

BSc (Hons) Programme Handbook 2020/2021

Welcome to the BSc Nursing Degree

Dear Student,

I would like to take this opportunity of welcoming you as a student to the University of the West England and to the Department of Nursing and Midwifery. The Department sits within the Faculty of Health and Social Care and you will be studying in a vibrant and stimulating environment. There is a team of experienced and well-qualified academics, researchers, practitioners and support staff here to help you realise your ambitions to become an outstanding practitioner in your chosen field of nursing.

With best wishes

Helen Cox

Deputy Head of Nursing and Midwifery

A warm welcome to the BSc Nursing programme. We hope your time at the University of the West England will be both stimulating and enjoyable. To assist you in understanding the structure of the course and to help you find your way around the University, we have produced this Programme Handbook. Please do read it and keep it safe for future reference. It contains information that will be of use to you throughout your studies. You should ensure you read this handbook in conjunction with the Student Handbook,

We look forward to working constructively with you for the common aim in fulfilling your ambition to achieve the BSc Nursing Degree. On behalf of the Course team, best wishes for your success.

Kind regards

Dr Sera Manning (Programme Lead, BSc Nursing)

The University of the West England is committed to ensuring that people with a disability, including those with specific learning difficulties and/or mental health difficulties are treated fairly. Reasonable adjustments to provision will be made to ensure that students/people with a diasability are not disadvantaged. This handbook can be provided in a variety of formats upon request. This handbook is for advice and guidance only and is not a substitute for the formal Academic Regulations and Procedures of the University of the West England. The University of the West England wants to create an inclusive campus where diversity is celebrated, anti-social attitudes and behaviours are challenged and any type of harassment, assault and discrimination are not accepted. We want you to speak up when you see or hear something that is not right.

Aims of the Handbook

The handbook is designed to provide information relevant to the programme. The information in the handbook may also be provided in a number of other electronic or paper sources and this document provides links to the definitive data sources wherever possible.

Please note that the electronic version of the handbook will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information, please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

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1. Programme Team Information

Programme Leader: Dr Sera Manning

Programme Leader: Lead the day-to-day delivery of the programme to high academic standard whilst also meeting internal and external regulations. Enhance the student experience focussing on the recruitment, retention and achievement of students on the programme and being the key interface with other staff from services, faculties and external bodies where relevant.

Professional Leads:

Darren Stewart /Dr Julie Taylor (Adult) Janine Davey (Mental Health) Zoe Veal / Holly Lavigne-Smith (Child) Jarek Turif (Learning Disability)

Professional leads contribute to the leadership and operational management of the day to day delivery of field specific elements of the BSc (Hons) Nursing Programme to a high academic standard, whilst also meeting internal and external regulations and maintaining quality. In addition enhance the student experience, with particular reference to field specific elements, focussing on the recruitment, retention and achievement of students on the programme and being the key interface with other staff from your field of practice and with the wider BSc (Hons) Nursing team, services, faculties and external bodies, partners and stakeholders where relevant. Professional leads contribute to the overall coordination and activity of the programme, supplying field specific information and expertise.

Module leaders:

The module leader is responsible for the day-to-day management, organisation and quality of a module. The programme is made up of fifteen modules.

Academic Personal Tutor (APT):

Every UWE Bristol student will be allocated to a personal tutor at the start of their programme. The student will be provided with opportunities to meet with their academic personal tutor during the course of their studies.

Academics in Practice (AiP):

Academics in Practice spend a proportion of their time in clinical practice supporting the development of good learning environments. They may offer support to students, mentors, supervisors and assessors when needed and also support students who are not achieving, have been referred or failed in practice.

Practice supervisors

Practice supervisors are registered health and social care professionals who facilitate the achievement of student learning outcomes in practice learning

Practice assessors:

Practice assessors are nurses in practice who conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning. Assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors across the undertaken learning opportunities.

Academic assessors:

The academic assessor will be a member of your university programme team who will collate and confirm achievement of proficiencies at each part of the programme and prior to entry to the register.

External examiners:

External examiners from other institutions are appointed to a suite of programmes to act independently. They work with the faculty in the management of threshold academic standards, ensuring parity of approach to assessment and process across all awards available.

2. Key Faculty Staff

Deputy Head of Department (Nursing and Midwifery) – Helen Cox

The Deputy Head of Nursing and Midwifery has responsibility for all course curricula within the department. They are required to keep abreast of strategic and political developments within the health sector, and encourage academics to thread these changes through their curricula. They work in close partnership with practice colleagues to deliver a high quality educational experience and also maintain an overview on key performance indicators and supports academic staff to deliver the vision of UWE, Bristol.

Associate Head(s) of Department

Associate Heads of Department act as a link between the Head/Deputy Head of Department and the academic team, to deliver high quality education. Associate Heads have responsibility for overseeing specific portfolios / areas of responsibility / projects within the department.

- Undergraduate Learning and Teaching (Nursing) – Dr Maxine Pryce-Miller
- Placements and Employability – Rachel Hadland/Kirsty Davis
- Digital Learning – Rachel Sales
- Simulation & Skills – Lucy Watkins
- Quality Assurance and Enhancement – Carole Irwin
- Research and Enterprise – Dr Sally Dowling
- Business and Workforce Transformation – Rakhee Aggarwal
- Undergraduate Learning and Teaching (Midwifery) – Teresa Shalofsky

3. Programme specific information

The Nursing and Midwifery Council (NMC) sets standards for education, training, conduct and performance for nurses and midwives in the United Kingdom (UK), providing guidance on how to interpret these standards. The NMC designate the status of Approved Education Institution (AEI) on the basis that the provider can meet the required standard to protect and maintain public safety. This status continues to be conferred as long as the provider meets NMC standards and effectively manages risks associated with delivering the programme. The University of the West of England (UWE) hosts a number of NMC approved programmes which lead to entry to, or recordable qualifications on the NMC register and maintain this status through the annual self-assessment report, self-reporting mechanisms, engagement with monitoring events and programme approval and modification processes. The future nurse programme at UWE is predicated upon an ethos, which reflects the NMC Code and meets all NMC standards and requirements for pre-registration nursing programmes. The department's vision and philosophy responds to the current strategic direction for the provision of Health and Social Care, reflecting the enhanced emphasis on developing integrated services focused on innovation and sustainable quality and placing the service user at the centre of the decision making (DH, 2016a and DH,2016b).

