BSc (Hons) Nursing Handbook

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Contents

1. Welcome 3
2. Structure of your qualification 3
   2.1 Qualification structure 4
   2.2 Aim and outcomes 5
   2.3 Teaching and learning methods 7
3. Key sources of information and support 8
   3.1 StudentHome 8
   3.2 Key contacts 9
   3.3 Support for students with additional requirements 11
   3.4 The Open University Students’ Association (OUSA) 11
   3.5 Further support 11
4. Becoming a student nurse 13
   4.1 Role transition 14
   4.2 Supernumerary status 14
   4.3 Dress Code 15
   4.4 Policy on attendance in practice 15
   4.5 Policy on completion of theory hours 15
   4.6 Sickness, absence and progress 16
   4.7 Student rights and responsibilities 17
   4.8 Access to Electronic Patient/Service User Records 18
   4.9 Fitness to practise 18
5. How the OU Supports You 20
   5.1 Support for your theory-based (academic) and practice-based learning 21
6. Your learning journey 25
   6.1 Theory-based learning 25
   6.2 Practice-based learning 26
6.3 Safe Practice 28

7. Assessment of your achievements 33
   7.1 Assessment regulations 33
   7.2 Theory (academic) 34
   7.3 Practice 34

8. Quality assurance of your student experience 36
   8.1 Assuring the quality of assessment 36
   8.2 Assuring the quality of practice learning 36
   8.3 Evaluation of your experience and those who support you 39
   8.4 External review of the quality of the qualification 40
   8.5 Internal review of the quality of the programme 40

9. Module descriptions 40
   9.1 An introduction to health and social care 40
   9.2 Enhancing your healthcare practice 44
   9.3 Principles and skills for nursing practice 47
   9.4 Understanding health and illness 51
   9.5 The science of the mind: investigating mental health (mental health) 53
   9.6 Human biology (adult) 57
   9.7 Exploring practice 59
   9.8 Preparing for graduate practice 63
1. Welcome

I am delighted to welcome you to the Department of Nursing in the Faculty of Health and Social Care at The Open University (OU). The mission of the OU is to be open to people, places, ideas and methods and it has over a 40 year history of delivering high quality supported open learning.

The Faculty of Health and Social Care aims to transform lives through providing high quality health and social care education underpinned by excellent scholarship and research. Working with a wide range of partners in both the health and social care sectors, we have developed a strong reputation for delivering practice-based learning. Since 2002 we have offered this unique pre-registration nursing qualification in both adult and mental health nursing, which is now offered at honours degree level.

As you embark on your studies, you might be feeling a range of emotions from excitement, apprehension and perhaps even asking yourself ‘Can I do it?’ I can assure you that you will have first class support as you navigate your journey through the qualification and this handbook is designed to provide the information you need as you start out on your pre-registration studies with us. I am sure that you will enjoy your student experience and would like to take this opportunity to wish you every success.

Professor Jan Draper
Head of Nursing

2. Structure of your qualification

The pre-registration nursing qualification leads to the award of Bachelor of Science (Honours) in either Adult Nursing or Mental Health Nursing and, on successful completion of the qualification, you will be eligible to apply for registration as a registered nurse on the Nursing and Midwifery Council (NMC) register (Nurses Register Sub Part 1, level one). Completion of the qualification will normally take four years and one month, although this will be longer if you interrupt your qualification studies. However, you should note that NMC rules require students to complete their pre-registration studies within seven years (which includes any time incurred during a break from studying). This degree qualification (360 credits) consists of 4750 study hours: 2310 hours of practice and 2440 hours of theory. The qualification is divided into three stages which are made up of modules of study designated as either theory or practice-based modules.
2.1 Qualification structure

BSc (Hons) Nursing (360 credits in total)

Adult Nursing pathway (Q73)
Stage 1 (120 credits)
- Enhancing your healthcare practice (KYN117)
- An introduction to health and social care (KYN101)

Mental Health pathway (Q74)
Stage 1 (120 credits)
- Enhancing your healthcare practice (KYN117)
- An introduction to health and social care (KYN101)

NMC: Progression point 1
Stage 2 (120 credits)
- Principles and skills for nursing practice (KYN237)
- Human Biology (SKYN227)
- Exploring perspectives on health and illness (KYN238)

Stage 2 (120 credits)
- Principles and skills for nursing practice (KYN237)
  - The science of the mind: investigating mental health (SKYN228)
  - Exploring perspectives on health and illness (KYN238)

NMC: Progression point 2
Stage 3 (120 credits)
- Preparing for graduate practice (KYN317)
  - Exploring practice (KYN316)

Stage 3 (120 credits)
- Preparing for graduate practice (KYN317)
  - Exploring practice (KYN316)

NMC: Eligibility to apply for NMC registration

Throughout the qualification, you will consider ways in which the learning from module materials can inform your practice. Support in practice will help you gain confidence and competence in your person-centred nursing practice.

To meet the NMC standards of education for pre-registration nursing (NMC, 2010), the qualification study calendar moves you sequentially through three progression points:

- At the end of stage one
- At the end of stage two
- At the end of stage three – eligibility to enter the NMC register

Academic and practice expectations increase over the duration of the qualification. In relation to practice, you will be assessed to determine levels of achievement against NMC generic and field-specific competencies and competence in the essential skills clusters. Further guidance re progressing from stage two to stage three will be provided to you at that point. By the completion of the qualification, you will be required to demonstrate your fitness to practise as a graduate by meeting all the NMC competencies prior to entry to the professional register.

You will experience practice learning in diverse practice settings focusing on different service user groups. Your experiences will primarily focus on either adult or mental health practices in a core practice-base, dependent on your sponsored field of practice. You are expected to use relevant learning opportunities to gain insight and experience of the care
and support needed for other groups including children and people with learning disabilities.

On successful completion of the BSc (Hons) Nursing qualification your individual module grades at Stages 2 and 3 will be used to calculate your degree classification and you will be awarded one of four classes of honours:

- First class
- Upper second class
- Lower second class
- Third class

2.2 Aim and outcomes

**Qualification aim**
The primary aim of the qualification is to develop and enhance the intellectual and practice skills needed to underpin your practice as an aspiring and autonomous registered nurse, ensuring that you are fit for practice and purpose. In addition, as you develop your graduate skills, we aim to support the development of your confidence to lead and deliver highly effective, person-centred practices across a range of care settings.

**Qualification learning outcomes**
By studying this degree, you will acquire a range of transferable skills, including:

- effective information literacy skills, critiquing skills to evaluate and apply evidence-based practice
- an ability to analyse and understand practice from a person-centred and multi-disciplinary perspective
- development and demonstration of effective interpersonal skills to enhance sensitive and compassionate care approaches to maximise people’s dignity and privacy at all times.

The content of the modules and ongoing progression through the qualification is designed to support your development and promote your confidence to lead practice and innovation.

Throughout the qualification, you will explore the professional context of nursing and person-centred practice, the promotion of healthy lifestyles, applied physiology across a life course approach, evidence-based practice, management, leadership and service improvement.

The learning outcomes for each individual module are included in the Module Guides; they are also listed in the module descriptions (see Section 9), which are available through StudentHome.

The qualification provides opportunities to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

<table>
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<tr>
<th>Knowledge and understanding of:</th>
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5 of 66 Monday 17 August 2015
- the theories and evidence that underpin nursing as a profession which includes assessment, planning practice and audit in order to deliver safe, effective and evidence-based care which is compassionate and person-centred
- the biological, social and behavioural sciences to inform and underpin nursing practice
- the concepts of health and wellbeing, public health and health promotion needed to meet the needs of individuals and communities
- the value of interdisciplinary collaboration and inter-agency working across a range of health and social services and providers
- practice that accords with legal, ethical, moral and professional frameworks and respects culture and diversity
- the use of research and other sources of evidence in critiquing care, delivery and evaluation
- the principles and practice underpinning competence in leadership, management, including management of change, teaching and innovation.

Cognitive skills and the ability to:

- analyse the values held by members of the multi-professional team and their impact on the relationships with service users, carers and other professionals/practitioners
- critically examine the underpinning disciplines of biology, psychology, sociology, pharmacology and their application to nursing practice across the lifespan and health–illness continuum
- synthesise and challenge information, research findings and evidence to inform strategies that promote health, recovery or a peaceful death and inform the delivery of compassionate, person-centred nursing care.
- critically analyse nursing care needs and develop innovative, collaborative solutions which enable safe and effective person- and family-centred care
- evaluate risk management strategies that promote a safe and therapeutic environment
- critically evaluate a range of leadership and management styles to develop strategies for promoting and sustaining practice innovation and practice improvement
- effectively utilise models of reflection to support the development of interpersonal skills and competence and to challenge and improve the performance of self and others in the delivery of healthcare practices.

Key skills and the ability to:

- demonstrate analytical thinking in the selection and utilisation of appropriate skills of enquiry, including the synthesis of ideas and the ability to challenge accepted wisdom
- independently plan, monitor, evaluate and improve your own learning and performance
- contribute to social cohesion in teams, communicating clearly across differing settings and sectors to reduce conflict and inform and develop practice
• develop and optimise the achievement of personal improvement, professional maturity, resourcefulness and imagination to enhance creative problem solving and solution discovery
• use information literacy, technology tools and numeracy skills as appropriate to find, critically evaluate, process, present and communicate information.

**Practical and professional skills and the ability to:**

• demonstrate competence in professional judgement in managing yourself and others in accordance with professional, ethical, moral and legal frameworks to ensure that the primacy of the service user, carer and community is maintained
• manage and take the initiative for planning to meet your own development needs and facilitate the development of others
• sensitively develop, deliver and document care across the lifespan to promote optimal health, appropriate rehabilitation or a peaceful death
• develop individualised and appropriate therapeutic relationships with service users, carers and communities that promote and enable involvement throughout healthcare processes and proactively encourage partnership working and collaboration across professional groups and service boundaries
• utilise information technology to assist in the organisation and management of nursing care, inter-professional service delivery and interagency working, including using data accurately in complex cases
• confidently lead comprehensive and systematic assessment, planning, implementation and evaluation of person-centred care
• create and maintain safe environments of care through critical evaluation, raising concerns where appropriate, monitoring and assuring quality and effectively using risk management strategies
• facilitate the learning of service users, carers and others so they are empowered to take control of their health, illness and end-of-life care
• promote and sustain innovation in practice through effective leadership and change management.

### 2.3 Teaching and learning methods

An introduction to supported open learning and what to expect when studying with the OU is available here: [www2.open.ac.uk/students/new/exceptions/](http://www2.open.ac.uk/students/new/exceptions/).

You will learn directly from your experiences in practice and through knowledge and understanding acquired from specially prepared learning materials. These materials use a variety of learning approaches, including service user and carer accounts, expert practitioner facilitated discussions and debate, self-assessment questions, video and audio materials, reference texts, computer-aided learning packages, directed reading, formative and summative interactive computer-marked assessments (iCMAs), forums, tutorials, printed and web-based resources.

To progress through the qualification you will be required to integrate your theoretical learning (learning for practice) and your practice-based learning (learning in practice) in
order to inform the delivery of safe, effective, compassionate, person and family-centred care.

As you progress, you will be expected to learn and practise increasingly independently and will be encouraged to form ‘communities of learning’ with other students on the qualification. This will be promoted through face-to-face meetings where relevant and feasible, online discussion forum activities, telephone and email contact.

A practice tutor (PT) and practice-based mentor will facilitate and support your practice learning in each setting where you gain experience.

The three practice-based modules – KYN117 Enhancing your healthcare practice, KYN237 Principles and skills for nursing practice and KYN317 Preparing for graduate practice – are elongated and run over at least one calendar year. Each of these modules contributes to your total practice hours (2310) and provides supported learning opportunities for you to enhance and develop your nursing skills, culminating in you being able to demonstrate a graduate profile that will enable you to deliver highly skilled, evidence-based care and exercise leadership to individuals and communities.

3. Key sources of information and support

3.1 StudentHome

This is the gateway to your 24/7 access to The OU and all the information you need to successfully complete your pre-registration nursing qualification. Whether you want to make contact with your module tutor, find a library book or journal article, submit an assignment, check what comes next in your study programme, clarify the regulations for your qualification, join the Student Union and much, much more, StudentHome is your starting point. Visit www.open.ac.uk/students and log on using your student user name and password.

Your home page provides direct access to the modules you are currently studying and key services such as the library, your learner support team and services for disabled students. It also takes you to six important areas:

- StudentHome
- Profile
- Dashboard
- Study
- Community
- Help Centre

If you are new to OU study, we recommend that you complete the induction for undergraduate students because this takes you through all the essential elements of StudentHome and is a quick route to helping you feel focused and engaged with your new life as a nursing student.

Click on the link below and choose the correct option for you:

www.open.ac.uk/learning/new/index.php
3.2 Key contacts

The Nursing qualification team will provide any support and guidance you need. In addition, the student services and the student support teams, located across the UK, are also available to help you.

When you need advice, try to contact the team or the specific member of staff best placed to deal with your query. If you are unsure about whom to approach, please contact the Student Support Team, who will direct you to the most appropriate team or individual. The easiest way to make contact with teams or individuals is via email; this allows you to get in touch during or outside normal working hours and provides a record of the questions or concerns you have raised. Telephone numbers are available, but you need to be aware that staff may not be able to take your call immediately, so be prepared to leave a message.

