Programme Information & PLOs			
Title of the new programme – including any year abroad/ in industry variants			
BSc Nursing			
Level of qualification			
Please select:	Level 6		
Please indicate if the programme is offered with any year abroad / in industry variants		Year in Industry Please select Y/N	No
		Year AbroadPlease select Y/N	No
Department(s): Where more than one department is involved, indicate the lead department			
Lead Department	Health Sciences		
Other contributing Departments:			
Programme Leader			
Anita Savage Grainge			
Particular information that the UTC working group should be aware of when considering the programme documentation (e.g. challenges faced, status of the implementation of the pedagogy, need to incorporate PSRB or employer expectations)			

The programme adheres to the Nursing and Midwifery (NMC) Standards for Pre-registration Nursing Education (NMC, 2010). Re-approval by the NMC for the nursing programme was due in 2016. However, in order to accommodate the review of the pre-registration education standards and transition to new NMC education standards, the NMC confirmed in December 2015 that they would automatically extend the approval of all current pre-registration programmes until 31st August 2019. Consequently, this nursing programme (which was due for re-approval in 2016) was recently reviewed in preparation for re-approval but was subsequently awarded by the NMC a programme extension. This process involved in-depth engagement with a number of different stakeholders, including students. Subsequently, approved changes were made to the programme and implemented at the start of this new academic year. This included removal of 3 summative pieces of work (Nursing Practice Experience modules 3, 4 and 5) to reduce the assessment burden. Following previous NSS feedback and invovlment with TESTA, a new model of academic support was successfully piloted with final year students and, following further review , this has now been implemented across all nursing programmes from the start of this academic year. The new model of academic support aims to strengthen the role of module leaders, strengthen a module team approach, strengthen support for academic writing, and improve quality and consistency of academic support and feedback. Consequently, opportunities for students to submit formative assessments and receive feedback have now been added to assessment schedules. The use of exemplars and support sessions for summative work (both 1st and re-submission) are now standardised across all modules in the programme. The NMC are currently undertaking consultations focusing on the future Standards of Education. A draft of this is expected to be published by March 2017 and a final version to be published by March 2018. Significant changes in the education standards are expected and the programme team are anticipating to be early adopters of the new Standards. It is therefore anticipated that the process of developing a new curriculum will begin early 2017, with potentially a need to include a transition curriculum. Given this background context, whilst the programme team agree with UTC initial feedback regarding additional PLOs, re-mapping of the programme and writing statements for each stage of the programme, the current PLOs and module mapping most accurately represent the current programme and, therefore, recommended changes are considered to be more appropriate for the new curriculum.

Who has been involved in producing the programme map and enhancement plan? (please include confirmation of the extent to which colleagues from the programme team /BoS have been involved; wheather student views have yet been incorporated, and also any external input, such as employer liaison board)

Producing the programme map and enhancement plan has involved a programme-wide approach. All modules were reviewed by the relevant module leads in relation to the PLOs and each module lead populated the programme mapping details (modules corresponding with PLOs). These were then reviewed and edited by Rob Allison (Programme Lead). A sample of year 3 students and, through the Nursing Programmes Committee, Student Reps across all cohorts and nursing programmes have provided feedback on the Statement of Purpose, the PLOs and the Enhancement Plan.

Purpose and learning outcomes of the programme

Statement of purpose for applicants to the programme
Please express succinctly the overall aims of the programme as an applicant facing statement for a prospectus or website. This should clarify to a prospective student why they should choose this programme, what it will provide to them and what benefits they will gain from completing it.

Through working in partnership with other professionals and the wider community, Nurses promote health and healthy lifestyles and make an essential contribution to the development and delivery of evidence-based modern healthcare. The BSc (Hons) Nursing programme at the University of York is accredited by the Nursing Midwifery Council and leads to registration in a challenging and rewarding professional career as a nurse. York is a research-intensive Russell group university and, consequently, the nursing programme aims to support self-directed and independent learners to develop intellectual independence and adaptability in an ever-changing healthcare arena and contribute and challenge theory and practice. Nursing students at the University of York engage in various arenas across healthcare and education in order to facilitate intellectual and professional progression. Key features of the programme enable learners to promote best practice through shared learning across all 4 fields of nursing practice, develop a service improvement project to enhance patient care and each student to develop a personal philosophy for nursing.

