way.](#)

## **Studying or Placement Abroad**

A study exchange or a work placement abroad is a great way to have a fun, life changing experience and broaden your horizons at the same time. Taking part in such a programme or opportunity increases your employability and supplements the value of your degree by exposing you to a new culture, different thinking and a different way of doing things. A broad world view demonstrates to potential employers your ability to understand other perspectives, adapt to varying environments, work with diverse teams and bring an appreciation of insights and practices outside of your own.

Middlesex University offers one of the most comprehensive exchange programmes in the UK. We have over 100 different partners within the European Union and the rest of the world. Funding for some of these study and work placement opportunities may be available.

### **What are my exchange options?**

Currently there are no exchange options for the BSc Programme.

## **Middlesex Students' Union (MDXSU)**

Your Students' Union is here to support you throughout your studies and help you make the most of your time at university. Powered by students, we represent student views in university decisions and campaign on issues that students care about. We create lots of opportunities for you to meet new people at a huge range of social events, develop your skills throughout the year, campaign for change on campus and in the community - as well as even getting a job with us and earning the London Living Wage! Everything we do is for students.

Find out more about your students' union and get involved at [www.mdxsu.com](http://www.mdxsu.com)



## Part Three - University Policies You Should Know

### Programme Regulations

As a student of Middlesex University there are regulations and policies that you should make yourself aware of before you commence with your studies. These regulations detail the rules around assessment, how grades are awarded, and how assessment is conducted. This includes details on unforeseen circumstances ([Force Majeure](#)), academic integrity and misconduct and what you should do if circumstances mean you cannot complete an assessment. Full details of the regulations for all learners at Middlesex can be found at: <https://www.mdx.ac.uk/about-us/policies> (scroll to university regulations)

In addition, the BSc Nursing programme has an exceptional 2<sup>nd</sup> re-sit policy which can be found in the Essential Guide for Pre-registration Nursing, Nursing Associate & Midwifery Programmes.

### Research Ethics

An ethical approach to the undertaking of teaching, learning, assessments and research activities is of central importance to Middlesex University. Due consideration should be given to ethics in all aspects of your programme. Ethical process should be followed and/or ethical approval sought, before you carry out any work involving **human participants, human data, animals/products, precious artefacts, materials or data systems**. This applies to students at all levels of their degree.

Research ethics approval seeks to ensure all work is designed and undertaken according to certain principles of ethical research. These include:

- 1. Primary concern must be given to the **safety, welfare and dignity** of participants, researchers, colleagues, the environment and the wider community*
- 2. Consideration of **risks** should be undertaken before research commences with the aim of minimising risks to those involved – i.e. human participants or animal subjects, colleagues, the environment and the wider community, as well as actual or potential risks to those directly or indirectly affected by the research.*
- 3. **Informed consent** should be freely given by participants, and by a trained person when collecting or analysing human tissue (details on accessing and completing online training for gaining informed consent for HTA purposes can be found below in Section 8).*
- 4. Respect for the **privacy, confidentiality and anonymity** of participants*
- 5. Consideration of the rights of **people who may be vulnerable** (by virtue of perceived or actual differences in their social status, ethnic origin, gender, mental capacities, or other such characteristics) who may be less competent or able to refuse to give consent to participate*
- 6. Researchers have a responsibility to the general public and to their profession; as such they should balance the anticipated benefits of their research against **potential harm, misuse or abuse** which must be avoided*
- 7. Researchers must demonstrate the highest standards of **ethical conduct and research integrity**. They must work within the limits of their skills, training and experience, and refrain from exploitation, dishonesty, plagiarism, infringement of intellectual property rights and the fabrication of research results. They should declare any actual or potential conflicts of interest, and where necessary take steps to resolve them.*
- 8. When using human tissues for research, **Human Tissue Act and Human Tissue Authority (HTA) requirements** must be met. Please contact the relevant designated*

person (DP) in your department or the HTA Designated Individual (DI) (Dr Lucy Ghali - L.Ghali@mdx.ac.uk). Further information is provided below in the section: "Human Tissue Authority Information", see 'Governance Structure' document and SOPs etc.