Letting us know as soon as possible when questions, concerns or issues arise is an important part of enabling us to help you. There is a vast array of expertise across the university and most issues can be easily resolved, but only if you tell us about them. So however big or small the matter seems to you, do get in touch – we are here to help.

Who to contact: Individual personnel

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact information</th>
<th>For queries related to:</th>
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<tbody>
<tr>
<td>Module tutor</td>
<td>StudentHome – home page</td>
<td><strong>Academic matters such as:</strong></td>
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<td></td>
<td></td>
<td>Tutorial information</td>
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<td></td>
<td></td>
<td>Understanding module concepts</td>
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<td>Assignment guidance</td>
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<td></td>
<td></td>
<td>Developing academic skills</td>
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<tr>
<td>Practice tutor</td>
<td>StudentHome – home page</td>
<td><strong>Practice matters such as:</strong></td>
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<td>Practice learning requirements</td>
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<td></td>
<td></td>
<td>Practice learning experiences</td>
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<td></td>
<td>Assessment of practice</td>
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<td></td>
<td></td>
<td>Personal concerns or issues</td>
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<td></td>
<td></td>
<td>Reporting sickness/absence</td>
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<tr>
<td></td>
<td></td>
<td><strong>Raising</strong> practice-related concerns</td>
</tr>
<tr>
<td>Staff tutor/Regional Education Manager</td>
<td>StudentHome – help tab</td>
<td><strong>Matters such as:</strong> Nursing qualification issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-Z of resources</td>
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<tr>
<td></td>
<td></td>
<td>Escalating practice-related concerns</td>
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<td>R – Regional centres</td>
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<td></td>
<td></td>
<td>Funding queries</td>
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<tr>
<td>Mentor</td>
<td>Practice setting</td>
<td><strong>Matters such as:</strong> Practice learning experiences</td>
</tr>
</tbody>
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### 3. Key sources of information and support

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<tr>
<th>Team</th>
<th>Contact information</th>
<th>For queries related to:</th>
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<tr>
<td>Assessment of practice</td>
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<td>Reporting sickness/absence</td>
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<tr>
<td>Reporting sickness/absence</td>
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<tr>
<td>Raising practice-related concerns</td>
<td>Employer Link: Provided by the employer</td>
<td>Matters such as: Supernumerary status issues</td>
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<tr>
<td>Supervision issues</td>
<td></td>
<td>Impact of practice</td>
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<tr>
<td></td>
<td></td>
<td>Reconfiguration on learning in practice</td>
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<tr>
<td>Uniforms and salary queries</td>
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<tr>
<td>Advice on employer contractual issues</td>
<td>Escalating practice-related concerns</td>
<td></td>
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### Who to contact: Support teams

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<tr>
<th>Team</th>
<th>Contact information</th>
<th>For queries related to:</th>
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</thead>
<tbody>
<tr>
<td>Computing services</td>
<td>StudentHome – Help</td>
<td>Installing/running module software</td>
</tr>
<tr>
<td></td>
<td>&gt;Services</td>
<td>Support with OU IT systems</td>
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<tr>
<td></td>
<td>&gt;Computing Guide</td>
<td>Usernames or passwords</td>
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<tr>
<td></td>
<td>&gt;Computing helpdesk</td>
<td>Access to online facilities</td>
</tr>
<tr>
<td>Student Support Teams (SSTs)</td>
<td>StudentHome – home page</td>
<td>Requesting additional support</td>
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<tr>
<td></td>
<td>&gt;How to contact your SST</td>
<td>Advice on student regulations</td>
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<td></td>
<td>Email address</td>
<td>Arranging a deferral</td>
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<td></td>
<td>Telephone number</td>
<td>Making a complaint</td>
</tr>
<tr>
<td>Library services</td>
<td>StudentHome – Help</td>
<td>Finding books and journals</td>
</tr>
<tr>
<td></td>
<td>&gt;Services</td>
<td>Doing a literature search</td>
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<tr>
<td></td>
<td>&gt;Library Services</td>
<td>Referencing and plagiarism</td>
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<tr>
<td></td>
<td>&gt;Library helpdesk</td>
<td>Accessing local libraries</td>
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<tr>
<td>Services for disabled students</td>
<td>StudentHome – Help</td>
<td>Disabled students allowance</td>
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<tr>
<td></td>
<td>&gt;Services</td>
<td>Equipment and other services</td>
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<tr>
<td></td>
<td>&gt;Services for disabled students</td>
<td>Examination arrangements</td>
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<tr>
<td></td>
<td>&gt;Contacts</td>
<td>Communication support</td>
</tr>
<tr>
<td>Other support</td>
<td>StudentHome - Help</td>
<td>Missing study materials</td>
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<tr>
<td></td>
<td>&gt;Services</td>
<td>Assignment submission</td>
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<td></td>
<td>&gt;More contacts</td>
<td>Degree ceremonies</td>
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</tbody>
</table>
More information about roles is available in Section 5.

**How we contact you**

Just as we ask you to contact us by email, we will also contact you by email. Therefore, be sure to check your email inbox at least twice each week. If the message requires a response, be sure to answer within four days of the time that the message was sent. If you need longer to respond, please send a holding message to indicate when you will be able to respond fully to the message. Note: you should ensure that you are wholly professional in any email address you use for personal use (e.g. the type of email address to be avoided is drinkingbuddy@mail.com).

### 3.3 Support for students with additional requirements

The OU’s mission of being open to people, places, methods and ideas aims to provide access to higher education to all, regardless of their circumstances.

If you are a student with a disability or have additional requirements, the Access Centre is dedicated to ensure that you are provided with whatever technical and/or practical support you need to study successfully.

If you have already let us know about any disability or additional needs (for example, dyslexia or hearing impairment) and have also given permission for this information to be shared, then each of your tutors will receive details about the types of support you would find most helpful. Get in touch with the Access Centre to talk through your needs as they will respond to your individual learning needs and tailor support appropriately. You must also ensure that the lead practitioner in areas where you undertake practice learning is notified so that adjustments can be made to support your practice development.

If you have never had a formal assessment for additional needs, but you feel this may be helpful to you, please contact the Access Centre [www.open.ac.uk/access-centre/index.php](http://www.open.ac.uk/access-centre/index.php) directly. The centre staff are friendly, supportive and fully committed to ensuring students with additional needs can make the most of their potential by guiding them through the needs assessment process.

### 3.4 The Open University Students’ Association (OUSA)

As a student registered with the OU, you automatically become a member of OUSA. You can find out more about what OUSA does for you by visiting their website [www.open.ac.uk/ousa](http://www.open.ac.uk/ousa)

### 3.5 Further support

In addition to the sources of support outlined above, you will be studying alongside other students on the pre-registration nursing qualification. You will get to know students in your tutor groups and will meet them in tutorials and through online forums. Fellow students are
an important source of support to you so do make every effort to fully participate in student group activities. Some students have arranged to meet socially or as a study group for mutual support which can be useful throughout your studies. Given studying at a distance can feel lonely sometimes informal student contact can really help you to feel part of a friendship group through your studies with the OU.

Provided below is a quick reference flow diagram to guide you through gaining answers to questions you have from the most appropriate person.
4. Becoming a student nurse

*NB depends on the nature of the question

The term Staff Tutor Nursing also encompasses Staff tutors and Regional Education Managers who are responsible for managing the OU Pre-Registration Nursing programme.

The term Employer Link refers to the named individual within the employing organisation on the PRNP Degree presentation.

4. Becoming a student nurse
4.1 Role transition

You are studying part-time to become a registered nurse and typically you are continuing to work part-time as an employee in your supporting organisation. If your role as an employee and your role as a student occur in the same healthcare setting, one of the main challenges for you and your work colleagues is to differentiate these roles clearly. It may take time for you and others to adjust to this situation.

When you are in practice as a student, it is important to stay focused on meeting your learning needs, developing and enhancing practice-related skills, achieving your competencies and so ensuring you meet the NMC’s practice requirements. If you are asked to perform tasks that are normally part of your employee role, you will need to remind colleagues politely that you are there as a student and have particular learning needs to fulfil. Your practice colleagues will know that you are a supernumerary student and that you are required to participate in practice learning opportunities. If you encounter any difficulty in securing time or support to participate in learning opportunities, please discuss this with your mentor. You should also alert your practice tutor straight away to any issues so that he/she can monitor the situation, ensure that you have access to relevant learning and make contact with the appropriate employer link if issues are not resolved.

4.2 Supernumerary status

During practice learning you are required by the NMC to be recognised as supernumerary. You learn in a supernumerary capacity under the supervision of a named practitioner (your mentor) and with the support of your employer and PT. The amount of negotiated time as supernumerary determines the pace at which you can progress through the qualification. Your PT will ensure that these arrangements are satisfactory.

Supernumerary status is defined as:

- you are not working as a paid member of staff or care team and you are not rostered as part of the workforce
- you have a legal right to practise in the designated setting as a student rather than as an employee
- your practice learning is overseen by your PT who has responsibility for facilitating access to practice learning opportunities to enable you to fulfil the NMC’s experience requirements and achieve its specified competencies
- you receive supervision and support from a mentor who is employed by your employing organisation and whose name appears on the ‘live register’ of mentors.

Supernumerary status protects you in four specific ways:

- it allows you to complete educational activities within your practice environment
- it ensures that you are free to negotiate access to practice opportunities in settings outside your core practice-base
- it allows you to undertake client follow-through(s) or experience care pathways
- it ensures that you are not included in the workforce numbers so that your absence from ‘employed practice’ does not jeopardise the ability of your colleagues to meet service users’ needs.
4.3 Dress Code

If the wearing of uniform is required, your sponsor/employer will provide it. The choice of uniform (its design and colour) will be made by the practice provider and not the university. Some employers have decided that students should wear their student uniform for the entire qualification. In order that you can be recognised as an OU student, an electronic copy of the OU logo is provided so that your employer organisation can add it to the employer-provided identity on the uniform.

In all practice locations it is important that you comply with local policy with regard to appropriate dress and it is your responsibility to seek out this information prior to accessing practice experiences outside of your core practice-base and ensure you comply with it.

4.4 Policy on attendance in practice

The Nursing and Midwifery Council (NMC) require you to meet a minimum of 2300 hours in practice which is demonstrated through your Portfolio (available on the module websites). The qualification requires you to complete 2310 practice hours. Your Portfolio contains forms to record your practice learning hours, which you must complete contemporaneously in order to account for all the hours you undertake in practice as a student nurse. The total hours required in each practice-based module is given below:

- KYN117 Enhancing your healthcare practice (600 hours)
- KYN237 Principles and skills for nursing practice (855 hours)
- KYN317 Preparing for graduate practice (855 hours)

It is important that you ensure that practice hours are signed off on the day they are completed and that your mentor signs to confirm the number of hours you have completed each month.

Your practice tutor will monitor the practice hours you have completed and intervene, as necessary, should you fall short of the required number of practice learning hours due to sickness or other circumstances. Some Trust employers links may also wish to keep copies of your attendance in practice.

Travel to, from and between practice experiences

At all times you must adhere to your employer’s policy or those of the organisation providing practice experience(s) for you. If you use your own car to access qualification-based practice experiences, you must comply with the requirements of your car insurance company.

4.5 Policy on completion of theory hours

In addition, the NMC require you to meet a minimum of 2300 hours of theory. The qualification requires you to complete 2450 theory hours. These are achieved and demonstrated in a number of ways:
• Teaching through the module materials including resources and integrated learning activities are carefully timed and tested as part of the module development process. The timing of units of learning, any associated reading resources and the module activities is made explicit throughout all materials. Some of the links within the online module materials may become inaccessible. When this occurs, the links will either be updated or new ones created addressing similar issues in the module materials. Practice supervisors are registered practitioners who support a student’s learning in practice, but do not undertake formative or summative assessment (these terms are explained further in section 7.1). However they can verify evidence produced by a student, who has spent time learning particular skills with their supervision.

• It is important that you use your study planner to guide your progress through each module. By doing so, the study effort required of you is made explicit and your progress through each module will therefore be aligned to the timetabled tutorial and online focused activities. There is a study planner provided on each module website.

• Module tutors will work with you in tutor groups of around 20 students. Tutors are required to monitor your participation with module material and related activities.

• You will have contact with tutors through a mix of face-to-face tuition, synchronous sessions using OU Live and asynchronous online forums. It is **obligatory** that you attend all tutorials and engage in all the online forum activities across the qualification. This is a requirement for you to obtain your qualification.

• Module tutors will follow up individual students who are not participating in these learning processes. Ongoing concerns about lack of student participation will be reported to the Staff Tutor/Regional Education Manager at Region or Nation level so this can be investigated and appropriate action taken.

• Assessment, particularly the Tutor-Marked Assignments (TMAs) and Interactive Computer Marked Assignments (iCMAs), is often linked to small clusters of learning (blocks). Feedback from assessments will reflect your participation and level of learning from the module materials and activities. Your progression through the qualification will be compromised if you do not participate fully with all the module resources and the learning opportunities presented.

### 4.6 Sickness, absence and progress

You are expected to keep relevant people informed of any sickness, absence and your progress during the qualification.