This professional course validated by the NMC against the Realising Professionalism: Standards for education and training (NMC, 2018) is a 40 week a year course (average over 3 years) and

although there is annual leave at Christmas, Easter and during the summer, does not necessarily reflect the standard leave dates advertised on the UWE webpages. The academic year dates for the BSc (Hons) Nursing programme differ to the standard university year dates published on the university website, because the course requires students to attend clinical practice and theoretical hours to enable completion of 4600 hours in total. This is to meet the NMC standards for education (NMC 2018). Whilst this 3-year timetable is subject to alteration, we would always strive to *not change* annual leave weeks.

4. Philosophy of nursing, teaching and learning

Our philosophy of nursing education encompasses a flexible, progressive and innovative approach to ensure our graduates are caring, competent and critical thinking nurses. This will be realised by our continued commitment to working in partnership with our local National Health Service, Private and Voluntary sector partners but also forging national and international links. This ensures we represent the breadth of opportunities available in healthcare. UWE aims to provide innovative practice learning opportunities through our strategic planning of placement periods and anticipating future trends in care delivery.

Our philosophy of teaching and learning recognises the value of theoretical and practical experience equally, this is done through our promotion of positive learning communities. Identity of the UWE nurse will be crucial in the teaching and learning activities to ensure that all individuals enrolled on to a nursing programme at UWE will be empowered and proactive; challenging assumptions with an aim of developing knowledge, skills and competence. The UWE nurse seeks out opportunities to enhance their learning and identify continuous development of their practice and that of others. The course ensures that students develop international and inter-cultural perspectives that fit within the undergraduate nursing curriculum and prepare them to join the global market as ready and able graduates. The programme aims to create and maintain an inclusive learning environment utilising educational approaches that take into account multiculturalism, societies' cultural diversity and the contribution of international students.

Realising Professionalism: Standards for education and training (NMC, 2018) has two core standards at the centre of the learning culture. The learning culture prioritises the safety of people and enables the values of The Code to be upheld and to ensure that education and training is valued in all learning environments to enable an innovative, practice focused educational experience that develops adaptable nurses and midwives able to challenge, lead and transform care.

Year 1 Future Nurse Planner

Year One	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5	6							
Placements & Preparation for practice (Includes skills/Simulation)			Induction week											Field specific project	Prep for practice (Includes skills/Simulation)											Sim Project 1 weeks worth of practice hours																							Retrieval period/hours										
Practice modules				Episodes of care 1											Episodes of care 1											Episodes of care 2																																	
Practice placements				Episodes of care 1 (6 Weeks)													Episodes of Care 2 (10 weeks)																																										
Academic modules				Nursing 1																																																							
Assessment weeks																																																											

*Please note these are provisional planners subject to change in view of Covid-19 impact and National, HEE & NMC Guidance**

Year 1				
Title	Nursing 1	Nursing 2	Episodes of care 1	Episodes of care 2
Focus	Preparation for professional practice and learning	Physiology and pharmacology and public health	Placement learning	Placement learning
Assessment	3500 assignment	Presentation - maximum 30 minutes 2 Hour Exam	Completion of the Practice Assessment Document (PAD) and Mandatory preparation for practice	Completion of the Practice Assessment Document (PAD)

Year 2					
Title	Nursing 3	Episodes of care 3	Nursing 4	Nursing 5	Episodes of Care 4
Focus	Complexities of health within each field of practice	Placement learning	Assessment and clinical reasoning	Evidence-based Pharmacology and practice	Placement learning
Assessment	3000 case study	Completion of the Practice Assessment Document (PAD)	Objective Structured Clinical Examination (OSCE)	3000 word assignment	Completion of the Practice Assessment Document (PAD)

Year 3						
Title	Choice modules	Nursing 6	Nursing 7	Nursing 8	Episodes of Care 5	Episodes of care 6
Focus	Various	Health Care Research Methods	Leadership and supervision	Final Project	Placement learning	Placement learning
Assessment	Various	Presentation of a project plan (maximum 15 minutes) with critical questioning (maximum 10 minutes)	20 minute vlog	Assignment 6000 words maximum	Completion of the Practice Assessment Document (PAD) Calculations of medicines assessment	Completion of the Practice Assessment Document (PAD) and completion of 2300 practice hours for the programme. Portfolio to include a graded 1500 word reflective discussion

Learning culture and pedagogy

The programme has been informed by the following pedagogical principles to ensure that your programme supports you to enjoy and achieve your goal to become a registered nurse.

Nursing education very much relies on “learning by doing”. This core attribute of most progressive pedagogies around teaching and learning has been outlined by various authors. Experiential learning is central to many approaches of education and has its foundation in the humanistic approaches of learning, Dewey (1938), Maslow (1968) and Rogers (1961) who individually recognised the value of experience in learning. The exposure to opportunity allows you options to engage in teaching and learning that fosters and develops you as an individual. The Future Nurse curriculum will expose you to a range of learning environments and teaching and learning approaches where experimentation and experiential learning can occur.

Examples of this are debates, ‘show and tell’ and authentic and virtual simulations. A model of coaching that evolves in to action learning will provide a platform for you to develop meaningful learning and understanding through positive reflection.