9. Research should **not involve any illegal activity**, and researchers must comply with all relevant laws.

Within taught degree programmes ethical approval **may** have been pre-sought for research activities that form part of specific modules. Please check with your module tutor/your module guide. Note however that **all students completing a dissertation or independent project** will be required to undertake an ethical review process. Data **MUST** not be collected without first obtaining ethical approval for your research or ascertaining if data gathering has been pre-approved for a module. If you submit work that includes data gathered from or about people without ethical approval this may be treated as academic misconduct and could lead to a fail grade being awarded.

You can apply for research ethical approval using the Middlesex Online Research Ethics (MORE) system which has information and guidance to help you meet the highest standards of ethical research using this link: <https://MOREform.mdx.ac.uk>

Information and further guidance on how to complete a research ethics application form (e.g., video guides and templates) can be found on the MORE MyLearning site\*: <http://mdx.mrooms.net/enrol/index.php?id=12277> (Log in required)

\*Middlesex University Definition of Research document can be located on this site.

## Assessment

The aim of assessment is to support and enhance your learning. Within the context of the profession, assessment will also measure the extent to which you have acquired the necessary proficiencies and skills, enabling your registration on the appropriate part of the NMC professional register.

You will experience a diverse range of assessment methods in both theory and practice. These will be **formative** and **summative** in nature, both being valuable tools for learning as outlined above.

**Formative assessment** is designed to give you feedback on your performance and how it can be improved. As a result you will get detailed feedback on formative assessment by a variety of methods, but not a grade. Formative assessment is an important part of the learning process and has been shown to help students improve both their grades and their learning style. It should offer helpful guidance for your summative preparation, and the two types of assessment (formative and summative) will therefore link together seamlessly to assist you in your preparation. Feedback may be given in writing by tutors or peers, it may be verbal from tutors and / or peers, and it can also be given via audio clips. Other methods also exist and these will be outlined in each individual Module Handbook.

**Summative assessment** is designed to measure the extent to which you have achieved the specific learning outcomes of a module and therefore the grade you will be awarded. Learning outcomes are the specific skills and knowledge that you are expected to demonstrate as a result of undertaking a validated module. Summative assessment should therefore

realistically assess your achievement of all learning outcomes in a secure, transparent, fair and accurate manner.

Overall, modules are assessed using a variety of approaches to assessment - self, peer, group, mentor and online assessments. Whilst the main aim of all assessments is to enhance learning and self-awareness, this broad aim encompasses a number of purposes:

- Enabling you to demonstrate that you have met the module outcomes and skills appropriate to the level of study
- Providing feedback to enable you to learn from experience and then to build on your achievements
- Consolidating your learning
- Assisting you in applying abstract principles to practical contexts
- Motivating you by demonstrating how you are progressing
- Classifying and grading your achievements
- Encouraging you to be writing and practising by demonstrating you have inclusion of an evidence base underpinning in all you do, and working independently and autonomously as you progress
- Providing the Lecturers with feedback on your abilities and progress, and thereby the effectiveness of their own teaching and learning
- Giving an indication on the general achievement of standards that provide performance indicators for meeting the professional standards required by the University and the Professional Bodies

Emphasis will be placed on assessment as a means demonstrating your integration of theoretical knowledge with practice. You can expect to receive clearly defined criteria for assessments that relate to the learning outcomes, learning and teaching strategies and academic level of the module being studied. In order to develop diverse skills, you will be exposed to a range of assessment methods that will enhance your learning. Specific assessment methods are stated for each module in the module narrative and will also be explained in more detail in the module handbook. All learning outcomes in a module are assessed and the mode of assessment is specified and mapped against each outcome.