In particular, you have a responsibility with regards to sickness and absence to:

- inform the practice area manager, your line manager (if different to the practice area manager) and your practice tutor of any sickness or other absence
- **attend all tutorials** and meetings as arranged, or in exceptional circumstances to notify relevant personnel of your absence in advance
- record all sickness and absence monthly, on the record of student hours forms within the Portfolio.

You must submit a copy of the completed record of student hours within 4 days of the month ending to your practice tutor. Your practice tutor is responsible for monitoring your sickness and absence and recording it during the module and report sickness and
absence on a monthly basis to staff tutor/region al education manager for monitoring
across the qualification. If any concerns about your health and/or sickness and absence
emerge during a module the practice tutor will inform the staff tutor/region al education
manager at the time.

- You must report any sickness and or absence to your employer according to local
policies and procedures determined by your employing organisation.

And you have a responsibility to effectively manage your progress through the
programme by:

- alerting those responsible for supporting your learning of any concerns or difficulties
you have regarding your progress at an early stage, so that you can access
appropriate guidance and support. This would be your Module Tutor for module-
specific issues and your mentor and practice tutor for any issues relating to practice;
you have the right that any personal circumstances that you disclose will be dealt
with confidentially.

- If you are considering deferring or postponing a module within the BSc Nursing
qualification you must contact your Staff Tutor or Regional Education Manager
immediately to discuss this.

4.7 Student rights and responsibilities

As an OU student, you can expect that all matters will be dealt with in accordance with OU
policies and procedures.

The OU code of conduct

The OU has a number of policies relating to students, including computer use, social
networking, academic conduct, bullying, harassment and data protection, which can be
found here www.open.ac.uk/student-policies/. Please ensure that you are familiar with
these.

The OU Student Charter sets out a summary of what you can expect of the OU and what
the OU expects from you. As a student of the OU, you are expected to act in accordance
with this charter.

Student complaints

It is anticipated that any concerns you have can be addressed through informal discussion
with members of the team supporting your learning. However, should you wish to make a
formal complaint or appeal, details of the OU’s appeals and complaints procedures are
available at www2.open.ac.uk/students/complaints/questions-and-answers-about-the-complaints-
and-appeals-process.php.

All complaints are taken seriously; every complaint will be fully investigated and you will
be kept informed of progress throughout.
4.8 Access to Electronic Patient/Service User Records

In the wake of the introduction of electronic or digital patient/service user records it is of paramount importance that patients/service users can be confident that their medical records are kept secure and confidential in line with current legislation and policy (Department of Health, Social Services and Public Safety (Northern Ireland) 2006; Department of Health, 2003; Health and Social Care Information Centre, 2013 and NHS Scotland 2011).

The Open University recognises that students undertaking the Pre-Registration Nursing qualification may, as employees within healthcare organisations, have pre-existing access profiles. These profiles may provide access to patient/service users' records through staff log-in and password, by smart card access or other electronic means. Where this is the case you must ensure that you follow your employer’s policy in respect to the creation of an additional profile specific to your role as a student nurse. Whenever you are fulfilling your supernumerary practice hours, you must not use your employee identity or profile or the profile of any other employee to access patient/service user records.


4.9 Fitness to practise

As a student on a professional nursing qualification, you are expected to maintain professional standards of behaviour in accordance with the Code (NMC 2015) and supporting guidance such as on raising concerns and social networking. For further information about professional standards and guidance go to the NMC website.

The Open University is required by the NMC to assure itself that students completing a NMC approved qualification leading to registration with the NMC are of good character and good health and therefore fit to practise as a registered nurse (NMC 2008, amended November 2010).

A fitness to practise issue is any possible misconduct, lack of competence and/or a health/disability matter that could place at risk the health and wellbeing of the public. The overriding purpose of the NMC’s Fitness to Practise Review Process is to safeguard the health and wellbeing of the public.

It is vital you understand the importance of good health and good character in relation to your ability (conduct and character) and capacity (health and disability) to study the pre-registration nursing qualification. The NMC’s guidance to students on good health and character can be accessed at: www.nmc-uk.org/Students/Good-Health-and-Good-Character-for-students-nurses-and-midwives/
The Nursing Department’s Fitness to Practise policy

The Nursing Department’s Fitness to Practise review process

**Self-Declaration of health and character**

If at any time during your studies:

- Your health deteriorates
- You or anyone else has any concern about your health
- You commit a criminal offence
- You or anyone else has any concerns about your conduct

You must self-declare these immediately to both your employer and the university. These would not necessarily preclude you from continuing your studies, but will enable a risk assessment to be conducted in order that we can maintain public safety and ensure your well-being is protected. It is your responsibility to seek advice from your practice supervisor and you will be required to complete the self-declaration of health and character form available from your practice modules’ website. This is critical because one of the NMC’s requirements on completion of the qualification is seeking a confirmation statement that you are of sufficient good health and good character to practise safely. Note: you will be required to declare in your Portfolio that you are of sufficient good health and good character to practise safely when you complete each practice-based module in the qualification.

To ensure we respond appropriately to concerns about a student’s fitness to practise we have developed a fitness to practise review process which can be accessed on the qualification website via the practice modules’ websites. The process is made up of three phases:

**The alert phase**

This phase is when the OU is made aware of a possible fitness to practise issue. The OU may be alerted by anyone who is involved in supporting you on the qualification or a member of the public.

**The risk assessment phase**

This phase is concerned with establishing whether there is an unacceptable risk to service users, the student and fellow practitioners. If a risk is identified action will be taken to minimise the risk.

**The full investigation phase**

This phase is concerned with gathering together and analysing all the information that will help the OU to decide whether:

- a student is fit to practise
- modifications to the qualification are needed to enable the student to be fit to practise
- the student is unfit to practise and therefore the student should leave the qualification.

At all times the safety of the public and practitioners, including students is of paramount importance.

Additionally, as a seconded part-time student you continue to be employed by your employer and therefore continue to be responsible for your conduct as an employee, as set out in your contract of employment.
These personal and professional expectations of your behaviour will continue for the rest of your career after you enter the NMC professional register as a qualified nurse. If you have any questions relating to any issues relating to conduct, you should always seek clarity from your mentor, practice tutor, employer link or staff tutor/regional education manager. Remember it is always safer to ask for advice than engage in an activity that might leave you or a service user in a vulnerable position, due to misunderstanding or ignorance.

5. How the OU Supports You

A rich array of sources of support is available via your StudentHome web page; these include:

- New to OU study
- Try something different
- OU essential – Developing good academic practices
- Services
- Juggling home, work and study
- Your computer
- Study skills/Support

(accessed via [https://msds.open.ac.uk/students/studysupport.aspx](https://msds.open.ac.uk/students/studysupport.aspx))

In addition to these web-based resources, there is a range of different resources and support that could be made available to you. Please talk to your module tutor and staff tutor/regional education manager if you identify areas where support may be needed.
5.1 Support for your theory-based (academic) and practice-based learning

Module tutors

Module tutors are part-time lecturers appointed for their module-specific expertise. They will steer your learning through the module materials, encourage you to keep on track according to the module study planner, facilitate tutorials and moderate online forums, provide study skills support and development, advise on writing assignments, and assess and provide detailed constructive feedback on each assignment.

You should contact your module tutor if you have any module-specific queries or concerns relating to your theory-based learning.

Practice tutors

A practice tutor will be appointed to support your learning in practice. Practice tutors are typically practising nurses, who hold a recordable teaching qualification with the NMC. Their role is to:

- quality assure the practice learning environments in which you gain experience
- ensure that appropriate arrangements are in place for you to comply with NMC requirements for practice learning
- monitor your achievement of the required experiences and completed practice hours
- support your production of evidence to demonstrate achievement of the NMC competencies
● participate in three-way (tripartite) meetings with you and your mentor
● ensure you are effectively supported by your mentor and, as appropriate, your sign-off mentor
● review the completion of assessment documentation
● provide you with information about any further support or pastoral care that you might require.

You should contact your practice tutor if you have any queries or concerns relating to your practice learning, or if you have personal problems that are affecting (or may affect) your progress on a practice-based module. You are required to send to your practice tutor information regarding your practice learning, every month.

Staff tutors/regional education managers

There is at least one staff tutor or regional education manager in every region and nation where students are studying the pre-registration nursing qualification. The staff tutor or regional education manager is responsible for overseeing the local delivery of the qualification. They are registered nurses who support, advise and manage the module tutors and practice tutors, as well as having responsibility for the quality assurance of the pre-registration nursing qualification in their locality. You can contact the staff tutor/regional education manager directly if you have any issue or concern about the qualification that you believe has not been fully addressed by the relevant tutor.

Employer link

In each employer organisation that supports students on the OU’s pre-registration nursing qualification, there is a key contact – an employer link – whose responsibility it is to ensure that the OU has access to key information such as mentor registers, education audits and practice learning capacity. Importantly, they keep the OU informed about any practice reconfigurations that might affect your learning. You should contact your employer link if you have any concerns about such changes or if you have a query relating to your role as a seconded student. Queries might relate to the local policy on uniforms, identity badges, travel expenses, local learning contracts and applying for posts on completion of the qualification. If in any doubt, please contact your employer link.

Organisations must provide release for students to complete all supernumerary practice hours as required by the NMC. Release for theory hours is subject to local negotiation.

Mentor and sign-off mentor

Opportunities to learn in differing practice environments will be available in all three practice-based modules. In each new learning environment, you will be allocated a mentor or practice supervisor who will oversee your practice learning, development and, if relevant, assess your competence in practice.

Mentors are registered nurses who are responsible and accountable for:

● organising and co-ordinating your learning activities in practice
● supervising you in learning situations and providing you with constructive feedback on your achievements
● setting and monitoring the achievement of realistic learning objectives
monitoring and assessing (where relevant) total performance, including skills, attitudes and behaviours

providing the evidence required by the university of your achievement or lack of achievement

liaising with others to provide feedback, identify any concerns about your performance and agree any follow-up actions as appropriate.

At the final practice assessment period of the qualification, the mentor is required to:

provide evidence of the achievement of proficiency at the end of the qualification for the sign-off mentor or, if acting as the sign-off mentor, to make a decision about the achievement of competence at the end of the qualification.

NMC (2008) Standards to support learning and assessment in practice [link]

As you will be working closely with mentors in practice, you should go to them with any queries you have related to your practice learning. It is important that you keep your ongoing achievement record (OAR) up to date, as your mentor will use this to review your developing practice and your learning needs.

In order to comply with the NMC’s standards to support learning and assessment in practice, your mentor must meet a number of requirements. Practice providers will use the following criteria to assess whether a practitioner is suitable to act as your mentor/sign-off mentor.

Mentor requirements

The mentor must:

be registered within the same field of practice in which the student intends to qualify (for stages 2 and 3 of the OU qualification: adult or mental health)

have developed their own knowledge, skills and competence beyond registration and been registered for at least one year

have successfully completed an NMC approved mentor preparation programme

be entered on the locally held register of mentors (normally held by Healthcare Trust/practice learning providers)

have completed an annual mentor update within the previous twelve months which is valid for the period in which the student is supported

participated in a triennial (three yearly) review of his/her mentoring performance in accordance with NMC Requirements (2008)

not have a personal, family or friendship relationship with the student concerned

be available to supervise (directly or indirectly) the student for a minimum of 40% of the time that the student is involved in direct care within the practice setting

have the ability to select, support and assess a range of learning opportunities in their area of practice for the student

be able to support learning in an inter-professional environment – selecting and supporting a range of learning opportunities for students from other professions
● have the ability to contribute to the assessment of other professionals under the supervision of an experienced assessor from that profession

● be able to make judgements about competence/proficiency of NMC students on the same part of the register (for stages 2 and 3), and in the same field of practice, and be accountable for such decisions

● be able to support other nurses and midwives in meeting Continuing Professional Development (CPD) needs in accordance with the Code: Standards for conduct, performance and ethics for nurses and midwives (NMC, 2008).

In addition, to undertake summative assessment of student performance during the pre-registration nursing qualification, the mentor must be a first level registered nurse. Second level registered nurses can make a contribution to facilitating learning and supervision of nursing students but they cannot make summative assessment decisions.

**Sign-off mentor requirements**

Sign-off mentors must:

● be identified on the local register as a sign-off mentor or a practice teacher

● be a first level registrant on the same part of the register

● be practising in the same field of practice as that in which the student intends to qualify

● have time allocated to reflect, give feedback and keep records of student achievements in their final period of practice learning. This will be the equivalent of an hour per student per week

● have clinical currency and capability in the field in which the student is being assessed

● have a working knowledge of current qualification requirements, practice assessment strategies and relevant changes in education and practice for the student they are assessing

● have an understanding of NMC registration requirements and the contribution they make to the achievement of these requirements

● have an in-depth understanding of their accountability to the NMC for the decision they must make to pass or fail a student when assessing proficiency requirements at the end of a qualification

● have been supervised on at least three occasions for signing off proficiency by an existing sign-off mentor

**Practice supervisors**

Practice supervisors are registered practitioners who support a student’s learning in practice, but do not undertake formative or summative assessment. However they can verify evidence produced by a student, who has spent time learning particular skills with their supervision.
6. Your learning journey

Throughout your studies you will complete theory-based learning activities which enable you to gain the knowledge and understanding to practise safely. Theory-based learning is often referred to as ‘learning for practice’. In addition you will complete episodes of practice-based learning often referred to as ‘learning in practice’ which enable you to apply your knowledge and understanding and develop caring skills to meet the needs of service users confidently and competently. In each of the three stages of the qualification you complete theory and practice-based modules. Both types of module complement each other and therefore are of equal importance to your achievement of the profile required of a registered nurse.