The principal learning goal is one of transformation, which involves you and nurse educators in facilitation within the academic and practice environment to develop a collaborative relationship. This will enhance and enable you to learn and develop as professionals. Ultimately, the goal of nurse education is to facilitate change and learning as a lifelong concept (Rogers 1983). Brookfield (1986) outlines six principles he believes central to effective facilitation including voluntary participation, mutual respect, collaboration, praxis, critical reflection and self-direction; which is paramount is in the application of theory to practice within nursing. This is not a linear process and often requires repetitive exploration providing the programme with its structural organisation. For example, a scheme of work is introduced to a group of students from all fields of nursing. This will involve exploration from a variety of angles, some of which will be more relevant to certain areas of practice but none are irrelevant (adverse childhood events and adult mental illness). Each field member will come back to their larger group with their initial findings and will share thoughts with the wider team.

Enquiry and exploration are at the heart of the Future Nurse curriculum. The construction of learning through conceptual exploration is more valuable to the deep learning required of the Future Nurse. Therefore, lead lectures will often introduce a concept. An example of this is the role of immunisation in society. The exploration and the enquiry will then ensue and be determined by the student with facilitation from the academic and peers. The physiology of immunity could follow before students embark on the second stage of exploration. Each stage allowing you the opportunity to alter your understanding of the topic. Finally, action learning which is a systematic process of learning by doing may be included by individuals discussing

issues pertinent to practice or reflection on own professional and individual experience. It is envisaged that these approaches will allow you to realise a new meaning for your own role in promoting immunisation.

The holistic and relationship centred pedagogical principle of Social Responsibility ensures that the programme meets the needs of the profession and fosters partnership approaches. This allows you, the student, to challenge your understanding of that interface with policy and service provision. By learning to be a professional, you will need to understand the connection between yourself and society. As social pedagogy is hard to define in its methods (Hamalainen, 2003), the principles of the academic and learner occupying the same space without hierarchy, team work through adapting social groups and adopting learning behaviours of welfare are all present the Future Nurse curriculum. The Future Nurse needs to be able to provide opportunities for service users to change behaviours that could lead to healthier living or to create more productive leadership relationships in healthcare environments. This will be achieved within the curriculum through a numbers of ways including experiential placements outside of the acute sector, enabling you as an individual to re-frame your acceptance of social norms.

Self-Directed Learning

Learning theories, social learning theories and educational frameworks are the philosophical foundations that are expected to guide educators in instructional strategies and learning activities. Self-directed learning (SDL) is one method to assist your learning in conjunction with teacher led methods and facilitation. You will work collaboratively with educators on a teaching and learning journey during which you will develop and become a competent practitioner resulting in confidence that will follow you beyond initial nurse education. Selfdirected learning can be developed and adopted in a systematic manner throughout the course keeping in mind the variation of educational attainment of students at entry. Adopting a partnership approach to teaching and learning may go some way in enabling full participation. The Future Nurse curriculum articulates clearly defined structures and frameworks for educators and students in order to facilitate meaningful partnerships in developing teaching and learning. This is where the use of a self-directed learning development model for nurse education is crucial in bringing together both educators and students to engage in SDL. Clear expectations are defined on both sides so that you as an individual feel empowered and supported to have a better understanding of self-directed learning and your responsibility in the entire process.

YEAR	CRITICAL REFLEXIVITY STUDENTS/EDUCATORS	LEARNING READINESS	LEARNER/EDUCATOR ACTIVITY	CURRICULUM/PRACTICE BASED RESOURCES
	What do I know?	How do I feel?	What could I do?	How will I do it?
YEAR 1	How do I learn? What is my history of learning? How do I engage myself and with others in learning? How do I meet individuals' learning needs (including my own)?	Am I dependent? Am I interested? Do I feel confident? Do I feel anxious?	Be directive/dependent with some facilitation/personal initiative Act as a role model Make use of observation strategies Use/look out for signposting Make use of all opportunities for learning/Learn from my peers	Formal lectures /Reflection/Simulation/Case Study Explicit information giving/Guidelines/Using evidence Experiential learning/facilitation Group work /Providing feedback Identification of learning needs Digital learning and resources
YEAR 2	How do I learn? What is my history of learning?	Am I dependent? Am I Interested?	Guide Motivate	Formal lecture/Reflection/Scenarios/Debate/Peer learning
	How do I engage myself and with	Do I feel motivated?	Encourage	Problem based learning/Experiential learning
	others in learning? How do I meet individuals' learning needs (including my own)?	Do I feel involved? Am I feeling confident?	Challenge and facilitate Empower	Theorising from practice-based learning experiences Student led seminars/Interactive feedback
			Be a role model	Critical examination of personal learning needs
			Create/use observation opportunities	Critical thinking exercises
				Digital learning/resources
YEAR 3	How do I learn? History?	Do I feel dependent?	Guide	Peer learning/Setting goals/Seminars/Individual and
	How do I engage myself and with others in learning? How do I meet individuals' learning needs (including my own)?	Do I feel motivated? Do I feel in control of my learning? Role model	Encourage Facilitate Empower	group presentations Identification of learning needs Critical Reflection & exercises /problem based learning/experiential learning
				Identification of learning needs/Independent projects

A Self-Directed Learning Development Model for Nurse Education, adapted from Grow (1991) by Dr Maxine Pryce-Miller (2016)

Authentic assessments

All modules are compulsory and you will need to pass both theory and practice assessments of all modules. Further details can be found in the programme specification. The regulation of assessment adheres to UWE's undergraduate regulatory framework and assessment policy.