The nature of assessment is that the programme endeavours to support and enhance your learning and to develop your employability skills. The following are examples of the types and range of assessment you may undertake during your programme of study:

- Care plans that illustrate your ability to utilise nursing frameworks, processes and decision-making strategies to provide and record evidence based care
- Essays that allow investigation of breadth and depth of knowledge as well as understanding, and demonstrate your ability to develop ideas and arguments supported by literature
- Case studies that demonstrate application, analysis and integration of theory and practice and support problem-solving skills
- Online multiple choice examinations and online drug calculations exam

- Presentations (both individual and group) that confirm visual and communication skills as well as creativity in conjunction with your knowledge and understanding of the information delivered and the rationale for care
- Reflective writing that demonstrates understanding and self-identification of learning needs as well as insight and ability to modify behaviours where necessary
- Compilation of portfolio evidence illustrating the integration of theory and practice, and the ability to self-assess your own ability and to plan your future developmental needs
- Professional development pieces (such as CV writing and personal statements)
- Objective Structured Clinical Examinations (OSCE) to demonstrate communication, therapeutic and psychomotor skills for clinical practice
- Practice assessments that foster and enable the development of graduate, transferable and employability skills and particularly focus on the development of knowledge and skills related to care planning, patient assessment, critical reflection, self-assessment, the integration of theory and practice and the development of psychomotor skills

## Summative Assessment Calendar\*

\*Please refer to the specific assessment calendar provided at the start of each academic year

	<b>Autumn Term October - December</b>	<b>Winter Term January - April</b>	<b>Spring Term May - June</b>	<b>Summer Term July - September</b>
<b>Year 1: Level 4</b>				
NUR1800 (15 credits)				Portfolio submission
NUR1801 (15 credits)		Online poster		
NIP/MHN/CYP1802 (30 credits)		Digital presentation and online workbook		
NIP/MHN/CYP1803 (30 credits)		2000 word discussion of a comprehensive patient assessment	Group poster presentation 15min	
NIP/MHN/CYP1804 (30 credits)				Practice Assessment Document (ePAD)
<b>Year 2: Level 5</b>				
NUR2800 (15 credits)			MCQ (self-selected module)	Reflective essay 1500 words
NIP/MHN/CYP2801 (15 credits)		Essay question – 2000 words		
NIP/MHN/CYP2802 (30 credits)		Online workbook and a 15 minute group presentation	Drug calculations exam	
NIP/MHN/CYP2803 (30 credits)		3000 word written analysis of an episode of nursing care		
NIP/MHN/CYP2804 (30 credits)				Practice Assessment Document (ePAD)
<b>Year 3: Level 6</b>				
NUR3800 (15 credits)			MCQ (self-selected module)	Online artefact with 10minute presentation or 1500 word reflection
NIP/MHN/CYP3801 (15 credits)		Leadership essay 2500 words		
NIP/MHN/CYP3802 (30 credits)		Case study analysis 3000 words	Drug calculations exam	
NIP/MHN/CYP3803 (30 credits)		Written proposal of a research/evidence-based quality improvement initiative (5,000 words)		
NIP/MHN/CYP3804 (30 credits)				Practice Assessment Document (PAD)

## **Submission and receipt of assessment**

You will find all the dates and timeframes for your assessments (both formative and summative) within your Module Handbooks and you will be given an Assessment Map at the start of each academic year that will outline all module submission dates to help you plan your learning. Where the module has an examination, this will take place during the University exam periods which are during the month of May. Re-submissions/re-sits will take place in the month of July.

Your module handbooks have the precise details of when and how to submit your coursework. Please refer to this and contact your Module Leader if you have any queries.

## **Exams**

Information about exams, including the timetable and advice on preparing and revising is available on UniHub; [unihub.mdx.ac.uk/study/exams](https://unihub.mdx.ac.uk/study/exams).

**Past exam papers**, if available, can be accessed via the [My Study](https://myunihub.mdx.ac.uk/web/home-community/mystudy) area of UniHub: <https://myunihub.mdx.ac.uk/web/home-community/mystudy>

Please contact your Module Leader if you are concerned about exams.

## **Marking, second marking and moderation**

This takes place following submission of summative coursework and examinations. You can expect your work to be marked and graded according to the criteria for assessment that you will have been given for each Module. Members of the module team do mark all assessments submitted. Scripts that are referred or failed are all second marked, moderation of scripts will occur across all grade bands and will include all scripts that are referred or failed. The scripts are also subject to sample moderation. Moderation means that a panel of Lecturers / Senior Lecturers will randomly sample work across the whole cohort of students who have undertaken the assessment, to ensure that there has been consistency and parity in marking and feedback. In the case of live presentations such as Posters for example, the summative assessments will be recorded for subsequent archiving on DVD disc and scrutiny if required.