6.1 Theory-based learning

Your pre-registration nursing qualification is divided into levels and modules of study. Just as you progress through three stages in your practice learning, you progress through three academic levels as you study the qualification. In doing so you will gain confidence and skills in expressing yourself in writing to create a balanced argument, critical thinking and critical evaluation skills.

It is important that you take responsibility for your own learning as an adult learner.

Levels

**Level 1:** At Level 1 you demonstrate your knowledge about what you find out while discussing relevant topics. Its purpose is to stimulate and facilitate interest in health and social care and how it is applied to your care settings. You are encouraged to describe what you have learned. This will link into your practice experiences outlined below centred on the unique needs of the various client groups you meet while in your core practice base and alternative care setting.

**Level 2:** At Level 2 you not only discuss what you have found out but you apply it to your own practice as a student nurse. At this level you assimilate a substantial amount of knowledge so that you can gain insight into and understand the diverse range of client and patient groups you will encounter and how to address their needs through analysis of their needs set against the evidence-based responses of care services. Specific requirements to achieve related competencies are found here.

**Level 3:** By level 3 you develop the critical skills of analysis to work in a complex health care setting as an autonomous and innovative nurse. You develop your skills of analysis and critique where the emphasis is not on the amount of knowledge you have accumulated but on how you handle and critique that knowledge. You learn more to further enhance your person centred practice in relation to the specific ‘whole-person’ needs of individuals.

Each module guides your learning by providing underlying theory on key concepts and evidence-based knowledge to enable you to learn the necessary skills to practise nursing. Module descriptors can be found at the back of this handbook.
What do you learn?

You learn about the underpinning theory that will enable you to be a compassionate, knowledgeable nurse working in a modern health care setting. This encompasses developing specific understanding of sociology, anatomy and physiology, psychological changes and specific conditions across the lifespan and service user groups in diverse settings.

How do you Learn?

Your learning begins with studying the module materials which can be accessed from the module website. A study calendar guides you through what you study and when. This is complemented with a blend of modes of learning that include online discussion forums, face to face tutorials and online tuition. You are encouraged to reflect on what you learn, carry out activities and participate in group learning. Information literacy and evidence-based practice are integral to your learning.

6.2 Practice-based learning

The NMC requires that a minimum of 2300 hours of your qualification hours are used to undertake practice-based learning. Of the 4750 curricular hours across the qualification, 2310 hours will be spent in practice settings where you will be supported by a mentor and practice tutor to undertake learning in practice. This will support you developing competence and confidence across the NMC Essential Skills Clusters and the four NMC domains of:

- professional values
- communication and interpersonal skills
- nursing practice and decision making,
- leadership, management and team working.

Each domain is made up of generic and field specific competencies and using the practice Portfolios (KYN117 Enhancing your healthcare practice, KYN237 Principles and skills for nursing practice and KYN317 Preparing for graduate practice) your mentor will assess your practice in the context of your intended field of practice and across specific service user groups. Practice learning must provide the breadth of experience of:

- service user groups
- the range of health, wellbeing and ill-health issues
- experience of the 24-hour-day/seven days a week of care delivery as required by the NMC. Other than in exceptional circumstances adult nursing students are to complete three nights, preferably consecutively within each stage of the qualification, nine nights in total.

Mental health nursing students are to complete either three nights or three twilight shifts, preferably consecutively, depending on the nature of the service, within each stage of the qualification.

- In addition, students following the adult field of practice will be required to meet the European Union (EU) experience requirements for general nursing
When you start your pre-registration nursing studies you will be allocated a practice-learning pathway. There are four options available:

- Community mental health services
- Mental health in-patient services
- Adult community services
- Adult in-patient services

You can access the practice learning pathways on practice module websites. The pathway you follow will be determined by the context of your normal place of work which will be referred to as your core practice-base. The staff tutor nursing (STN)/regional education manager (REM) will inform you which of the four pathways you will follow. It is important you follow the allocated pathway as it ensures you gain practice experiences and undertake theoretical learning that complement each other. This will enable you to put together, integrate, both sources of learning. If you experience any difficulties in adhering to the practice learning pathway allocated to you please alert your mentor and PT without delay.

**Core practice-base**

A core practice-base is within your intended field of practice, adult nursing or mental health nursing, and usually within the service in which you normally work. The area must be compliant with NMC quality standards:

- satisfactory learning environment audit has to have been completed
- sufficient mentor resource must be available
- a nursing student’s mentor must be compliant with NMC mentor standards (2008)

For most students the designated core practice-base will be the practice area or practice team in/with which they usually work. As indicated above this is subject to the practice area/team meeting all the requirements to be designated as a suitable learning environment and providing experiences that are relevant to your intended field of nursing practice. For example, an applicant working in a maternity service and wishing to become an adult nurse would need to be provided with a core practice-base within designated adult nursing services. If you need to be moved to a different practice area/team for your student practice-based hours this will be arranged through negotiations between the OU and your employer.

**Complementary experiences**

The practice learning pathway allocated to you specifies the number and types of practice experience you need to access at given points during your qualification. Access to practice experiences will be facilitated by your mentor in consultation with your practice tutor and other relevant practice provider personnel for example, your employer link. Throughout your practice learning pathway, you will gain experience in a range of care environments, complementary experiences. You must ensure you complete an induction for each new environment you practise in. An ‘Induction to Practice Learning Environment’ checklist is available as a resource on the practice module websites. You must ensure that a completed copy of the checklist is placed and kept in your Portfolio for each new practice learning environment you access. The induction must be completed within two weeks of accessing any practice area.

Within each stage of the qualification, experience must be gained in community settings. You must have experience and assessment opportunities in community and in-patient
services. Across the qualification a minimum of three periods of community practice is required. The practice pathways indicate when these should occur.

**Caring for all**

As you will appreciate, clients of health care do not have neat packages of health needs that conform to one field of nursing. People with mental health issues and/or learning disabilities are as much users of physical care services as people with physical health needs and they are at equal risk of physical health issues as the general population. Children may access adult health services of whatever nature as visitors or users of that service. Not all services are provided to children in a children’s hospital or as a dedicated service. People with physical health issues and/or learning disabilities may need to access mental health services.

When you register as a nurse at the end of your qualification you will be expected to: act autonomously and appropriately when faced with sudden deterioration in any person’s physical or psychological condition or emergency situations, abnormal vital signs, collapse, cardiac arrest, self-harm, challenging behaviour or attempted suicide. (NMC, 2010, At Point of Entry to the Register, Essential Skill Cluster 9.20).

Therefore during your qualification, you will learn about the needs of, and experience practice with people from, all fields of nursing registration, that is children and young people, adults with physical health needs including pregnant women, people with mental health needs and people with learning disabilities.

The overarching principle for all practice learning experiences is that these are sought, wherever possible, within a student’s existing field of nursing. There is no expectation that students spend time in services designated to particular fields: for example, mental health, learning disability, children and young people’s care. Students need to have knowledge, understanding and competence to manage the essential nursing care of the different types of service user “who come into their care” (NMC, 2010) *Standards for pre-registration nursing education*, NMC, London. This includes recognising the boundaries of their own knowledge and competence and seeking support from others with the required expertise to ensure that service users receive appropriate and effective care.

The summative assessment of these essential care skills and competencies, applied to a range of people, is normally by the mentor in the student’s core practice base, during the final practice learning period of the practice learning pathway. Students therefore need to provide evidence in their Portfolios of the contact they have had with the various client groups and the learning they have achieved through these contacts. Mentors will need to discuss this learning with the students to satisfy themselves that students can apply the fundamentals of care, which they observe them undertaking with people who come into their care, to the particular needs of people from these other specific client groups.

From 2014 onwards, summative assessment of students’ competence in the essential care of people from specified client groups, who come into their care, will take place in Stage 2 only.

### 6.3 Safe Practice

It is the responsibility of every practitioner, including students, to ensure the well-being of patients is protected and action taken if we have any concerns about care practices and/or interventions.

**Service user safety**
In the context of the practice experience provider’s and your obligations to service users and carers you must:

- Only provide care to service users agreed with your mentor/supervisor
- In emergency situations provide care to a service user whose health status has changed only within the parameters of your competence and confidence
- Inform your mentor/supervisor immediately in non-emergency situations in which the health status of the service user has changed
- Raise the alarm or contact the emergency services in situations in which you are unsure about the ‘emergency’ status of the situation
- Raise the alarm or contact the emergency services as a priority in emergency situations outside of your sphere of competence/confidence.

**Equipment and medicines safety**
The National Patient Safety Agency website provides regular updates about any possible issues relating to equipment and/or medicines which may compromise the safety of patients. These alerts may not always apply to every Trust or care setting, but in order to be sure, you should visit the site regularly to check on all updates and identify any which may be relevant to your setting, and need to be actioned.

Please click the link immediately below to access the National Patient Safety Agency:
[www.nrpsa.npsa.nhs.uk/resources/](http://www.nrpsa.npsa.nhs.uk/resources/)

**Raising concerns about care practices**
You may be exposed to approaches to care which appear to contravene agreed standards of safe practice. ‘Safe practice’ is defined as practice that does not compromise the physical, psychological, social and/or cultural wellbeing of clients of health and social care. In the context of:

- the service provider’s clinical governance processes
- the NMC’s responsibility to protect the public
- the accountability of approved institutions and individual registrants to the NMC

Both the OU and its partners must investigate any concerns shared about practice incidents.

The NHS Constitution makes it clear that it is the duty of all NHS workers, including students, to report any concerns they have about practice or any mistreatment of patients/service users receiving care from the health service. Use the following link to read more:

You can also view a video from the Higher Education Academy which provides guidance on raising concerns about patient safety:

The NMC’s guidance on conduct for nursing and midwifery students (NMC, 2011 p.13) regarding your work as part of a team, also requires you to:

‘**Inform your mentor or tutor immediately if you believe that you, a colleague or anyone else may be putting someone at risk of harm.**’
You therefore have an obligation to report any concerns you have about your own or others’ practice to your mentor and practice tutor without delay. They will advise you about how the matter should be taken forward and offer support. If you feel you cannot raise them with either your mentor or practice tutor contact your staff tutor/regional education manager without delay. Any concerns raised will be risk assessed and then fully investigated. Throughout the process and subsequently an appropriate member of OU staff will support you.

The resources provided by the NMC in relation to raising concerns can be accessed via the following link: Raising concerns: guidance for nurses and midwives.

Provided below is the process to be followed to raise your concerns about what you see and/or experience in practice and to escalate them if necessary. Do also be aware, that your Trust may also have their own procedures for reporting incidents, concerns or if bad practice is witnessed.

![Diagram of process]

Figure 6.3
It is important that you alert your mentor and practice tutor to any concerns without delay. They will advise you about how the matter should be taken forward and support you through the process.

Student safety

Supervision of your practice

As you progress through your qualification, you should become increasingly capable of practising with minimal supervision. The Bondy criteria, used by your mentor to underpin judgements about your competence, reflect this. The supervision required in relation to Bondy Level 2 is significantly more than that required for Bondy Level 4. This process of development is designed to support your readiness to practise autonomously once you become a registered nurse.

The Nursing and Midwifery Council (2008) identify that students must, at all times, be directly or indirectly supervised in the practice setting. Your mentors are responsible for planning and coordinating your learning experiences, and will determine whether or not you need to be directly supervised for any particular activity or experience. Your named mentor is accountable for their decisions to let you work independently or with others.

Stage 1

During this stage, you are likely to require a significant amount of direct supervision. Your mentor or another identified supervisor must be directly available to you in the practice environment, to provide support, guidance or advice. Where you are practising a new skill, you must be directly observed until your mentor or supervisor deems that you are safe to undertake that skill independently.

Stage 2

Throughout stage two, you will continue to expand your range of nursing skills and competencies. Whilst your mentor or other identified supervisor should still be directly available to you in the practice environment, by the end of this stage you should be able to deliver a significant number of skills independently.

Stage 3

As you progress through stage three you should be moving towards being an independent practitioner and so self-directing your practice. Supervision continues to be required at a distance/indirectly so that the safety of you, clients, colleagues and carers is not put at greater risk than would be the case if you were receiving direct supervision.

The level of supervision provided to you should be appropriate to:

- your level of competence
- your level of confidence
- the client profile
- the client’s preference: client agreement for the student to practise alone must be sought.

If your core practice base is within a community team, your mentor may allocate you a small caseload of clients, provided that you are competent to deliver care to each of them under indirect supervision. You must have appropriate support in place as explained in the next section on lone working.
Medicines administration

Whatever stage of the programme you have reached, the administration of medicines to clients must always be under the direct observation of a registered nurse.

Practice Tutor support

If you have any questions or concerns regarding the level of supervision that you are receiving or should receive, contact your Practice Tutor, who will be able to advise you and your mentor.