All programme requirements must be successfully achieved for you ~~you~~ to be eligible for the award of BSc (Hons) Nursing,

The syllabus of the programme and the modules focuses on the Nursing and Midwifery Council's Future Nursing Standards (NMC 2018). Within each module in the programme, teaching and learning progressively explores the nature of care and practice, to underpin the Nursing and Midwifery's Standards of proficiency platforms and annexes:

- Being an accountable professional
- Promoting health and preventing ill health
- Assessing needs and planning care
- Providing and evaluating care
- Leading and managing nursing care and working in teams
- Improving safety and quality of care
- Coordinating care
- Communication and relationship management skills
- Nursing procedures

Forms of assessment: There are a range of assessments within the programme that includes essays, case studies, exams, Objective Structured Clinical Examination (OSCE's), Multiple Choice Questions (MCQ's), and presentations. Besides the formal role of final assessments within the programme, students are given the opportunity to complete formative assessments. For example, if you are writing an assignment as your assessment, you will be asked to write an introduction as the formative assessment. You will be provided with opportunities to receive formative feedback regarding your progress and will be encouraged to accept responsibility for personal learning and achievement in modules and in APT meetings. These are an integral element of the assessment strategy in developing your academic writing.

Feedback: Feedback is a prominent component of the nursing programme. It is both positive and developmental, recognising achievements and areas for improvement. You will receive feedback from academic and practice staff in a variety of ways. You are encouraged and expected to use this feedback in your professional and academic development throughout the

course. Feedback can take the form of conversations and reviews with your academic personal tutor, your academic supervisors, module tutors, facilitators, module leaders, student advisors, library staff and clinical skills facilitators. You can also receive feedback from the academic skills facilitators, PALs coaches, leads and from your peers within the programme. You will also receive feedback from patients and service users, academics in practice, practice education facilitators, clinical supervisors, associated health professionals, assistant practitioners.

Feedback can be face to face, as in the conversations you have with people, and also can be delivered more formally; for example, when you receive written feedback on pieces of work as you develop them and submit them to your academic supervisor (formative feedback) and on the work you submit for academic credit to the course (summative feedback). You are encouraged to include your feedback in your portfolio of evidence and use this as the basis of discussion regarding your progress and development with your academic personal tutor regularly throughout your course.

Assessment offences: In order to ensure that all students are assessed fairly and equitably, it is important that markers are able to be sure it is your own work which is being assessed and that all your assessed work is done within the university rules and regulations. If a marker or invigilator believes that you have committed an assessment offence, this will be reported and the allegation will have to be investigated. The university take the committing of assessment offences very seriously. Action is always taken to investigate and follow through any such cases that are reported. The process and consequences can be found within the [UWE Assessment Offences policy](#).

The university defines an assessment offence such as plagiarism as 'any action which has the potential to give a student an unfair advantage in an assessment'. Plagiarism and collusion are examples of the use of unfair means of presenting work for assessment or of aiding another student to do so.

The below list identifies what the university consider **plagiarism** to be:

- Copying from another person's work without the use of quotation marks;
- Copying from another person's work without referencing/acknowledgement of the sources;
- Summarising another person's work by simply changing a few words or altering the order of presentation, without acknowledgement;
- Paraphrasing material from a source without acknowledging the original author;
- Not respecting or acknowledging the copyright and intellectual property of others;

- Presenting concepts or designs that have been created by others without acknowledging the original source;
- Copying another student's work with or without their knowledge or agreement (this may also be deemed as collusion);
- Using computer code created by another person without appropriate referencing;
- Downloading material from the web and submitting it as your own work;
- Using course notes without referencing;
- Self-Plagiarism - you may not re-use work (wholly or in part) that has been submitted for a different assessment for which credit has been/is due to be awarded.

Demonstrating that you have read a wide range of material (books, journals or other sources) in writing a piece of coursework is essential, but so is ensuring that you acknowledge that work properly through correct referencing, that is the naming of authors/sources and the use of paraphrasing, quotation marks or indented paragraphs.

Collusion – The below list identifies what the university consider what **collusion** to be:

- Submitting entirely as your own, work done in collaboration with another person(s), with intention to gain unfair advantage;
- Assisting another person in the completion of work submitted as that other person's own unaided work;
- Permitting another person to copy all or part of your work and submit it as their own unaided work;

You may be asked to work with other students on a project, in class or analysing data, it is essential that any work you hand in for assessment purposes is written up by you on an individual basis. The text and diagrams / pictures etc. you use must be your own. You must be particularly careful if you are sharing a computer with another student or passing information between yourself and others in an electronic format such as email that you do not use someone else's words – or that they use your words.

Know your assessment deadlines: You are asked to pay particular attention to assessment dates and ensure you check with your academic team if you are unsure when assessments are due. Students are expected to be available during these periods and absence from scheduled assessments may have a significant impact on your studies. Please take care to avoid these dates when planning any holidays. Assessment details for modules can be found in the module handbook for each module.

5. Additional Information

Being a Nurse – professional regulation and behaviour

During the programme, you are required to behave professionally at all times and will study professionalism throughout the course and expected to act and behave professionally in all aspects of the programme. The NMC makes it clear what these standards mean in documents such as The Code (NMC 2018). The NMC (2018) guidance is concerned with safeguarding the public from harm. Your programme places the safety and wellbeing of service users/patients, carers and the public at the heart of all activities. The interests and wishes of individuals who receive care are explored in depth from the first year of the programme. The learning outcomes of the programme place great emphasis on the need to develop and exercise the qualities of kindness, compassion and sensitivity. As well as a thorough introduction to the NMC Code, you will also learn the underpinning theory of consent, ethical practice, dignity and communication in a diverse world, prior to your first practice placement. The learning outcomes and skills for practice place the strongest emphasis on the way that students participate in practice, placing the needs and wishes of service users/patients at the centre of all that they do. The university and practice partners have robust systems in place to report and promptly respond should students, tutors or mentors have concerns about the well-being or safety of service users, patients or student conduct in practice settings. Examples include The Practice Support Line, the Academic in Practice, and your Academic Personal Tutor.