## **Return of coursework**

**You are expected to keep a copy of all your coursework and it should be kept somewhere safe as you are responsible for this.** We would recommend storing on your personal one drive, a memory stick or external hard drive. As the marked copy of your work is not normally returned to you it is important you keep a copy so you can understand the feedback you get properly.

**Exam scripts are not returned to any student** however you can obtain feedback on exam performance by contacting your Module Leader.

## Assessment Feedback

Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect and to use the feedback as the basis for learning and to improve your understanding, work and grades.

**Feedback can take many forms and may be informal.** For example it may be given and discussed orally in the classroom, or it may be more formal and delivered in written or audio form from academic staff or fellow students. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of learning and so we provide regular opportunities for **formative assessment**, the purpose of which is to get detailed feedback on your performance so you get a regular update on how you are developing and to prepare you for any summative assessment.

Feedback on summative assessment will be offered in a variety of forms and all your work will be marked and moderated in line with the Code of Assessment Practice which can be found in section M of the University Regulations: [mdx.ac.uk/regulations](https://www.mdx.ac.uk/regulations).

**You will normally be provided with feedback within 15 working days of the published submission date.**

## External Examiners

External Examiners are one way we assure the academic quality of your programme. They are subject experts who help assure that your Middlesex award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Among other things they approve all exam papers before they are taken, attend the assessment board and write a report at the end of the year. You can obtain a copy of the reports on the relevant programme pages.

A sample of all work at Level 4, 5 and 6 is sent to an External Examiner who comments on the quality and consistency of the marking and the feedback to students, in relation to the stated criteria for a given assessment. External Examiners sample Practice Assessment Documents (ePADs) and undertake visits to practice areas, at least once per year. This is agreed with the programme team and the relevant area of clinical practice. Throughout this process we therefore ensure your programme is robustly quality assured and that all students are treated equitably and fairly within practice-based assessment. The role of External Examiners is to ensure that standards are consistent across Institutions at a National Level.

Further information on the role of External Examiners is available at:

[https://www.mdx.ac.uk/about-us/policies/academic-quality/handbook \(section 4\)](https://www.mdx.ac.uk/about-us/policies/academic-quality/handbook (section 4))

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## Anonymous Marking Assessment Policy

We have worked with the MDXSU to create an anonymous marking policy, in response to student feedback. Anonymous marking ensures that your identity (your name, student number and other personal/identifiable information) is not made available to academics when they are marking your work. This means that you can have confidence that your assessments will be marked fairly and consistently. However, there are some forms of assessment for which anonymity cannot be guaranteed and these are recognised in the policy. We believe that it is important to provide you with the support and guidance needed to help you develop and prepare for your final assessments (those which count towards your final grades i.e. summative assessments). Therefore, anonymous marking will not apply to learning activities and assessments that do not contribute to your final grades (i.e. formative assessments). If you require further information and support to understand how anonymous marking works in your programme modules please contact the Module Leader for more information.

The Anonymous Marking Assessment Policy is available at:

[https://www.mdx.ac.uk/\\_data/assets/pdf\\_file/0037/563599/anonymous-marking-assessment-policy.pdf](https://www.mdx.ac.uk/_data/assets/pdf_file/0037/563599/anonymous-marking-assessment-policy.pdf)

## Results Confirmation

At the end of each academic year, module grades are considered and confirmed by an Assessment Board. Following the Board, individual results and your progression status or finalist classification will be made available in the My Study area on MyUniHub.

If any of your results are provisional they will be labelled as such. Further information on your results and assessment can be found in the University Guide, under the Your Study area of MyUniHub, or by seeking advice from your Progression and Support Team Officer. Further details can also be found in the University regulations.

## Grading scales

The University has a 1-20 grading scale, with grade 1 being the highest grade. Level 1 modules, do not contribute to the final classification.