Programme Learning OutcomesPlease provide six to eight statements of what a graduate of the programme can be expected to do.

Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

PLO	On successful completion of the programme, graduates will be able to:
1	Apply person and family-centred approaches to nursing care through shared decision making.
2	Engage in reflective practice and with awareness of a variety of health related agendas such as professional standards and ethical and legal frameworks.
3	Analyse complex clinical situations through developing self-directed, independent learning and engaging in Communities of Practice.
4	Raise standards of care through developing knowledge and understanding of the evidence base underpinning nursing and contemporary health care practice.
5	Improve health care delivery within a rapidly changing healthcare arena by becoming an effective change agent across professional boundaries.
6	Lead the delivery of care within a multidisciplinary team of healthcare professionals and with resilience to manage competing priorities.

Programme Learning Outcome for year in industry (where applicable)

For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

n/a

Programme Learning Outcome for year abroad programmes (where applicable) For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.
n/a
Explanation of the choice of Programme Learning OutcomesPlease explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:
i) Why the PLOs are considered ambitious or stretching?
The PLOs set out what a graduate will be expected to do upon completion of the programme and at the point of registration with the NMC. Nursing students are expected to acquire theoretical understanding and apply this to clinical practice with consideration of self-awareness and aesthetic, ethical and empirical knowledge. The PLOs are stretching because they reflect programme requirements for students to critically engage in complex theoretical and practice-related learning experiences, which requires critical reflection of ethical and often conflicting information, and to remain resilient in challenging circumstances whilst raising standards of care.
ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:
The PLOs are advantageous to the student because of there generic nature, which will then be applied across a range of clinical practice and specialities. The PLOs are distinctive because they relate directly to the acquisition of knowledge and skills necessary for effective nursing practice.
iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?
Student development of digital literacy is integral to the programme and PLOs. During practice experience, an e-portfolio (PebblePad) is used to support and document student learning. This includes learning contracts, meetings between students/mentors/link lecturers, and evidence of a student meeting performance criteria and practice hours as set out by the NMC. Following completion of the programme, graduates can continue to use PebblePad as a rersouce to evidence life-long learning. In partnership with the library, the programme team support the development of digital literacy skills throughout the duration of the programme. These support sessions are timetabled across all stages of the programme. Modules are supported by lecture capture, all modules are supported by the Virtual Learning Environment (VLE), which supports student engagement with taught material before and after module lectures/seminars. For some modules, summative assessments are designed to developed digital literacy, e.g. poster presentations in CLG 3, and from this academic year formative assessments (in addition to summative assessments) are submitted via the VLE in electronic format. Simulation is a key component of the programme, with inclusion of digital recordings of skills practice and the use of high-fidelity equipment in the Clinical Simulation Unit (CSU) across the programme.
iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)? The programme's employablity objectives should be informed by the University's Employability Strategy:

http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/

Employability for nursing students is excellent, with 100% success rate. Nursing students work in clinical practice throughout each of the stages of the programme and, consequently, develop insight into employer's expectations and learn about different cultures within healthcare organisations. Subsequently, students have regular opportunities throughout the programme (e.g. CLG modules, personal supervisors, reflection of practice) to make links between theoretical considerations/expectations and clinical realities. In the final year, students develop a Service Improvement Project based on their assessment and understanding of patient experience and gaps in service provision. Following this, the programme culminates in supporting students to write their own nursing philosophy, which they are encouraged to publish and to share during interviews for clinical posts. Additonally, students receive careers support and opportunities to enagage with practice partners and employers throughout the programme. This includes working in partnerhsip with the University's Careers Service and with local NHS organisations.

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

Students are encouraged to disclose individual support needs prior to commencing the programme. The DoHS Disability Liaison Officer also coordinates additional learning needs for students declaring a learning disability. Strategies and provisions are put in place on an individual basis for both practice and theoretical components of the pogramme. All students are allocated a Personal Supervisor, who provide general academic and pastoral support throughout the programme and discuss individual leanring needs. A new model of academic support was implemented from the 2016/17 academic year. This has been in response to NSS feedback and student evaluations and, following a successful pilot with the 2015/16 3rd year students, this is now rolled out across the programme. This essentially strengthens a module team approach and standardises formative assessments, feedback and summative assessment support. Additional support such as the Writing Centre is available. The programme team work closely with the Writing Centre and Library teams.

vii) How is teaching informed and led by research in the department/ centre/ University?