Lone working

There will be occasions when you are alone with service users, for example taking a client out from an in-patient area for a social activity, or escorting a patient to another department.

The following minimum standards of safety must be in place prior to agreement being reached that you may practise alone:

- Indirect supervision must be immediately available
- The method of indirect supervision will be made explicit to you
- Your mentor must complete a risk assessment in relation to each service user with whom you will practise
- The service user case load and its profile is confirmed as being commensurate with your competence and confidence profile
- The service user case load profile is confirmed as appropriate to your learning needs
- The parameters of your role are made explicit, understood and agreed by all concerned
- Your right and responsibility to alert your mentor/supervisor if you do not feel confident and/or competent to practise with service users alone is made explicit to you by your mentor
- Your right and responsibility to decline to practise with service users alone if you feel the service user profile is not in keeping with your competence and/or confidence profile or if you feel there is unacceptable risk is made explicit to you by your mentor
- Prior to practising alone you must have received personal safety training
- Relevant practice experience provider policies must be made available and explained to you
- You must have an immediate means of contacting the mentor/supervisor
- You must have an immediate means of contacting the practice area/service to which you have been allocated
- You must adhere to the practice experience provider’s policy and guidance on ‘keeping oneself safe’ and the ‘lone worker’.

For each ‘lone working’ activity you and your mentor/supervisor must agree the following:

- Service users with whom you will practise alone
- Anticipated time of contact with each service user from commencement to completion
7. Assessment of your achievements

7.1 Assessment regulations

Your learning will be assessed throughout the qualification. Each module of the qualification has its own assessment scheme, details of which can be found in the Assessment Guidance on the module website. You will receive feedback on your performance on all assessments, which will enable you to plan how to meet your development needs.

The general regulations and processes concerning assessment in the OU can be found at https://msds.open.ac.uk/students/studysupport.aspx. Once you have accessed this link, follow this link trail (OU essentials → Essential documents → Assessment) to access important information relating to the:

- code of practice for student assessment
- code of practice for student discipline
- policy on plagiarism.

You will have noted that the link provided above is part of your StudentHome web page. Spend time navigating this site to explore what is included that might be useful for you. The information is designed to be both accessible and practical, and we anticipate you will make a lot of use of this throughout your qualification studies.

In order to complete the pre-registration nursing qualification successfully, you must demonstrate an appropriate level of theoretical knowledge and a range of specified essential nursing skills that will enable you to practise as a safe and competent practitioner. You will be assessed at increasing levels of complexity as you progress through the qualification. Some assessments are designed to be formative and the feedback is intended primarily for you to reflect and learn from. Other assessments will be summative and provide a formal assessment of competence that will determine your progression through the qualification and count towards the classification of your degree.

Below are some examples of these two forms of assessment:

- Formative: the written comments you receive following submission of tutor-marked assessments both directly on your script and via the feedback sheet. These comments will highlight strengths of your work, as well as identify areas to work on for next time, that if addressed could lead to improved performance. So please
ensure you consider the comments provided to you as they will give you an indication of your level of achievement.

- **Formative:** Moodle quizzes in the module materials that allow you to test your knowledge and understanding of material informally
- **Summative:** an examination or end of module assessment at the end of a module that is designed to assess formally your achievement of the module learning outcomes
- **Summative:** your assessment in practice which is made by an experienced practitioner who is supporting you (your mentor).

The outcome of the assessment is used to determine whether you are ready to progress through and complete the qualification.

You need to pass all components of summative assessment (both academic and practice) to progress through the qualification.

### 7.2 Theory (academic)

Written assessment is through a combination of tutor-marked assignments, end-of-module assessments, Portfolios of practice-based experience, learning and achievements. Assessments may require answers ranging from essay-type questions, interactive iCMAs, project-based work to examinations. It is important you read the module assessment guidelines and adhere to the requirements specified for each assessment activity.

### 7.3 Practice

Mentors will assess your competence in practice and record their assessment in your practice Portfolio. They will be able to form an in-depth profile of your competence as you practise as a supernumerary student alongside your mentor for at least 40% of your practice learning experience and will collect feedback from others to inform practice assessment decisions.

A practice tutor will support your mentor to undertake this important role. There will be formal opportunities to discuss your progress with your mentor and practice tutor during the practice-based modules through tripartite meetings. These discussion meetings are obligatory and will be used to reflect on and review your learning and development needs and your achievements. Students should liaise in a professional and timely way, with their mentors when tripartite meetings are being organised.

Mentors will:

- monitor your performance in practice
- complete practice assessment documents during stages 1, 2 and 3 of the qualification
- formally assess your ongoing development and progress towards attaining the competencies required by the NMC standards for pre-registration nursing education and associated essential skills.

When your mentor is reviewing your performance they will take the following into consideration:
The record of practice assessment is located in the practice Portfolio which incorporates an ongoing achievement record (OAR).

**The Practice Portfolio and ongoing achievement records**

For each practice module, you will keep a Portfolio that becomes a record of your practice experiences, your reflections on practice, a summary of the tripartite meeting outcomes with your mentor and practice tutor, and your practice assessment. The Portfolio allows you, your mentor and your practice tutor to record and capture information regarding your progress on the qualification. This includes, for example:

- the range of practice experiences you have gained
- evidence of the practice hours you have completed
- your mentor’s assessment of the level of *competence* you have reached in practice
- service user/carer/relative feedback on your practice performance
- your self-declaration of the status of your health and character.

At the end of each practice module, you must have successfully achieved the required practice skills, completed the designated practice hours and the range of experience required for progression. If there are any components outstanding or not achieved, you will be given one opportunity to resubmit. You will not be able to continue on the qualification without successful completion of all module requirements.

Your Portfolio contains your ongoing achievement record (OAR) which is a record of your ongoing development and achievements during a practice module, together with your mentor comments, following each of the initial and mid-point tripartite, review meetings and the final tripartite, summative assessment meeting. The core intention of the OAR is to capture your strengths and areas for development across the qualification. The OAR from your KYN117 *Enhancing your healthcare practice* Portfolio will need to be transferred into your Portfolio for KYN237 *Principles and skills for nursing practice*, and then both transferred into your Portfolio for KYN317 *Preparing for graduate practice*.

Please read the guidance in your Portfolio carefully to ensure that you understand all the requirements expected of you as you complete your Portfolio. If you have any questions, please direct these to your practice tutor in the first instance.

In stage three you will be allocated a sign-off mentor for your final practice assessment; this is a requirement of the NMC. The sign-off mentor may be a mentor that has supported you at other stages of the qualification if he/she is recognised on the locally held register as a sign-off mentor. It is essential that you provide your collated OAR to your designated sign-off mentor prior to the final summative assessment meeting. This assists your sign-off mentor to review your progress across the qualification and check that you have met all the requirements for entry to the NMC register.
8. Quality assurance of your student experience

The programme team has an obligation to:

- you
- your employers
- your sponsors
- your practice learning opportunity providers, and
- the Open University

To ensure the programme is of the highest quality possible.
To monitor the quality of the programme and to seek opportunities to enhance its quality, the programme team completes a range of quality assurance activities.

8.1 Assuring the quality of assessment

The assessment of learning outcomes provides a framework for your module tutor to assess each TMA and provide feedback to facilitate your progression. Grading and feedback is monitored to assure that you are assessed equitably with other students. TMAs, examination scores and feedback are monitored by experienced module team academics. External examiners are asked to confirm that the programme meets the required standards and that these are comparable to others found in other Higher Education Institutes.

Assessing your work ensures that this programme meets the demands of the many different stakeholders who were involved in designing the programme with the OU and who want to guarantee the education of safe and effective nurse registrants. Assessment practice is also scrutinised by the NMC and the Quality Assurance Agency (QAA) who are looking for robust and quality assured systems.

8.2 Assuring the quality of practice learning

Learning environment audit and profiling learning opportunities are completed in such a way that explicit evidence is readily available of compliance with the requirements of legal, statutory and nation-specific bodies. These activities are completed before you start qualification-based practice learning and at least every two years. There are two activities to be completed:

- assessment of the quality of potential practice learning opportunities (learning environment audit)
- identification of the learning opportunities available (learning opportunities profiling).

Completion of these activities is a shared responsibility between your employer and the OU. Both activities need to be done by a representative of your employer, usually a manager, and your STN/REM or PT from the OU. The responsibility for ensuring that this happens rests with the STN/REM. Some mentors have said they would like to do a 'self-
assessment’ of the learning opportunities available which could then be discussed with the audit team. If your nominated mentor wants to do this, they should discuss it with your practice tutor, staff tutor (Nursing) (STN) or regional education manager (REM).

Learning environment audit
A learning environment audit involves determining the capacity of a patient or client service area to support practice learning. The NMC requires approved institutions to provide documented evidence that all venues used to support practice learning have been subject to a learning environment audit. The audit criteria for practice learning settings are defined by the professional statutory bodies (NMC, 2008; NHS Education Scotland (NES), 2008; Northern Ireland Practice and Education Council (NIPEC), 2004) and are concerned with the resources and support processes available to you and with assessing practice. The QAA has also specified precepts for placement learning (QAA, 2007). The learning environment audit tool used by the OU is based on the standards for practice learning specified by the above bodies. The audit tool centres on the following five key areas:

- the level of expertise of mentors and practitioners
- the level of student supervision available in the practice setting
- evidence of the practice setting’s beliefs regarding professional practice and organisational philosophy
- evidence that professional work is practised on the basis of sound principles and identified policies
- evidence that learning resources have been planned to support students throughout their stay in a designated practice setting.

Employing organisations are responsible for providing evidence to higher education institutions (HEIs) that their practice settings meet the requirements and standards laid down by the statutory bodies. In this programme, the OU is the HEI and needs to receive this evidence for all practice settings to be used for student learning.

Two approaches are adopted:

- If another HEI has completed a learning environment audit within two years of you starting the programme, and this conforms to NMC criteria, the STN/REM seeks written confirmation that the outcome of the audit is satisfactory. A record is made to this effect and further action is not required. If there has been an audit within the past two years and some criteria have been partially met or not met, the STN/REM will request a copy of the action plan or meet the service manager and ensure that an action plan is discussed, agreed and developed, so that all criteria are met within an agreed timescale. If the agreed action is not completed by the due date, the practice setting will not be used for the purposes of student practice-based learning.
- If there has not been an audit within the past two years, or confirmation of a satisfactory audit from other HEIs is unavailable, the STN/REM or PT will complete the learning environment audit. The STN/REM keeps your employer informed about the progress of audits and in particular if a setting appears unsuitable. Your employer will receive a copy of any learning environment audit completed by the OU and a copy is provided to the practice area so anyone who wishes to access it can do so.

You and your mentor are encouraged to be involved in the audit process.
Profiling learning opportunities

A major issue for any education provider is the capacity of practice settings to accommodate students. Factors impacting on capacity include the number of students accessing practice learning opportunities and the availability of a mentor resource to supervise, facilitate and assess learning. The learning opportunities are profiled by your STN/REM or PT as part of the education audit process. The profile provides explicit evidence of the capacity of the practice setting to support you in:

- fulfilling the practice experience requirements of the NMC (and EU for Adult nursing students)
- achieving the NMC competencies).

As with a learning environment audit, evidence must be included in the profile record to support claims that the practice setting can fulfil or contribute to the fulfilment of the practice learning requirements of the programme.

Process for reporting good practice

This is the process to be followed to report good practice. Reporting good practice enables the University to promote good practice through dissemination of reports via its national and local networks.

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Area of good practice identified through either informal or formal evaluation

Shared with employers, students and other stakeholders, sources of which may include:
- Agenda item as part of operational meetings
- Agenda item as part of contract review meetings
- Adding to Qualifications website
- Adding to employers'/stakeholders' website or newsletter
- Adding to OU Partners' website

Shared with the university, sources of which may include:
- Nations and regions bi-monthly report
- Agenda item for STNG meetings and nursing department meetings
- Inclusion in stage gate review processes

Shared with the HEI and health care sectors via such as:
- Publication in press / journal as appropriate

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Process for withdrawing an OU student from a practice area when the learning environment is confirmed to have been compromised.

In exceptional circumstances it may be necessary to remove you from a practice area. The process below is followed in consultation with you and your employer.
8. Quality assurance of your student experience

We evaluate your experience of the programme through university-managed evaluations, and guidance on what to do are available through your module websites. These evaluations are important in enabling us to support practice areas to develop their approaches to supporting student learning. Please do complete them. IET surveys will be evaluated through the Pre-registration Nursing Qualification.

8.3 Evaluation of your experience and those who support you

The purpose of evaluation is to gather the views of all concerned with the qualification to inform the actions we take to enhance the quality of the programme. An important means of gathering information about the quality of the programme is to invite all concerned to complete questionnaires (evaluation forms).

We evaluate your experience of the programme through university-managed evaluations, Institute of Educational Technology (IET) surveys, and your completion of an evaluation each time you complete a practice learning period. The practice learning evaluation forms and guidance on what to do are available through your module websites. These evaluations are important in enabling us to support practice areas to develop their approaches to supporting student learning. Please do complete them. IET surveys will be evaluated.
posted or emailed to you. Again it is important that you participate in these evaluations (surveys) as the findings from these surveys help us to take actions to improve the quality of your learning and the learning of others with the university and practice learning opportunity providers.