Being a professional nurse requires more than just following the Code while on duty. The Code (NMC 2018) makes it clear that nurses must obey the law, and uphold the reputation of the profession at all times, in both professional and private life, including your professional behaviour at UWE and on any social networks you are part of, such as Facebook or Twitter: For more information and the full document, please see the NMC website for further information about [Health and character as a student](#)

Before starting the programme you were required to submit a Disclosure Barring Service (DBS) check before you started the course. This must be cleared within 30 days of commencing the course or professional suitability processes will be instigated. In addition to this, nursing students are required to make an annual declaration of good health and good character on-line through the universities ARC system.

What does good health and good character mean? See below for examples.

- **Good health** is necessary to undertake practice as a nurse or a midwife. Good health means that a person must be capable of safe practice.

- **Good character** is also important as nurses and midwives must be honest and trustworthy. Good character is based on a person's conduct, behaviour and attitude. It also takes account of any convictions and cautions that are not considered to be compatible with professional registration and that might bring the profession into disrepute.

A person's character must be sufficiently good for them to be capable of safe and effective practice without supervision.

- **Fitness to practise** means having the skills, knowledge, good health and good character to do your job safely and effectively. Your fitness to practise as a student will be assessed throughout your pre-registration programme and, if there are ever concerns, these will be investigated and addressed by the university.

Please note. A false declaration to the above, subsequently discovered, might lead to UWE investigating the occurrence under the Professional Suitability and Professional Conduct Policy available at <http://www1.uwe.ac.uk/aboutus/policies>.

When you have successfully completed your programme, UWE, Bristol will inform the NMC that you have met the NMC education and practice standards, and that you are of good health and good character.

Occupational Health

You may need to ask your current/previous Occupational Health Department, General Practitioner or Practice Nurse for information. You are not allowed to start practice placements until UWE Occupational Health have confirmation of your immunisation status. If a student is not up to date, then you will be required to have all vaccinations before you are allowed to start your placement. Failure to have the required immunisation status could be construed as unprofessional behaviour, and may result in investigation under the [Professional Suitability and Professional Conduct Policy](#)

Raising Concerns

To help you raise a concern, the Department of Nursing and Midwifery at UWE, Bristol has developed a flow diagram with the title **Nursing Students – Raising and Escalating Concerns in Practice**. UWE's University Safeguarding Policy and Procedure ensures robust systems are in place to report and promptly respond should you have concerns about the wellbeing or safety of service users, yourself?, the public or the learning environment.

Safeguarding is part of the student's preparation for clinical practice and has been developed with stakeholder and learner involvement. Details of this policy can be accessed [here](#). If you

wish to raise concerns, UWE has developed a raising and escalating concerns flowchart for students and staff to ensure safeguarding responsibilities are met. This information is situated on the university's practice support net ([PS Net](#)). All safeguarding concerns are logged with the student policy team who maintain a database to allow tracking of progress against actions agreed in response to the concern. The Head of Department (HOD) is immediately notified of any safeguarding concern and the university's safeguarding officer provides monthly reports to the HOD for oversight and scrutiny. In addition, the student policy team will alert the programme lead and, where appropriate, senior members of staff.

Attendance during the programme

You are expected to attend theory and practice and complete the required 4600 hours within theory and practice as outlined by the NMC. Attendance is a requirement of both the NMC and the university and is monitored. Where non-attendance is giving concern students will, in the first instance, be requested to discuss the nature of such absence with their Academic Personal Tutor and thereafter with the Programme Management Team and / or the Academic Director or Head / Associate Head of Department.

- **Theory** – paper registers are taken at any time during each session and absences are reported to the programme leader for action. Completion of directed online learning resources is also monitored. You are expected to attend all lectures and must inform the module leader of any sickness or absence and this will be monitored to ensure the required theoretical hours are met.
- **Placements** – All placements are compulsory and students are required to complete a minimum of 2300 hours of clinical practice to meet NMC requirements for registration. Students are required to complete a weekly record of attendance whilst on placement supported through online timesheets in the student practice portal [ARC POW](#). This is an electronic timesheet and must be signed by their placement mentor/practice supervisor/practice assessor as an accurate record of placement experience and submitted. Further guidance can be reviewed on our PSNET [Online Timesheets - UWE Bristol: Practice Support Net](#)
- In addition it is the responsibility of each student to notify the placement area and the **Professional Practice Absence line on 0117 32 83283** of any absence from placement. In addition, students must inform the module leader of absence from theory sessions (details in module handbooks) and it is important to inform your Academic Personal Tutor of any prolonged absence (1 week or more).

If you do not advise the faculty of the reason for your absence and / or fail to submit medical certificates when appropriate, you may be subject to the Professional Suitability Policy, and may be required to withdraw from the programme.

At the beginning of each academic year, you are presented with a copy of the academic planner and timetable. This enables planning of learning and assessment. You are expected to work for 37.5 hours per week, with the maximum hours a student can work in any one week

being 48 hours, whether on clinical placement or in theory to ensure that the programme is compliant with the European Working Time Directive. This ensures that you are fully rested and able to maximise learning and applies if you have to make up time missed from theory or practice. The maximum hours to be worked over a four-week period is 192 hours, but you are ordinarily expected to complete 150 hours over a 4-week period whilst on placement. You should, unless on authorised absence, complete all stated hours for the placement over the time-period specified. You are not allowed to “bank” extra hours, nor are you allowed to take self-directed study days during placement or placement days during theory blocks. Time missed from theory and from practice will have to be made up and 5 days’ or less sickness or absence in a placement block can, in negotiation with the placement area, be made up at the next available time (days off).