DoHS has an excellent international reputation for health-related research. Current and developing research from the department is also incorporated into teaching. Some members of the nursing programme team are currently supporting MSc and PhD students and several programme team members are currently undertaking doctoral study. All modules integrate contemporary evidence from practice and research into module materials. This includes national and international research papers in peer reviewed journals, researchers from DoHS providing teaching input into the programme, and healthcare professionals and service users/carers routinely provide input into lectures/seminars with students.

Stage-level progression
Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

On progression from the first year (Stage 1), students will be able to:			apply personal and aesthetic knowledge of nursing and client experience to person and family-centred approaches to nursing care.				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

Stage 2

On progression from the second year (Stage 2), students will be able to:			apply empirical knowledge to working in partnership with clients and families/carers and across multi-disciplinary teams and agencies.				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

Stage 3

(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:			apply ethical knowledge and leadership quaities to heath care delivery across increasingly complex clinical situations.				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

Programme Structure

Module Structure and Summative Assessment Map
Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
	HEA00026C	Individual & Public Health											S																				
	HEA00027C	Fundamental Communication Skills in Nursing	S						E					A																			
	HEA00030C	CLG 1: Exploring Patient/Client Experience	S																														
	HEA00032C	Nusing Practice Experience 1	S																														
	HEA00028C	Professional Identity																					S										

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	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
	HEA00029C	Promoting Quality & Safety in Healthcare											S										E									
	HEA00031C	CLG 2: The Good Nurse											S										E							A		
	HEA00033C	Nursing Practice Experience 2																					S									

Stage 2

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
	HEA00105I	Long Term Conditions (FS1)	S																													
	HEA00107I	Core Values, Knowledge & Skills for Mental Health Nursing (FS1)	S																													
	HEA00110I	Children, Young People, Family & Society (FS1)	S																													
	HEA00113I	Person-Centred Communication (FS1)	S									E				A																

Code	Module	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	C27	C28
HEA00118I	Nursing Practice Experience 3	S																											
HEA00108I	Therapeutic Interventions in Mental Health (FS2)											S																	
HEA00111I	Nursing Children & Young People with Healthcare Needs (FS2)											S																	
HEA00116I	CLG 3: Exploring Treatment & Therapeutic Interventions	S																											
HEA00104I	Safety in Adult Nursing (FS2)											S																	
HEA00114I	The Health Needs of People who have Learning Disabilities (FS2)											S									E					A			
HEA00132I	Nursing Practice Experience 4																				S								

HEA00117I	CLG 4: Exploring the Nurse-Patient/Client Partnership																						S												
HEA00106I	Communication in Adult Nursing Practice (FS3)																																		
HEA00109I	Complex Presentations in Mental Healthcare (FS3)																																		
HEA00112I	Children & Young People with Continuing Care Needs (FS3)																																		
HEA00115I	Understanding & Supporting People whose Behaviour Challenges Others (FS3)		A																				S												E
HEA00131I	Community Practice Experience																																		

Stage 3

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
	HEA00103H	Service Improvement Project																															
	HEA00099H	Acute & Complex Adult Care (FS4)																															
	HEA00100H	Principles of Effective Care Delivery (FS4)											S																				
	HEA00101H	Advancing Knowledge and Skills in Children and Young People's Nursing (FS4)																															
	HEA00102H	Understanding & Supporting Individuals with a Learning Disability who use Forensic Services (FS4)	S								E			A																			

Code	Title																															
HEA00104H	Cooperative Learning Group 5: Ethical Principles in Nursing Practice																															
HEA00106H	Nursing Practice Experience 5																															
HEA00105H	Cooperative Learning Group 6: Personal Philosophy for Nursing																S										E			A		
HEA00107H	Nursing Practice Experience 6																															
HEA00002X	Progression to Professional Register:																															

Stage 4

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Optional module listsIf the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.							
Option List A	Option List B	Option List C	Option List D	Option List E	Option List F	Option List G	Option List H

Management and Admissions Information

This document applies to students who commenced the programme(s) in:	2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate) Certificate of Higher Education in Care Related Studies*
Diploma of Higher Education (Level 5/Intermediate) Dip HE in Care Related Studies * *These are academic awards only and do not confer professional nursing status.