The University also canvass the views of your mentors and PTs to ensure we have access to the perspectives of all those involved in supporting your learning in practice.

We seek the views of your module tutors through local surveys at module level.

In response to evaluation findings action plans are implemented to ensure best practice is shared and issues addressed. The findings are also shared with the employer link where applicable for review and forwarding on to ward managers where placement experiences have taken place.

8.4 External review of the quality of the qualification

As well as ongoing internal review, the qualification is also subject to external quality review processes by:

- Sponsoring (funding) bodies for the programme: Department of Health, Social Services and Public Safety (DHSSPS) in Northern Ireland, the Scottish Government Health Directorate, and Local Education Boards (LEBs) in England
- The Quality Assurance Agency
- Employers who support their staff to complete the programme
- The Nursing and Midwifery Council.

At some point during your programme you may be invited to share your experiences of your programme with any of the above bodies.

8.5 Internal review of the quality of the programme

An internal review at module and qualification level is completed annually and informed by a range of information collected over the previous year through such mechanisms as described above. These reviews contribute to an annual quality review report to the University.

It is important to the enhancement of the qualification that you and your supporters share your real experiences of the qualification with those who seek your views.

9. Module descriptions

9.1 An introduction to health and social care

| Module code: KYN101 | Credit points: 60 | OU Level: 1 |
SCQF Level: 7  FHEQ Level: 4

<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>5 Tutor-marked assignments (TMAs)</td>
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<tr>
<td>4 Computer-marked assignments (CMAs)</td>
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<tr>
<td>Examination (unseen)</td>
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<table>
<thead>
<tr>
<th>Hours</th>
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<tbody>
<tr>
<td>Theory 600 hours</td>
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<tr>
<td>Practice 0</td>
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**Summary**

This broad introduction to health and social care is part of the 1st stage Nursing curriculum. It helps you develop practical caring skills and the learning skills required for successful study. You’ll explore many facets of care in our diverse and changing society – drawing on your own ideas and experience and entering the lives of care workers and service users through in-depth case studies. It is written in a clear, thought-provoking style, with frequent activities to set you thinking.

**Learning outcomes**

KYN101 provides opportunities for students to develop and demonstrate the following learning outcomes:

**Knowledge and understanding**

- the scale and variety of caring activity within the UK, the complexity and sensitivity of individual care situations, and the main health care and social care services through which care and support are provided
- the impact of care needs and care services on people’s lives and on their sense of identity, and the importance of providing care and support in ways which take account of people’s life experience
- the influence of care environments on the quality of care provision and on the experience of those receiving and providing care and support
- the significance of the broader context of care in terms of the nature of local communities, diversity and change
- the importance of systems and procedures which promote safe care practice, including keeping records, observing rules of confidentiality and being accountable.

**Cognitive skills**

- describe care situations objectively, focusing on important points and leaving out unimportant details
- analyse case studies of care situations, drawing out their relevance to concepts and ideas from the module
- develop arguments in your own words, while drawing on concepts and ideas you have read about

**Key skills**

- manage your studies through effective organisation, planning and time management
- review your development by identifying strengths and areas for improvement, and responding to feedback
learn effectively from a range of print and web-based resources (including written teaching materials, academic texts, policy documents and audio-visual materials) as well as from conversations with tutors and other students

- communicate ideas and arguments in a logical and well-structured way
- search for relevant online information relating to care needs
- confidently use a computer and the internet for basic learning.
- read and interpret simple tables, charts and graphs

**Practical/professional skills**

- identify aspects of care relationships which conform, or fail to conform, to principles of good care practice
- anticipate communication difficulties in care situations and develop plans to address them
- show awareness of problems of access to care services and suggest ways to overcome them
- show awareness of health and safety issues in care situations and of appropriate measures to address them
- apply rules of confidentiality to specific situations, identify protection issues, and outline appropriate measures.

**Module content**

KYN101 and its sibling module KYN117 *Introducing professional practice and knowledge* make up the 1st stage of the Nursing curriculum. Together they provide a broad foundation for your development as a practitioner and lead you towards becoming a registered nurse. These modules are about what you need to learn to become a ‘knowledgeable doer’ and a confident learner. They also begin to prepare you to be confident and competent in your continuing professional development (CPD) activities and lifelong learning throughout your nursing career.

Through KYN101 and KYN117 you will begin to get to grips with practice issues and knowledge in the changing environment in which you work and come to see that coping with and embracing change is part of effective practice.

If you want to share your ideas, you can join online forums for dialogue with other students and your tutor. But you don’t have to be a computer geek – the module teaches you quickly and simply, all you need to know about using the latest learning aids.

**Block 1:** paints a broad picture of care in the UK, ranging from the caring within families, to primary health care, acute care in hospitals and social care in the community. You will explore the diversity and sensitivity of care situations, the wide variety of modern care services, the inter-connections between them and what it is like to care and to receive care.

**Block 2:** explores the impact of care needs and care services on people’s sense of identity and self-worth. Care can make deep inroads into personal lives and life narratives, so it is essential that care workers are sensitive to this and provide appropriate support. They need skills in communication and in ways of group working, so that lives are enhanced by care, rather than damaged. It also asks how a community can respond to the needs of different groups of people. An in-depth case study of a neighbourhood renewal programme enables you to assess whether such schemes can improve people’s health.
and well-being. You will also examine the work of services, agencies and carers against a background of rapid and continuing social change across the UK.

**Block 3**: explores the settings where care takes place and is managed. You visit a wide variety of care environments, from domestic homes to residential and hospital settings, exploring their physical, social and psychological impact and the extent to which they are enabling or disabling. You also consider how people become attached to places and what happens when they have to leave them.

**Block 4**: examines how care can go wrong and what individuals can do to try to prevent this. You explore the crucial role of record keeping and the challenges of preserving confidentiality in a busy workplace. You consider the pressure on care workers to be accountable and you explore the roles of research evidence and protocols in ensuring high standards of care.

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**Indicative reading list**


9.2 Enhancing your healthcare practice

<table>
<thead>
<tr>
<th>Module code: KYN117</th>
<th>Credit points: 60</th>
<th>OU Level: 1</th>
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**SCQF Level:** 7  
**FHEQ Level:** 4  

**Assessment**

- 3 Tutor-marked assignments (TMAs)
- 2 Computer-marked assignments (CMAs)

**End-of-module assessment**

**Hours**

- Theory 250 hours
- Practice 600 hours

**Summary**
This online practice-based module which is part of the pre-registration nursing qualification explores the importance of promoting health and reflects on the contexts of practice and development of knowledge, understanding and skills to meet core service users’ needs. You will start by focusing on the differing roles of the healthcare team and explore the importance of promoting health. You are then given the opportunity to reflect on the context of practice, develop your knowledge, understanding and skills to meet service users’ needs and apply your learning to your practice where your skills and competence are assessed.

Learning outcomes
KYN117 provides opportunities for you to develop and demonstrate the following learning outcomes:

Knowledge and understanding
- the key biological, physical, social, political, ethical and psychological concepts relevant to the delivery of your healthcare practice
- the range of different approaches to high quality person-centred care
- the development of health and social care in the UK and the contemporary context in which care takes place
- theories, concepts and professional principles that underpin healthcare practice
- a range of basic research methods and their application to healthcare practice.

Cognitive skills
- describe and analyse your own healthcare practice and that of others
- apply concepts, principles and theories to healthcare practice
- select, describe and interpret ideas and evidence to develop an argument that provides new insights into practice
- develop reflective skills to examine your own values and those of others.

Key skills
- communicate ideas, arguments, principles and theories effectively in speech and in writing, using visual and Information and Communication Technology (ICT) tools where appropriate
- prepare, manipulate, present and interpret data (textual, numerical and graphical) using appropriate qualitative and quantitative techniques
- make effective use of appropriate information and communication technologies
- manage your own learning, organise your own time, and begin to work independently in a way appropriate for continuing personal and professional development.

Practical and professional skills
- act in accordance with the legal, ethical, political and policy boundaries of your healthcare practice
- recognise the personal boundaries of your practice and be able to make appropriate referrals
- work effectively and maintain appropriate relationships with others including the multi-disciplinary team
• use appropriate knowledge and evidence to assist in decision making
• respond sensitively to the needs of service users from a diversity of backgrounds
• contribute to the development of quality services and working with change
• reflect on and engage in personal or professional development.

Module content
Your studies will help you maintain the currency and relevance of your practice in an ever-changing healthcare environment.

The module is made up of five blocks of study with concurrent work-based practice.

Block 1 – Practitioners and practice focuses on learning about healthcare practice and will encourage you to manage your learning opportunities. You will also explore the principles and values that healthcare practitioners should hold; person-centred practice; and working with diverse and vulnerable individuals.

Block 2 – Promoting health and healthcare practice introduces you to the meaning of ‘public health’ and will develop your public health skills. You will consider the evidence that underpins effective health promoting activities and how these can be used to promote an individual’s sense of health and wellbeing. By drawing all this together you will enhance your health promoting practice.

Block 3: Healthcare practice explores the roles and responsibilities that healthcare practitioners engage within and across teams. Gathering, interpreting and managing information, including evidence to underpin risk management and assessment of individuals will be addressed. You will examine practice interventions that are person-centred and appropriate. This block will conclude with an evaluation of whether these interventions have been successful.

Block 4: Developing practice-based skills focuses on the range of skills that are crucial for your role as a healthcare practitioner. These skills include: privacy, dignity and compassion; infection control; safe moving and handling; vital signs; and dealing with emergencies.

Block 5: Enhancing practice-based skills. This final block considers the other relevant skills that you need to further enhance your role in practice. These include: nutrition; hygiene; continence; medicines management; and assessment and management of wounds.

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<th>Indicative reading list</th>
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### 9.3 Principles and skills for nursing practice

<table>
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<th>Module code: KYN237</th>
<th>Credit points: 60</th>
<th>OU Level: 2</th>
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<td>SCQF Level: 8</td>
<td>FHEQ Level: 5</td>
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**Assessment**

- 3 Tutor-marked assignments (TMAs)
- 1 Computer-marked assignments (CMAs)
- End-of-module assessment: Practice Portfolio

**Hours**

- Theory: 342 hours
- Practice: 855 hours

**Summary**

KYN237 is a compulsory module designed for students on the pre-registration nursing qualification. It will be taken by students working towards Nursing and Midwifery Council professional registration in the adult and mental health fields of practice. KYN237 commences with communication and interprofessional skills where students are expected to build partnerships and therapeutic relationships. The module then explores assessing and meeting physical and mental healthcare needs across the life span followed by the
development of knowledge and skills in co-ordinating care in practice. The final block of study examines the range of evidence that is needed to support practice.

**Learning outcomes**

KYN237 provides opportunities for students to develop and demonstrate the following learning outcomes:

**Knowledge and understanding**

- examine the theories and evidence that underpin nursing as a profession which includes assessment, planning, practice and audit in order to deliver safe, effective and evidence-based care which is compassionate and person-centred
- discuss the biological, social and behavioural sciences to inform and underpin nursing practice
- apply the concepts of health and well-being, public health and health promotion needed to meet the needs of individuals and communities
- evaluate the value of interdisciplinary collaboration and inter-agency working across a range of health and social services and providers
- apply the use of research and other sources of evidence in critiquing care, delivery and evaluation
- develop the principles and practice underpinning competence in leadership, management, including management of change, teaching and innovation.

**Cognitive skills**

- demonstrate an understanding of the values held by members of the multi-professional team and their impact on the relationships with service users, carers and other professionals/practitioners
- apply the underpinning disciplines of biology, psychology, sociology, pharmacology and their application to nursing practice across the lifespan and health-illness continuum
- synthesise and challenge information, research findings and evidence to inform strategies that promote health, recovery or a peaceful death and inform the delivery of compassionate, person-centred nursing care
- analyse nursing care needs to develop innovative, collaborative solutions which enable safe and effective person- and family-centred care
- evaluate risk management strategies that promote a safe and therapeutic environment
- effectively utilise models of reflection to support the development of inter-personal skills and competence and to challenge and improve the performance of self and others in the delivery of healthcare practices.

**Key skills**

- demonstrate analytical thinking in the selection and utilisation of appropriate skills of enquiry including the synthesis of ideas and the ability to challenge accepted wisdom
- independently plan, monitor, evaluate and improve your own learning and performance
• effectively communicate and contribute to social cohesion in teams, across different settings and sectors to reduce conflict, inform and develop practice

• develop and optimise the achievement of personal improvement, professional maturity, resourcefulness and imagination to enhance creative problem solving and solution discovery

• use information literacy, technology tools and numeracy skills as appropriate to find, critically evaluate, process, present and communicate information.

Practical and professional skills

• demonstrate competence in professional judgement in managing yourself and others in accordance with professional, ethical, moral and legal frameworks to ensure that the primacy of the service user, carer and community is maintained

• manage and take the initiative for planning to meet your own development needs and facilitate the development of others

• promote practice that accords with legal, ethical, moral and professional frameworks and respects culture and diversity

• sensitively develop, deliver and document care across the lifespan to promote optimal health, appropriate rehabilitation or a peaceful death

• develop individualised and appropriate therapeutic relationships with service users, carers and communities that promote and enable involvement throughout healthcare processes and proactively encourage partnership working and collaboration across professional groups and service boundaries

• utilise information technology to assist in the organisation and management of nursing care, interprofessional service delivery and inter-agency working including using data accurately in complex contexts

• confidently contribute to comprehensive and systematic assessment, planning, implementation and evaluation of person-centred nursing care

• create and maintain safe environments of care through critical evaluation, raising concerns where appropriate, monitoring and assuring quality and effectively utilising risk management strategies.