Use of Social Media

The NMC have produced information on social media use and social networking in their Guidance on Using Social Media Responsibly (NMC, 2015) which can be read in full via <http://www.nmc.org.uk/standards/guidance/social-networking-guidance/>

Placement Allocations

Placements are allocated through the Professional Practice Office and each placement must meet the NMC requirements of the programme. If you have a personal reason to not be allocated to a particular placement area or speciality (for example, family member is a service user or works in that area), then you can do so through negotiation with the field leader and recorded on your ARC profile. You must be prepared to travel to the placement allocation within the university’s geographical locations. Because of the complexity of placements and the need to ensure transparency, tracking and equity, students are not allowed to contact and/or organise their own placements.

Working part-time whilst studying

The faculty policy allows your Academic Personal Tutor to give a reference to your prospective employer if you choose to do agency/bank nursing or any other type of part-time work to supplement your income. However, you need to make sure you are working hours that do not conflict with attendance on the programme.

Sickness and Absence Reporting

Reporting absence fulfils the conduct of a professional practitioner and it is an expectation that all students will comply with this. It is essential the university maintain a record of any absences, as it is a requirement of the NMC that all Nursing and Midwifery students have

completed 2300 hours in clinical practice and 2300 hours in theoretical learning. Failure to complete the required hours by the end of the three years will result in sickness/absence time being completed to make up hours and delay NMC registration and allocation of personal identification numbers (PINs).

Sickness or Absence – what to do

If you are sick, you must report it to the placement at least 1 hour before the shift starts and to the Practice Absence Reporting Line (0117 328 3283). On contacting the placement, please make sure you:

- Speak to your mentor or other registered nurse or midwife
- Take the name of the person you are speaking to
- Inform them when you intend to return
- Follow any additional local reporting procedure.
- You must comply with local Occupational Health policies, for example, on return to placement following diarrhoea and vomiting.
- If you are experiencing an episode of sickness and vomiting, Trust policy excludes you from returning to placement until 48 hours after your last bout of vomiting. This reduces cross infection to patients and colleagues.

Sickness or Absence of less than 5 days

If you have less than 5 days sickness or absence in a block during a placement then you may negotiate with the placement to make up hours in the placement. You can make up this time at the next available time (days off) equivalent to 24 hours for placements up to 7 weeks in length and 35 hours for placements over 7 weeks. These should be recorded on your timesheets in the makeup hour's box, and signed by your mentor. These makeup hours will then be added to your ARC record by the PPO team. You can make up time lost in one placement at the next placement but you should agree this with your APT as some practice hours might need to be achieved in certain placement types.

For students who are required to make up hours beyond the number allowed above, there will be an option at the end of Year 1 and Year 2 to undertake additional hours in practice in the leave period. This will be in blocks of 5 days or more but should not be for the full annual leave period. The Trust/Organisation that has hosted the final placement in that year will be informed of this option to ascertain where this may be achieved. If approved it may be at the previous placement and available through that Trust/Organisation. This may not always be possible as those areas may have staff training or leave at a time they would not normally have students on placement.

Sickness or Absence of 6 days or more

If you are absent or sick for more than 6 days during a placement then how and when hours will be made up must be discussed with the Programme Leader. It is not always possible to make up time in the same practice learning opportunity particularly where the time to make up is over 5 days. If you are sick for up to six consecutive days, you must submit a self-certification form. These are available from the Information Point and should be submitted directly to the Professional Practice Office. If you are sick for 7 days or more, a medical certificate is required. This should be submitted directly to the Professional Practice Office.

Students who have long periods of sickness, or frequent short-term sickness/absence, will be required to attend Occupational Health for a health assessment, which the Programme Leader will request. You may be required to intermit from the programme if the absence is lengthy as you may not be able to meet the learning outcomes to pass placement.

All other authorised absence needs to be negotiated with your Academic Personal Tutor or Programme Leader:

- Authorised absence – can be granted by your APT for hospital appointments and carer emergencies and is arranged in advance (or on the day for emergencies) by completing the form at the back of this guide.
- Compassionate leave (up to 5 days) can be authorised by your APT.
- Jury service – students need to contact the programme leader to discuss this further, explore the impact on their programme and to develop a plan of action.
- Military reserve personnel – students need to contact the programme leader to discuss this further, explore the impact on their programme and to develop a plan of action.

Uniform

Most practice placements will require you to wear uniform. Uniforms will be provided for those placements and should be worn appropriately. Remember that as a professional, your dress should reflect a professional image. Seek guidance from your mentor about what is appropriate dress for that area if uniform is not worn. All these requirements are to prevent cross infection and protect the public and yourself from injury.

- Remember that what you wear gives out a message and so try to be aware of what message others may receive.
- Avoid necklaces, dangly earrings and long hair that is not tied up – these may be pulled on.
- Wear shoes that are safe, sensible with a rubber sole that has regard to health & safety,

i.e. no high heels, no sling backs. Plain black leather or leather type. Only full shoe. No open toes, fashion trainers, ugg, flip flops, crocs (which are backless or with holes) or canvas. Laces can be perceived as an infection control risk, so ensure they are removable and washable.

- In short; be comfortable, be professional and be aware of how others may view you.
- Your uniform should be clean
- Student ID badge must be clearly visible
- Long hair must be tied back and off the face
- Nails must be short and free from varnish
- No false nails or eyelashes
- Keep make up minimal
- Head scarfs should be of a plain dark colour and secured with clips and not pins
- Jewellery – a plain ring, ear studs (or ear plugs) can be worn
- Ear spacers, necklaces and hoop type earrings must not be worn
- Piercings kept to a minimum and discreet
- Tattoos should be covered where possible

When travelling to and from placement, it is preferable to travel in your own clothing, changing into uniform on arrival. If this is not possible, uniform should be completely covered and worn for the minimum amount of time outside your placement. It is a good idea to purchase a dark coloured full-length coat or raincoat, which will completely cover your uniform whilst travelling. This is particularly useful when undertaking community-based placements. It is inadvisable to be seen in public in uniform as members of the public may mistake you for registered staff and seek assistance inappropriate to your status. Wearing your uniform in places such as shops, restaurants and bars whilst off-duty, is not only an infection control risk, it may also undermine the idea that you are safeguarding the health and wellbeing of the public. Please avoid wearing your uniform in public.