Admissions Criteria

TYPICAL OFFERS
A levels
Nursing: BBB
Midwifery: ABB
IB Diploma Programme
Nursing: 31 points
Midwifery: 32 points
BTEC Extended Diploma
Nursing: DDM
Midwifery: DDM
Additional requirements
at GCSE
English GCSE C
Mathematics GCSE C
Science GCSE C
or equivalents
PG Diploma Nursing:
normally 2:1 honours
degree in a health-related
subject

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-	Start dates/months (if applicable – for programmes	Mode

		time) Please select	that have multiple intakes or start dates that differ from the usual academic year)	Face-to-face, campus-based		Distance learning		Other
BSc (Hons) Nursing	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	Yes	Practice Placements

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N:	Yes	if No move to next Section if Yes complete the following questions

Name of PSRB

Registration on Part 1 of the Professional Register of the Nursing and Midwifery Council (NMC, 2010) (Field of Practice specified as Learning Disability, or Children's Nursing, or Adult Nursing, or Mental Health).

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:	Yes	if Yes, provide details

Registration on Part 1 of the Professional Register of the Nursing and Midwifery Council (NMC, 2004) (The specified fields of practice awarded will be Adult, Mental Health, Learning Disability or Child).   AEIs must inform students when they complete a programme that they have five years in which to register or record a qualification leading to a mark on the NMC register.

University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

(See: https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf)

Please Select Y/N:	Yes	

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	Yes	If yes, what are the reasons for this exemption: accrediting body and a work placement already forms a predominant role in the curriculum.

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

https://www.york.ac.uk/staff/teaching/procedure/programmes/design/

Please Select Y/N:	No	

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)	Yes	

Additional details:

Students may step off the programme completely at the end of Stage 1 if they have successfully passed all Level 4 accredited modules and receive a Certificate of Higher Education in Care Related
Studies. This certificate carries no professional award but is consistent with the core standards for NVQ 3 nursing support worker role although this would need assessment and verification by subsequent employers.
Students may also step off the programme completely at the end of Stage 2 if they have successfully passed all Level 5 accredited modules and receive a Dip HE in Care Related Studies. This Dip HE
carries no professional award, but is consistent with the core standards for a Foundation Degree (Associate Practitioner) although this would need assessment and verification by subsequent employers.
Students wishing to transfer from other institutions would be assessed against whichever Stage (1, 2 or 3) using the department's AP(E)L process and the NMC requirements for progression.
In accordance with NMC requirements (NMC 2010) students transferring from another institution or returning after a lengthy break will be checked for Good Health and Character.

ii) Transfers out of the programme will be possible? (please select Y/N)	Yes	
Additional details:		

Students may step off the programme completely at the end of Stage 1 if they have successfully passed all Level 4 accredited modules and receive a Certificate of Higher Education in Care Related
Studies. This certificate carries no professional award but is consistent with the core standards for NVQ 3 nursing support worker role although this would need assessment and verification by subsequent employers.
Students may also step off the programme completely at the end of Stage 2 if they have successfully passed all Level 5 accredited modules and receive a Dip HE in Care Related Studies. This Dip HE
carries no professional award, but is consistent with the core standards for a Foundation Degree (Associate Practitioner) although this would need assessment and verification by subsequent employers.
Students wishing to transfer from other institutions would be assessed against whichever Stage (1, 2 or 3) using the department's AP(E)L process and the NMC requirements for progression.
In accordance with NMC requirements (NMC 2010) students transferring from another institution or returning after a lengthy break will be checked for Good Health and Character.