Module content

Block 1: Communicating in diverse health care context. Theories of communication and the psychodynamic and humanistic approaches to interpersonal communication as will the importance of developing trust and therapeutic relationships. The skills used to engage service users and their carers in professional relationships will be identified along with the impact of verbal and non-verbal communication strategies to the caring relationship. Developing communication strategies where hearing, vision, speech and cognition is impaired and giving due consideration to the many ways in which people communicate, for example when anxious or distressed, is a further focus for exploration. This block will conclude by reviewing the effective prevention, resolution and de-escalation strategies for managing conflict.

Block 2: Assessing and meeting health needs across the life span. Developing comprehensive and holistic care planning skills forms the early focus of this block applied across differing service user groups. Students are introduced to specialist tools that are used for assessing mental and behavioural disorders. The physical and psychological health concerns relating to pregnancy and childbirth, for example post natal physical
health, depression and puerperal psychosis, will be covered including the immediate health needs of the newborn. An introduction to the principles of care for infants, children and young people with health and social care needs will be explored. Interventions in acute care including specific needs of those with learning disability, child and older people will be explored. Living with long term conditions from both an adult and mental health perspective will be addressed to include for example long term conditions including chronic respiratory, endocrine and cardiac disease and psychosis, bipolar conditions, depression, anxiety and eating disorders. This block will conclude by examining the role of the nurse in supporting and promoting recovery with an emphasis on patient centred care, social inclusion and the personalisation agenda.

Block 3: Co-ordinating care. Understanding the legal context of care including issues around consent, the Mental Health Act (1983/2007) and other relevant legislation forms the focus for examination of this block. Professional practice is addressed through an exploration of accountability, the code of conduct and the need for effective record keeping. The strategies for effective inter-professional team working is considered, as are the skills needed to negotiate complex care in care situations such as supporting individuals requiring palliative and end of life care, and those experiencing loss and bereavement. The importance of achieving high quality care is the concluding concept of this block.

Block 4: Using evidence to support practice. The focus of this block is to review the concept of evidence-base practices and review the critical appraisal and decision making skills that inform care delivery. The importance of finding and evaluating evidence for interventions for children, younger people and older persons experiencing physical and mental health problems will be explored including, for example, interventions for individuals experiencing needs including pain and affective and anxiety disorders. Using policy to improve practice and develop policy will be explored. The nurse’s role in the current political agenda and how they can influence policy formation and practice within local health care settings concludes this block.

Indicative reading list


9.4 Understanding health and illness

**Module code:** KYN238  **Credit points:** 30  **OU Level:** 2

**SCQF Level:** 8  **FHEQ Level:** 5

**Assessment**
- 2 Tutor-marked assignments (TMAs)
- End of module assessment

**Hours**
- Theory 300 hours
- Practice 0

**Summary**
This module will provide students with the opportunity and means to explore and critically engage with a variety of understandings of health and illness. Students will get to investigate a number of meanings, causes of and responses to health and illness as they impact individuals and communities at different transitional periods across the life course. Students will do this in relation to both physical and mental health and health promotion and care.

Through the use of materials such as case studies, students will be provided with a variety of perspectives including those of: professionals/practitioners, service users and carers. While age will be a key focus of these explorations, five other factors will also be threaded through, allowing them to develop understanding of their influence on health and illness; these are: gender, ethnicity, ability, sexuality and social class.

**Learning outcomes**
KYN238 provides opportunities for students to develop and demonstrate the following learning outcomes:

**Knowledge and understanding**
- the concepts of health and wellbeing, public health and health promotion needed to meet the needs of individuals and communities
- the value of interdisciplinary collaboration and inter-agency working across a range of health and social service providers
practice that accords with legal, ethical, moral and professional frameworks and that respects culture and diversity.

Cognitive skills

- critically examine the underpinning disciplines of biology, psychology and sociology and their application to nursing practice across the lifespan and health–illness continuum
- demonstrate an understanding of the values held by members of the multiprofessional team.

Key skills

- use information literacy, technology tools and numeracy skills as appropriate to find, critically evaluate, process, present and communicate information

Practical and/or professional skills

- sensitively develop, deliver and document care across the life span to promote optimal health, appropriate rehabilitation or a peaceful death
- analyse the impact of the values held by members of the multiprofessional team, including the impact on their relationship with service users, carers and other professionals/practitioners.

Module content

To help carry out students’ various explorations of health and illness, this module draws on the disciplines of sociology, social psychology and biology. The investigations will include looking at some of the underpinning meanings and causes of health and illness identified within these disciplines. All of these explorations and investigations are carried out in a framework provided by the notion of transitional periods across the life course: childhood, adolescence and youth, young adulthood, middle adulthood, old age, and death, dying, grief and loss.

The module is organised into the following four study blocks:

Block 1: Introduction and Childhood, begins by establishing some foundations; for example what is meant by a life course approach, and what are some of the key meanings of health and illness used by sociology, social psychology and biology. From there it moves on to the first of the life course transitional periods, childhood. Here students will begin to examine what it means to be a child and how that affects our understandings of childhood health and illness as well as our responses to those understandings.

Block 2: Adolescence and Youth picks up where Block One left off. In the period between childhood and adulthood it may seem that everything is in flux; change, be it physical, emotional, in relationship to the law and to the adult world can appear to be the order of the day. This block allows students to explore not only how these changes impact on experiences of health and illness, but also how they can shape expectations and behaviours which will significantly inform peoples’ health in the years to come.

Block 3: Adulthood brings together both young and middle adulthood, using the notion of parenthood to investigate the changing appreciations and expectations of health and illness which characterise these distinctive periods in the life course. These shifting appreciations and expectations will in turn help students to examine the detail of health care responses in relation to a variety of services including maternity provision and cancer screening programmes.
Block 4: Old age and end of life concludes the module with investigations into the increasingly demographically important experiences of health and illness in later life. Students will be asked questions, such as; how are expectations of health in old age constructed? How might those expectations impact on services? End of life experiences can vary hugely across the life course, and Block 4 concludes by giving students the opportunity to examine how death, dying, grief and loss can be transformed depending on life course context.

### Indicative reading list


### 9.5 The science of the mind: investigating mental health (mental health)

<table>
<thead>
<tr>
<th>Module code: SKYN228</th>
<th>Credit points: 30</th>
<th>OU Level: 2</th>
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<tr>
<td>SCQF Level: 8</td>
<td>FHEQ Level: 5</td>
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#### Assessment

- 3 Tutor-marked assignments (TMAs) | End-of-module assessment

#### Hours

- Theory 300 hours | Practice 0

#### Summary

SKYN228 is a compulsory module on the pre-registration qualification (mental health). It is shared with science students and presents and questions the traditional medical model of mental health with its reliance on drug treatment, comparing it with alternative ideas, including the biopsychosocial model.

To what extent can we understand mental well-being and treat mental health conditions such as depression and dementia by focusing on the brain and its functioning? This module presents and challenges the medical model of mental health with its reliance on drug treatment, contrasting it with ideas in the field of health psychology. You will learn
from case reports of those who have a mental health condition and those who care for them, as well as from relevant research studies. The module has an emphasis on understanding different approaches within psychology, as well as the nature of evidence for and against these approaches.

**Learning outcomes**

SKYN228 provides opportunities for students to develop and demonstrate the following learning outcomes:

**Knowledge and understanding**

- the key terminology, nomenclature, classification systems, conventions and units of measurement that are central to mental health and ill health
- the structure and function of major systems and organs within the body and their association with mental health, disease, disorder, dysfunction and pathology
- ways in which biological, psychological and social factors interact in mental well-being and ill health at the level of the individual, community and society
- the development of the theoretical basis of diagnosis and intervention in defined mental health conditions
- appropriate methods to generate, interpret and analyse scientific data and information in defined contexts within the study of mental health and ill health.

**Cognitive skills**

- Demonstrate the ability to use and apply your knowledge and understanding of essential facts, concepts, principles and theories relating to mental health and ill health in defined contexts
- apply such knowledge and understanding to address familiar and unfamiliar examples
- analyse, interpret, synthesise and summarise simple data and information appropriately
- show that you can recognise different lines of evidence and appreciate the uncertainty, ambiguity and limits of current knowledge in defined areas of mental health and ill health
- demonstrate an awareness of some of the key social, psychological, biological and ethical issues surrounding mental health and ill health topics.

**Key skills**

- Locate, retrieve and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts
- communicate information accurately and effectively using written, visual and numerical forms in a style that suits purpose and audience
- prepare, process, present and interpret data in defined ways using appropriate qualitative and quantitative techniques
- use a range of study skills appropriate to degree-level study and apply them to improve your own learning
use your ICT skills as appropriate to locate online information sources, enhance your own learning, carry out simple data analysis, and communicate and discuss scientific information with others

reflect on and manage your own learning, organise your own time, and begin to work independently in a way appropriate for continuing personal and professional development.

**Practical and professional skills**

Use your skills in interpreting data derived from health-related investigations.

**Module content**

The module is structured as one introductory block, plus three additional topic blocks covering material as described below. Each block comprises of a book and associated multimedia in the form of video and audio excerpts, animations and activities with the assessment linked throughout. All blocks contain case reports illustrating the mental health or ill-health phenomena being studied, and all present evidence enabling you to compare and contrast ways of thinking about mental health, mental ill-health and mental health interventions.

In the introductory block you will explore the relationship between mind and body and the idea that mental phenomena have a physiological basis in the brain. You will be introduced to two models of studying and explaining mental health conditions. The first is the biomedical model of mental health. Here, an understanding of brain function is considered to be sufficient for understanding mental health conditions. The second model, the biopsychosocial model, is where the functioning of the brain is considered necessary but only as a factor that interacts with other psychological and social factors. The over-arching aim of the course is to illustrate how, and why, the biopsychosocial model has emerged as a reaction to the limitations of the biomedical approach with the development of the field of health psychology. Therefore all blocks demonstrate how the biopsychosocial model can be applied to enhance our understanding of mental health and ill-health, both in theory and in mental health care. Throughout all blocks the role of preventive measures to guard against mental ill-health is discussed, as well as the promotion of well-being. Consequently the module aims to achieve a balance between a positive and a negative focus.

**Block 1: Core concepts in mental health.** This block introduces the concepts of mental health and ill-health, and develops understanding of the link between mind and body (or brain). A study of the biological basis of psychological health and ill-health informs our understanding of the way that drug treatments can be successful at alleviating symptoms. This requires some knowledge of the brain and the way in which different parts of the brain and nervous system communicate with one another. However, the block also presents the idea that a full understanding can only be gained by a parallel consideration of subjective and objective evidence. So both personal narratives and objective evidence are used to gain insight into behavioural distress.

At the beginning of the block a number of people are introduced and aspects of their life stories are followed through the block. Theoretical considerations are further augmented by consideration of how diagnoses are made and the range of treatments – both chemical (drugs) and psychological – that are available to those who seek the help of external agencies for treatment for their distress.

**Block 2: Mood and wellbeing.** Stress, anxiety and depression are commonly experienced conditions that impact on general well-being. They are frequently treated by biological (drug) forms of therapy, which raises crucial issues on the nature of brain-mind
interdependence. This block explores this issue as well as discussing research into the factors that make us happy and may protect against the development of mood disorders. Our moods vary daily but some people seem to have a naturally sunny disposition while others find it much harder to see the positives that life offers. ‘Life is unfair’, but social and psychological inequalities do not explain every case where an individual moves down the continuum from unhappiness to disabling depression. How might a biopsychosocial approach inform our decision-making for preventing and treating these forms of mental distress?

Block 3: *Addictions*. This block asks what we mean by the term ‘addiction’ and whether we can truly consider it as a mental health condition. It explores the many forms that addiction can take and asks if we could potentially become addicted to anything that is pleasurable and why we classify certain substances as illegal and not others. The biological basis of addiction illustrates that all forms of addiction activate similar brain pathways. What is the link between the activation of these pathways and altered states of mind? If the activated pathways are the same, why is the subjective experience of smoking tobacco different from taking cocaine? Not everyone who takes addictive substances or indulges in potentially addictive behaviour becomes an addict.

So this block considers the evidence for viewing addiction as a disease, examines the effectiveness of pharmacological treatment strategies for addiction and looks at the alternatives available. It then moves towards a more balanced view of factors impacting on addictive behaviour and how a biopsychosocial viewpoint on addiction (and its treatment strategies) may better inform public health practitioners and policymakers.

Block 4: *Dementias*. Dementias are a growing problem in our society as people live to a greater age. What changes occur in our cognitive function and capacity as we get older? How can we effectively distinguish normal ageing from the development of dementia? How can we link degeneration of brain structures to cognitive and behavioural changes that occur in various forms of dementia? How much is known about the causes of dementias and, perhaps more importantly, about how to prevent or at least delay their onset? What are the treatment possibilities and what are their theoretical rationales? This block explores the efficacy of emerging psychological and social therapies for dementia and draws direct contrasts with biological treatments, asking whether a biopsychosocial viewpoint brings significant advantages compared to a biomedical viewpoint.