Prior to commencing each placement, it is essential that students check the expected dress code as, in some placements, it is acceptable to wear 'mufti'. Where 'mufti' clothing is permitted, this should be appropriate:

- Tee shirts bearing slogans are not appropriate
- No ripped jeans
- No provocative clothing such as short skirts, short tops, low cleavage
- Footwear should be sensible and appropriate.
- Some placements do allow training shoes; do not assume this is the case – check first

Where there are religious or cultural issues that affect adherence to the uniform policy; please seek advice from the Programme Leader prior to commencing placement.

Pregnant students are able to obtain a replacement uniform free of charge to accommodate their pregnancy. Students can purchase replacement uniforms from reception at Glenside or [online](#) via the Students' Union.

All students should wear their uniform, as they would do for when attending skills sessions at UWE (unless otherwise instructed).

Health and Safety

Health and safety is everyone's responsibility. If you notice a potential hazard on one of the UWE Bristol campuses, or when on placement which may affect the health and safety of yourself and others, you have a responsibility to report it. The university health and safety policy can be found at <http://www1.uwe.ac.uk/aboutus/policies> when on placement, you should refer to the health and safety policy for that area.

Accident Reporting in Practice

If you have an accident in practice, you must follow the Trust's local Accident or Incident policy.

You should also ensure that the accident/incident on UWE property or engaged in UWE activity is reported to the University by using the [UWE online accident report form](#). You may wish to contact the Practice Academic Team or Practice Support Line to support you with this.

6. Communication

The main communication channel used by the University and the Faculty is the UWE student portal, myUWE. The myUWE link appears at the top of the University staff and student intranet home page alongside that of the library and gives you access to the portal, where much of the information relevant to you will appear, including important announcements. MyUWE gives you access to a wide range of course information, including links to Blackboard for modules you are currently studying. Blackboard provides the main communication channel for module specific information and should be checked regularly for new content and announcements.

Also from myUWE you can access your UWE student email account, which you are expected to check regularly (at least twice a week) as this is the email address that the University will use to contact you. If you do not activate this account, or chose to automatically forward emails to a different email account, then the University will not be responsible if you miss important information such as details about classes, assessments, examinations, fees, registration etc.

Please see <http://info.uwe.ac.uk/myUWE/guidance/> for further information on all aspects of your myUWE portal.

Student representation

The programme team recognise the importance students place on the feedback they receive and, as a programme team, we value feedback from you. Similar to the feedback you value, we also value positive and developmental feedback so that we can continuously improve your experience and maintain the quality of your programme. You can feedback to the programme team formally and informally in various ways. Further information will be given regarding the nomination of students to represent your intake (set reps.) Representatives will be asked to attend informal regular student engagement meetings and also more formal Programme Management Committee meetings (PMC), which meet at least three times per year. You are encouraged to ensure that your student rep is informed about your views as individuals and groups on all aspects of the programme. You will also be invited to evaluate the modules and clinical learning experiences (by each module team) at specific points throughout the year. You may also comment on the programme with your academic personal tutor, module tutors and leaders as well as the programme management team.

Changes to your Programme

We strive, and are expected, to continually enhance our programmes by responding to feedback from students and other stakeholders, ensuring the curriculum is kept up to date and our graduates are equipped with the knowledge and skills they need. We may make any such changes to our programmes without consulting you if the changes will not involve a material change. There may be circumstances where we have to make a material change to the Material Information. In these circumstances, we will give you advance notice of the change and inform you about how this change will impact on your programme and work with you to ensure you understand the reasons for, and the effect of, the change.

A material change would be a change to the programme from the information we provided to you when we made you an offer of a place on your programme, which includes:

- The published details of your programme, including: programme title; entry requirements; what you will study (for example core modules);
- Method of study (for example, lectures, seminars, work placements); expected workload including number of contact hours and expected self-study;
- The overall assessment strategy for your programme (not a change to the balance of assessment within individual modules);

- The award you will receive on successful completion of your programme;
- Location of study or possible locations;
- Length of your programme;
- Whether a professional, statutory or regulatory body (PSRB) accredits your programme. Examples of reasons for making a material change to your programme may include:
 - A commissioning or accrediting body requires us to add new course content to your programme;
 - In response to feedback from stakeholders or our students;
 - Where there is an insufficient number of students applying to the programme/module of a programme to make running the programme or module impractical to provide a suitable student experience and/or financially viable;
 - To reflect the introduction of new technologies;
 - Where staff have taken extended leave or left the university;
 - Following changes to the funding we receive or that students may be eligible for; Government legislation

Where we wish to make a material change your rights are defined within the University's [Terms and Conditions](#)

7. Regulations/Policies

The university regulations are designed to ensure consistency and equity for students and to provide clarity in how they will be treated by the university in any given situation;

<http://www1.uwe.ac.uk/students/academicadvice/assessments/regulationsandprocedures.aspx>

You should also familiarise yourself with the Professional Suitability and Professional Conduct Policy available at <http://www1.uwe.ac.uk/aboutus/policies>

Non-compliance – it is important that you follow the instructions given to you by staff and adhere to the regulations of the university. For example, non-compliance could include taking unauthorised papers or items into an examination room.