## Academic Integrity and Misconduct

You should be aware of the University's academic integrity and misconduct policies and procedures. Taking unfair advantage over other students in assessment is considered a serious offence by the University. Action will be taken against any student who contravenes the regulations through negligence, foolishness or deliberate intent. Academic misconduct is a corrosive force in the academic life of the University; it jeopardises the quality of education and devalues the degrees and qualifications of the University. Academic misconduct takes several forms, in particular:

- **Plagiarism** – using extensive unacknowledged quotations from, or direct copying of, another person's work and presenting it for assessment as if it were your own effort. This includes the use of third party essay writing services.
- **Collusion** – working together with other students (without the tutor's permission), and presenting similar or identical work for assessment.
- **Infringement of Exam Room Rules** – Communication with another candidate, taking notes to your table in the exam room and/or referring to notes during the examination.



- **Self-Plagiarism** – including any material which is identical or substantially similar to material that has already been submitted by you for another assessment in the University or elsewhere.

Full details on academic integrity and misconduct and the support available can be found at [Academic Integrity | UniHub \(mdx.ac.uk\)](#)

The Academic Integrity and Misconduct policy is available in our Public Policy Statements (under Academic Quality) at: [Our policies | Middlesex University London \(mdx.ac.uk\)](#)

### **Extenuating Circumstances**

Extenuating Circumstances are personal circumstances which have affected your ability to meet an assessment deadline or performance in assessment and are brought to the attention of the Assessment Board when considering your academic performance.

For information about how to apply for Extenuating Circumstances please see information available at <https://unihub.mdx.ac.uk/study/assessment/extenuating-circumstances>

### **Academic Appeals**

An Academic Appeal is a formal request that a decision made by an Assessment Board or Programme Progression Board is reconsidered because of special circumstances. Please see our Frequently Asked Questions (FAQs) for more information on reasons for making an appeal and the process <https://unihub.mdx.ac.uk/study/assessment/appeals>

You can also seek advice from the MDXSU Advice team. <https://www.mdxsu.com/advice>

### **Student Complaints and Grievance Procedure**

Our [Student Complaints and Grievance Procedure](#) allows you to make complaints and ensures your complaint will be treated seriously and investigated as quickly as possible. Please see our [Frequently Asked Questions \(FAQs\)](#) for more information about how we deal with complaints.

<https://unihub.mdx.ac.uk/student-life/your-voice/formal-complaints-procedure>

You can also seek advice from the MDXSU Advice team. <https://www.mdxsu.com/advice>

### **Attendance and Engagement**

Engaging with online and on-campus in-person learning and activities is integral to your success. Middlesex University supports you to achieve your full potential through a number of strategies, all of which provide you with a supportive learning environment online, remotely, face-to-face, or blended.

Further information on attendance and engaging with your programme will be available at your Induction and updates online at UniHub

<https://unihub.mdx.ac.uk/study/assessment/attendance>

## Health and Safety

Information and advice regarding health, safety and welfare is accessible on UniHub. The information resource for Middlesex University students contains a summary of this advice. On this web site you will find useful information on:

- Health related issues such as registering with a doctor, dentist or optician. A summary of key infectious disease and a range of health matters such as minor illnesses, alcohol, drugs and travel.
- Health and safety issues such as the University's Health and Safety policy, first aid arrangements, fire procedures, accident reporting procedures and how to raise concerns. Also, several other key health and safety related policies such as Alcohol and Substance Misuse and No Smoking.
- Personal safety related issues such as, reporting and dealing with crime. These are supported by useful numbers to contact while on campus or in halls.

The University strongly advises you to register with a local doctor on enrolment if you have moved away from home. More detailed guidance on the above will be brought to your attention at the start of your studies.