This block also completes the course by returning to our initial idea that the mind has a physiological basis. We ask you to reflect on where this thinking has lead in our perception (and treatment) of mental health. In particular, we ask you to decide what your answers would be to the following two questions:

- What more can we achieve in terms of mental well-being and the treatment of mental distress if we think also of psychological and social factors in addition to those that are biological?
- What evidence do we have that a biopsychosocial approach is critical?

**Indicative reading list**


9.6 Human biology (adult)

**Module code:** SKYN277  
**Credit points:** 30  
**OU Level:** 2  
**SCQF Level:** 8  
**FHEQ Level:** 5  

**Assessment**
- 3 Tutor-marked assignments (TMAs)  
- Examination (unseen)

**Hours**
- Theory 300 hours  
- Practice 0

**Summary**
SKYN277 is a compulsory module on the pre-registration nursing qualification (adult). The module is shared with science students and explores human biology in relation to health and disease, how the body's systems interact, and interventions when they fail. It presents human biology in a way that connects it directly with health and disease. It starts with the concept of a healthy body and explores the mechanisms that enable it to maintain its integrity. Although you'll deal with the physiology of each body system separately, the overall emphasis is on interaction and coordination. You'll acquire sufficient background to appreciate how systems can fail and which medical interventions can be successful.

**Learning outcomes**
SKYN277 provides opportunities for students to develop and demonstrate the following learning outcomes:

**Knowledge and understanding**
- terms, conventions and units of measurement appropriate to human anatomy and physiology of the major body systems
- the underlying concepts and principles associated with human anatomy and physiology
- ways in which important parameters can be affected by genetic and environmental (physical, psychological and social) stimuli
ways in which individual, system and metabolic malfunctions are manifested as disease
appropriate methods of acquiring, interpreting and analysing scientific data and information relevant to human biology.

Cognitive skills
use and apply knowledge and understanding of essential facts, concepts and principles and theories relating to human biology
apply such scientific knowledge and understanding to address familiar and unfamiliar situations
work with scientific data and information relevant to human biology and interpret data in the context of major body systems or the whole body
evaluate information from a range of sources
engage with some of the current developments in human biology, including applications and the philosophical and ethical issues involved.

Key skills
locate, deal with and respond to a variety of information sources (e.g. textual, numerical, graphical and computer based), including some appropriate literature outside of the module
communicate scientific information accurately and effectively using written, visual, numerical and graphical forms in an appropriate style
use simple numerical data to extract information or support an argument
understand the complementary roles of observation, experimentation and theory in the pursuit of biological knowledge and the development of biological theories.

Module content
This module is jointly produced by the Science Faculty and the Faculty of Health and Social Care. It presents the biological foundations of physiology and health as a dynamic process. The core of the module is concerned with an integrated study of human biology, drawing on the disciplines of anatomy, physiology, immunology, biochemistry, and endocrinology. It includes all the biological “facts and figures” familiar from traditional courses in human biology, but they are presented as part of a functional account that is different from the usual format, which rarely assembles the parts into an integral human being. A distinctive feature of the module is a series of case reports integrated within each chapter; these reports explore individuals’ experiences associated with particular disease states.

The module is presented in four books, accompanied by a Study Guide and a range of other materials.

Book 1 begins with an introduction to the module, explaining both its scope and approach. It first discusses how living processes are maintained, before considering diet and nutrition in depth.

Book 2 looks at communication and control (nervous and endocrine systems), and responses to the world around us (sensory and musculo-skeletal systems).
Book 3 continues to guide us around the anatomy and physiology of body systems: circulation and respiration; fluid regulation and excretion; and responding to the non-self (the immune system).

Book 4 considers some of the challenges of life: obesity; sleep; stress; reproduction; and our varied responses to them in the context of genetic and environmental diversity.

Indicative reading list


9.7 Exploring practice

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Assessment

<table>
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<tr>
<th>4 Tutor-marked assignments (TMAs)</th>
<th>End-of-module assessment 7,000 word practice-based project</th>
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Hours

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<tr>
<th>Theory: 600 hours</th>
<th>Practice: 0</th>
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Summary

KYN316 Exploring practice is a shared module with students on social work and youth justice undergraduate qualifications. The module provides a framework through which nursing students and health and social care practitioners critically explore aspects of practice and engage in personal and professional discovery focusing on practice innovation and improvement. It uses an online facilitative approach to learning. The teaching and learning strategy enables students to generate ideas for practice innovation and improvement and, through a facilitative approach, to develop these ideas into a substantial practice-based project pertinent to their intended field of practice. Students are required to draw substantially on evidence-based resources from multiple sources, including literature, research, and policy and practice regulations in the UK, and abroad where this is relevant.

Learning outcomes
KYN316 provides opportunities for students to develop and demonstrate the following learning outcomes:

**Knowledge and understanding**
- demonstrate systematic knowledge and critical understanding of fundamental concepts and principles underlying your practice, informed by current thinking, and practice developments.
- show evidence of critically evaluating your practice, using techniques of analysis and enquiry.

**Cognitive skills**
- synthesise, critically analyse and challenge information, arguments and assumptions from different sources.
- critically evaluate how the project has impacted on your practice setting, seeking ways to improve your performance and identifying areas for future development.

**Key skills**
- select and use ICT tools to improve your learning
- find, critically evaluate and use information or data accurately in complex contexts

**Practical and/or professional skills**
- identify and ask questions appropriately to explore relevant issues within your work
- communicate complex information, arguments and ideas effectively, as appropriate to the subject, purpose and audience

**Module content**
This module is delivered entirely online; its central learning resource is the website. Students will use it to plan and complete their studies via the interactive learning guide. This guide, coupled with the online calendar, will provide the ‘road maps’ for the progression of the practice-based project. Students will be directed to online tools that are provided to support project development and personal and professional skill development. Collaboration with their peers will form an essential component of the student’s learning journey.

This module is about developing your ability to negotiate, plan and undertake a practice-based project, and is designed to build on previous learning and experience. It will develop your confidence and competence as an aspiring graduate practitioner, enabling students to assess evidence and draw appropriately on research findings. You will learn how to handle uncertainty and change and throughout the module will relate learning to practice.

This module provides students with the skills needed to work independently and to interrogate critically the evidence base of practice. It provides students with the opportunity to demonstrate learning within practice through an independent learning journey, culminating in a written project of 7000 words.

**K316 is divided into four blocks of study**
Block 1: Context and rationale sets the groundwork for the project. In Block 1 students become familiar and confident in the use of module resources and the module website. Students define the scope of their project in discussion with others, including practice-
based colleagues. For pre-registration nursing students, the support of their mentor will be key in supporting the development of a self-directing, independent graduate practitioner profile. The opportunity to scope the students’ specific practice setting will enable them to contextualise their project and justify the need for the identified service improvement.

Block 2: Exploring skills will assist students in their examination of concepts of innovation in practice as well as identifying skills requiring further development. Through a series of activities, students will examine, develop or refine skills and knowledge in areas such as negotiating change, developing a robust evidence base to support proposals for change/innovation in practice, the effective use of ICT, study skills, research understanding, literature searching and literature review. For example, to be effective in reviewing research-focused literature, students will further develop understanding of research methodology and skilled critical analysis of research.

Block 3: Collecting your evidence – starting your analysis builds on the learning students have achieved thus far. The activities present students with opportunities to consolidate their knowledge and deepen their understanding of specific research approaches and critical appraisal skills. As students further develop their critical thinking and writing abilities, they will clearly define their project and successfully search for, and use, the resources needed to make a considered and detailed exploration of an aspect of practice.

Block 4: Finishing your explorations – looking to the future focuses on students preparing their project. Skills of action planning are honed as students are required to develop an action plan for service improvement as part of the module.

### Indicative reading list


NHS Institute for Innovation and Improvement (2007b) *Improvement Leaders Guide – Managing the human dimensions of change: Personal and organisational development*.


Oxman, A.D. and Guyatt, G.H. (1988) *Guidelines for reading literature reviews*, Department of Clinical Epidemiology and Biostatistics and Department of Medicine, McMaster University.


9.8 Preparing for graduate practice

Summary
KYN317 is a compulsory module designed for students on the pre-registration nursing qualification. It will be taken by students working towards Nursing and Midwifery Council professional registration in the adult nursing and mental health nursing fields of practice. KYN317 starts with a focus on the graduate nurse as a manager and leader. It then explores the role of a graduate nurse as a teacher using the example of health promotion before reflecting on the role of a graduate as a life-long learner and mentor. Finally the module considers the challenges ahead when employed as a registered nurse. The practice-based element requires application of the content to practice where assessment of competence will be undertaken.

Learning outcomes
KYN317 provides opportunities for students to develop and demonstrate the following learning outcomes:

Knowledge and understanding
- critically understand the theories and evidence that underpin nursing as a profession which include assessment, planning, practice and audit in order to deliver safe, effective and evidence-based care
- examine and apply the concepts of health and well-being, public health and health promotion needed to meet the needs of individuals and communities
- explore the value of interdisciplinary collaboration versus uni-professional working in health and social care practice
- promote practice that accords with legal, ethical and professional frameworks and respects culture and diversity
- review and evaluate the use of research and other sources of evidence in care delivery and development
- develop principles and practice underpinning competence in leadership, management and teaching potential.

Cognitive skills
- demonstrate an in-depth understanding of the values held by members of the multiprofessional team and their impact on the relationships with service users, carers and other professionals
- examine the underpinning disciplines of biology, psychology, sociology, pharmacology and their application to nursing practice across the lifespan and health-illness continuum
- synthesise and challenge information, research findings and evidence to inform strategies that promote health and the delivery of nursing care being aware of techniques and the limits of knowledge
- critically analyse nursing care needs and collaborative solutions which enable safe, effective, person and family-centred care
- evaluate risk management strategies that promote a safe and therapeutic environment
- critically evaluate a range of leadership and management styles to develop strategies for practice innovation and practice improvement
- effectively utilise models of reflection to support the development of personal skills and competence and to challenge and improve the performance of self and others in the delivery of healthcare practices.

**Key skills**

- demonstrate to others their own increased employability in healthcare practice
- independently plan, monitor, evaluate and improve their own learning and performance
- effectively communicate and actively contribute to social cohesion in teams across different settings and sectors to reduce conflict, inform and develop practice
- develop and optimise the achievement of personal improvement, professional maturity and resourcefulness for creative problem solving
- effectively use information literacy and technology tools and numeracy skills as appropriate to find and critically evaluate, process, present and comment on information

**Practice skills**

- manage yourself and others in accordance with professional, ethical and legal framework to ensure that the primacy of the service user is maintained
- proactively manage and take initiative for planning to meet your own development needs and facilitate those of others
- develop, deliver and document care to achieve optimal health and appropriate rehabilitation across the lifespan
- develop individualised and appropriate therapeutic relationships with service users and carers that promote and enable involvement throughout healthcare processes and proactively encourage partnership working and collaboration across professional groups
- use information technology to assist in the organisation and management of nursing care; including using data accurately in complex contexts
- confidently contribute to comprehensive and systematic approaches in the assessment, planning, implementation and evaluation of nursing care
create and maintain safe environments of care by evaluation, raising concerns where appropriate and through the use of quality assurance and risk management strategies

- facilitate the learning of service users, carers and others

- contribute to developments in practice through effective leadership and management competence.

Module content
This module will enable students to consolidate their knowledge and practice and to reflect on the transition from student to registered nurse. As the final practice learning module in a qualification that has seen students move from healthcare support worker to students, this final transition from student to graduate registered nurse runs as a strong theme throughout the module material. Students will be challenged both personally and professionally to reflect on their practice, their personal and professional skills and the way that they build relationships in the practice learning setting.

The module is made up of four blocks of study with concurrent practice.

Block 1: The graduate nurse as a manager and leader considers leadership in the context of being a newly registered nurse. Students are encouraged to consider leadership in whatever role they are in rather than undertaking a traditional leadership role. Students will be encouraged to challenge and innovate sensitively, to question their own practice, values and beliefs and those of their colleagues and to develop a deep sense of personal and professional accountability.

Block 2: The graduate nurse as a teacher uses the example of health promotion to develop the skills required of a graduate nurse to teach service users, students and other learners. The block considers the evidence base for teaching and the values that underpin the teaching. Students will reflect on their personal and professional relationships with respect to teaching.

Block 3: The graduate nurse as a life-long-learner looks at career planning and learning for future roles. The role of mentor is considered as one that students should aspire to and plan for. Students are encouraged to reflect on how their learning can enhance their career, how they can use their learning for revalidation and how CPD contributes to the care of service user care.

Block 4: Being a newly registered graduate nurse begins by exploring how students can join the profession and what they are required to do to become NMC registered nurses. Following that students will consider the NMC Code and how that can be used as a working document to support them and to challenge and develop service user care. Students will revisit what it means to be professional including setting boundaries within their professional role, being autonomous, and being an advocate.

Indicative reading list


Royal College of Nursing (2011) Accountability and delegation: What you need to know: The principles of accountability and delegation for nurses, students, health care assistants and assistant practitioners, London, RCN.