The university regulations are designed to ensure consistency and equity for students and to provide clarity in how they will be treated by the university in any given situation;

<http://www1.uwe.ac.uk/students/academicadvice/assessments/regulationsandprocedures.aspx>

How your degree will be calculated:

Due to variations between the total credit requirements for different degree with honours awards, a single university-wide formula, which uses the same number of credits for all students, is used to calculate degree classifications. This is unless a professional or statutory

body requires the use of a different method. Your Programme Leader will be able to advise you if this is the case for your award. The key features of the formula are:

- Only the marks for 100 credits at level 3 and 100 credits at level 2 (or other level 3 credits) are included.
- Marks for the 100 level three credits are weighted three times those at level two.
- Marks used are the best overall module marks a student has achieved. Please see the UWE website for more information:
<http://www1.uwe.ac.uk/students/academicadvice/degreeclassification>

In addition to the academic regulations, students should pay particular attention to the **IT Acceptable Use Policy** as this defines what you can or cannot do for the protection of systems and of individual users.

8. Advice and Support

Academic Support is provided through a number of roles and students should seek advice from academic staff on specific matters relating to teaching and learning.

Programme Leader/Co-programme leader – programme related issues, issues affecting a number of modules within the programme, programme specific activities happening outside modules

Professional lead- field related issues that affects your student journey

Module Leader – module related issues, issues that affect that module only

Academic Personal Tutor – broader issues relating to teaching and learning at the university

<http://www1.uwe.ac.uk/students/studysupport/academicpersonaltutor>

Online resources and learning support, together with advice from library services on managing references and improving your learning, writing and research skills are available, see: <http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx>

If you need help with a particular mathematical or statistical problem, then just pop along to an *espresso Maths* session, sit down at the *espresso Maths* table, and have a chat with one of the staff on duty; this person will be able to provide you with free user-friendly advice concerning your problem see:

<http://www1.uwe.ac.uk/students/studysupport/studyskills/mathematicsandstatistics.aspx>

The university also provides **support to students** relating to a range of matters through the Information Points see <http://www1.uwe.ac.uk/students/informationpoints.aspx> and specialist advisers.

Advice on **study-related issues** including assessments can be found at <http://www1.uwe.ac.uk/students/academicadvice/assessments.aspx> and

<http://www1.uwe.ac.uk/students/academicadvice/additionalassessmentsupport.aspx> if there are circumstances affecting your ability to study.

Advice on **transferring courses**, taking time out or withdrawing from study can be found at <http://www1.uwe.ac.uk/students/academicadvice/suspendtransferorwithdraw.aspx> Preparing for your **final year?** Information can be found at <http://www1.uwe.ac.uk/students/inyourfinalyear.aspx>

Prepare for **life after university** with advice and support from UWE.

<http://www1.uwe.ac.uk/students/careersandemployability.aspx> **Careers advice** and guidance before, during and after your studies.

Preparing to go on **placement** whilst at UWE:

<http://www1.uwe.ac.uk/students/careersandemployability/placements/findingaplacement.aspx> - Advice on opportunities for placements or finding placements. Explore and practice **faith and spirituality** at UWE

<http://www1.uwe.ac.uk/students/healthandwellbeing/faithandspirituality.aspx>

Tuition fees and information on **bursaries and scholarships**.

<http://www1.uwe.ac.uk/students/feesandfunding.aspx>

Residents' guides and **accommodation options**.

<http://www1.uwe.ac.uk/students/accommodation.aspx> Wellbeing advice, from **staying healthy** to counselling. <http://www1.uwe.ac.uk/students/healthandwellbeing.aspx> Advice and guidance for **international students** at UWE.

<http://www1.uwe.ac.uk/comingtouw/internationalstudents/internationalstudentsupport.aspx>

Information on **student feedback and surveys**.

<http://www1.uwe.ac.uk/students/studentexperience.aspx>

Link for information for the **Students Union** and how to become a student representative. <http://www.uwesu.org/representation/> **Equality and Diversity**

<http://www.uwe.ac.uk/groups/equalityanddiversity/>

Pregnancy, Maternity, Adoption and Partner Leave please refer to the Student Pregnancy, Maternity, Adoption and Partner Leave Policy and Procedures document at <http://www1.uwe.ac.uk/aboutus/policies>

9. Insurance Guidelines

The university has a range of insurance policies, which provide cover to both the University, its employees and to students. The following guidelines provide summary information on the operation of key policies in the context of University activities. If you required further information, please contact J Elliott, Insurance and Data Protection Compliance Officer in Financial Services.

Students on University Premises

Indemnification of the University

The university has arranged insurance, which provides indemnity in respect of the university's legal liabilities, which it may incur because of injury to students on its premises. There is no cover for accidents that are nobody's fault.

Personal accident

Although an element of Personal Accident insurance is included in the university's Overseas Travel policy the university does not provide general Personal Accident Insurance for students.

It is the student's responsibility to arrange their own cover should they wish to do so.

However, Personal Accident Insurance is available for students belonging to the various Students' Union sports clubs. For further details, please contact the Students' Unions Finance Manager.

Fixed Trips

Travel insurance is provided for students undertaking overseas field trips, which are an integral part of their course. An element of Personal Accident insurance cover is included in this policy. However, students undertaking field trips in the UK or overseas may wish to obtain a more comprehensive cover themselves for the duration of the trip.

Student Overseas Travel

General

The university has automatic travel insurance cover for employees and students. This policy provides cover for employees travelling overseas on official University business and students who travel overseas as part of their UWE course. Employees are defined as persons with a contract of employment with the University. Our Insurers have confirmed that the cover will also apply to external examiners if travelling on university business and being paid by the

university for their Services. However, it will not apply to other persons who are subcontracting their services to the university.

No cover applies for holidays or other personal travel. Staff/students should make alternative insurance arrangements for that part of their travel, which is not university business.

How to arrange cover

Overseas visits or study periods

Travel insurance cover is provided for students who are required to travel overseas for part of their course.

Claims

Details of any occurrence from which a claim may result must be sent immediately to John Elliott, Insurance and Data Protection Compliance Officer who must be kept fully informed of all developments.

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