## Mandatory Training

In addition, as a nursing student to prepare you for clinical practice and to ensure your welfare, health and safety you will need to complete all mandatory training sessions listed below annually:

- Emergency life support
- Moving and Handling (theory & practice)
- Data security awareness
- Safeguarding children and vulnerable adults
- Prevention and management of violence and aggression (PMVA)
- Fire safety training

The above sessions will be timetabled for you to complete each academic and your attendance will be monitored via the attendance registers by the Programme Leader. In Year 1 of the programme this must be completed before you can commence any clinical placement as failure to have completed all mandatory training will result in you not starting clinical placement. In Year 2 and 3 of the programme all training must be completed within the academic year and you will be given the deadline by your programme pathway leader as to when this training needs to be completed by. Failure to meet mandatory training requirements may result in interruption of your studies or you not being able to attend placement.

If you have any specific health and safety concerns please inform your Module Leader immediately and also contact your Programme Leader.

## References

Nursing Midwifery Council (2018a) '*The Code: professional standards of practice and behaviour for nurses, midwives and nursing associates.*' London: Nursing & Midwifery Council

Nursing Midwifery Council (2018b) '*Future nurse: Standards of proficiency for registered nurses.*' London: Nursing & Midwifery Council

NMC (2023a) Simulated Practice Learning: Supporting Information.

<https://www.nmc.org.uk/standards/guidance/supporting-information-for-our-education-and-training-standards/simulated-practice-learning/> ( accessed June 2023)

Nursing Midwifery Council (2023b) '*Part 2: Standards student supervision and assessment.*' London: Nursing & Midwifery Council

Nursing Midwifery Council (2023c) '*Part 3: Standards for pre-registration nursing programmes.*' London: Nursing & Midwifery Council

Royal Pharmaceutical Society (2021) '*A competency Framework for all Prescribers.*' The Royal Pharmaceutical Society  
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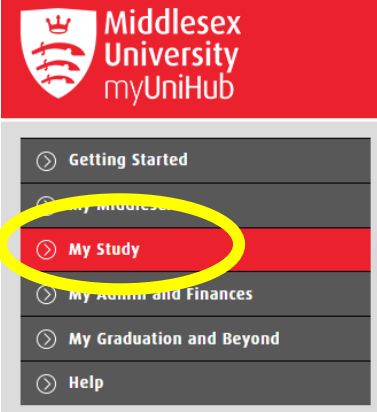
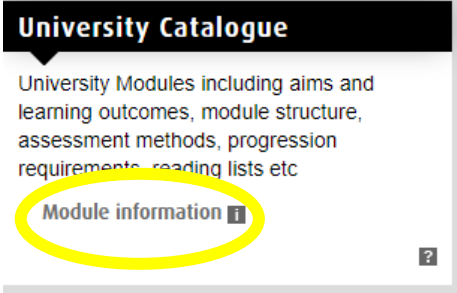
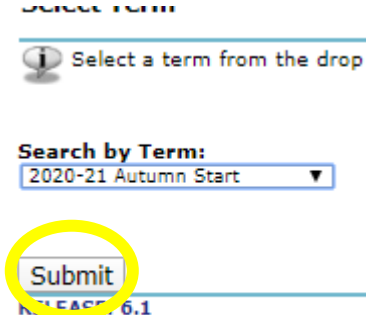
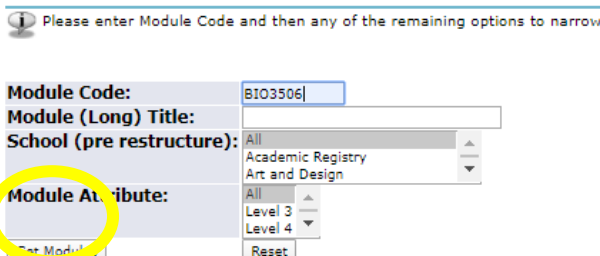
## Appendix 1: How to access Module Narratives

Details of all the modules associated with your programme are provided in the My Study area of myUniHub, so that you can see what is involved in your programme and make any choices over option modules (if applicable). Module Narratives are available on the My Study area of myUniHub at

<https://myunihub.mdx.ac.uk/web/home-community/mystudy>

Details of how to access these are provided below.

Your online reading lists can be accessed from the My Study area of myUniHub. They highlight essential and recommended reading for all modules you are registered on.

Steps	Guidance on accessing module narrative information
1.	Open browser and enter <a href="https://unihub.mdx.ac.uk/">https://unihub.mdx.ac.uk/</a>
2.	Click on myUniHub and enter login information 
3.	Select the My Study option 
4.	From the University Catalogue portlet click on Module Information 
5.	Select the current term and click on submit 
6.	Enter the module code e.g.: BIO3506 and click on Get Modules to display the module narrative information 

## Appendix 2: Curriculum Map

### Curriculum map for BSc (Hons) Nursing

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

#### Programme learning outcomes

<b>Knowledge and understanding</b>	
A1	Technical, professional and clinical skills underpinned by a sound understanding of the principles of accountability
A2	Sound understanding of the principles of autonomy, responsibility and accountability and role within the multi-professional team
A3	Strategies available for meeting the needs of patients presenting with a range of health care problems or challenges
A4	The history, evolution and the unique nature of nursing knowledge for practice
A5	Ethical principles which support nursing practice to be sustainable, resourceful and using their initiative where appropriate.
A6	Understanding of complex problem solving
A7	Scientific principles for therapeutic approaches.
A8	Health informatics, digital literacy in the context of a complex health system application of for care planning, health promotion and care.
A9	The theory and practice of leadership and team work in a complex dynamic health care setting
A10	Political influences on professional practice
A11	Cultural competence, diversity and its elements
<b>Skills</b>	
B1	Engage in critical self-reflection to support lifelong learning and professional practice
B2	Maintain professional standards, improve safety and quality of care and clinical skills to enhance nursing practice
B3	Generate, use and appraise complex data
B4	Developing a professional identity drawing on and appraising influences on the development of professional identity
B5	Practice confidently a range of effective communication skills for various audiences through a variety of routes

Programme outcomes															
A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5
Highest level achieved by all graduates															
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

### BSc (Hons) Nursing (Pathways: Adult (NIP), Child (CYP) or Mental Health (MHN))

Module Title	Module Code by Level	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5
		<b>Level 4</b>															
Foundations of Expansive Learning	NUR1800 (4)					X	X					X	X				
Foundations of Professional Nursing Practice	NUR1801 (4)		X			X				X	X	X	X				
Foundations of Scientific Principles for Adult/Child and Young Persons/Mental Health Nursing	NIP/CYP/MHN1802 (4)	X		X				X				X		X	X		
Foundations of Adult/Child and Young Persons/Mental Health Nursing Knowledge	NIP/CYP/MHN1803 (4)				X			X	X			X		X		X	
Practice Learning 1 Adult/Child and Young Persons/Mental Health	NIP/CYP/MHN1804 (4)		X		X	X					X			X			X
<b>Level 5</b>																	
Developing Expansive Learning	NUR2800 (5)					X			X	X			X				
Developing Professional Nursing Practice in Adult/Child and Young Persons/Mental Health Nursing	NIP/CYP/MHN2801 (5)		X							X	X	X	X			X	

Developing Scientific Principles for Adult/Child and Young Persons/Mental Health Nursing	NIP/CYP/MHN2802 (5)	X						X						X	X		X
Developing Nursing Knowledge in Adult/Child and Young Persons/Mental Health Nursing	NIP/CYP/MHN2803 (5)		X	X	X						X	X		X			
Practice Learning 2 Adult/Child and Young Persons/Mental Health Nursing	NIP/CYP/MHN2804 (5)	X	X	X			X		X					X			X
	<b>Level 6</b>																
Consolidating Expansive Learning	NUR3800 (6)		X	X			X		X				X	X		X	
Consolidating Professional Nursing Practice in Adult/Child and Young Persons/Mental Health Nursing	NIP/CYP/MHN3801 (6)					X				X	X	X		X	X		X
Consolidating Scientific Principles for Nursing	NIP/CYP/MHN3802 (6)	X	X	X				X				X		X	X		X
Consolidating Nursing Knowledge in Adult/Child and Young Persons/Mental Health Nursing	NIP/CYP/MHN3803 (6)		X	X	X		X	X	X					X	X		
Practice Learning 3 Adult/Child and Young Persons/Mental Health Nursing	NIP/CYP/MHN3804 (6)	X	X			X	X			X			X	X	X	X	X