Exceptions to University Award Regulations approved by University Teaching Committee	
Exception Please detail any exceptions to University Award Regulations approved by UTC	**Date approved**
NMC (2010) Good Health and Good Character: Guidance for Educational Institutions http://www.nmc-uk.org/Educators/Good-health-and-good-character/ In accordance with NMC assessment requirements (NMC QA framework 2013 annex 1) compensation is not permitted for this programme of study. http://www.nmc-uk.org/Educators/Quality-assurance-of-education/Quality-assurance-framework/	February 2011 June 2014
	05/09/2018

Please note:

The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

· Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;

· Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module		Programme Learning Outcomes								
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	Notes
			Apply person and family-centred approaches to nursing care through shared decision making.	Engage in reflective practice and with awareness of a variety of health related agendas such as professional standards and ethical and legal frameworks.	Analyse complex clinical situations through developing self-directed, independent learning and engaging in Communities of Practice.	Raise standards of care through developing knowledge and understanding of the evidence base underpinning nursing and contemporary health care practice.	Improve health care delivery within a rapidly changing healthcare arena by becoming an effective change agent across professional boundaries.	Lead the delivery of care within a multidisciplinary team of healthcare professionals and with resilience to manage competing priorities.	#REF!	#REF!	*Please capture information about your module in this column if you feel it doesn't contribute to any of the PLOs.* *You can also use this column to capture skills that your module develops that don't support the PLOs and any other comments that you may have.*
Stage 1		Progress towards PLO	understanding hea	understand key concepts of health	Introduction to health data and and analysis of this data	Knowledge of health inequalities and the key public health issues and challenges for nursing					
	Individual & Public Health	By working on (and if applicable, assessed through)	completing community study	Through discussion of health inequalities and key concepts in seminar groups	Through seminar groups and preparation for assessment, students will access health-related data and discuss this in relation to determinants of health.	assignment- students are expected to access data and discuss data in relation to determinants of health.					

Stage 1		Progress towards PLO	Explore communication theories and strategies that contribute to person and family-centred interpersonal relationships	Demonstrate empathetic communication through interpersonal communication and the assessment.		Building therapeutic relationships and become effective in the delivery of person centred care					
	Fundamental Communication Skills in Nursing	By working on (and if applicable, assessed through)	Essay assessment; must demonstrate increasing self awareness and empathy	Students will reflect on the use of their own communication skills. Essay assessment; must demonstrate increasing self awareness and empathy		Gaining an understanding of the theoretical underpinning of interpersonal communication					
Stage 1		Progress towards PLO	Understanding lived experience of clients through subjective data from clinical practice and comparison with literature	Consider subjective data with findings from literature							
	CLG 1: Exploring Patient/Client Experience	By working on (and if applicable, assessed through)	Work = Share with peers how understanding of lived experience is developing; Assess = 10 min oral presentation of understanding of lived experience	Work = reflective discussion with peers to share experiences; Assess = 10 min oral presentation reflection of findings							

Stage 1		Progress towards PLO	Supporting and promoting health and wellbeing, comfort and dignity and the rights of individuals. Demonstrate an understanding of shared decision making in partnership with clients and carers.	Use the evidence base to critically reflect on practice.	Observing and beginning to develop clinical assessment skills and treatment interventions						
	Nursing Practice Experience 1	By working on (and if applicable, assessed through)	Formative: clinical skills and OSCE. Summative: Completion of NMC learning outcomes in clinical experience.	Formative: clinical skills and OSCE. Summative: Completion of NMC learning outcomes in clinical experience.	Formative: clinical skills and OSCE. Summative: Completion of NMC learning outcomes in clinical experience.						
Stage 1		Progress towards PLO		Knowledge of the impact of national policy on nursing and the role of professional regulation, registration and the NMC.		Understanding the impact of national policy on nursing and how the role of the nurse has changed in health and social care practice.					

		By working on (and if applicable, assessed through)		Formative development of knowledge through lecture discussion, interactive discussion board and within a formative seminar group. Summative: Achieved via a reflective essay.		Summative essay – students to reflect on their own professional identity underpinned by contemporary healthcare practice					
	Professional Identity										
Stage 1		Progress towards PLO	Introduced to the concept of shared decision making and sociological changes that support this	Knowledge of key professional documents relating to professional standards, safety, quality and duty of care.	Knowledge of factors related to risk and safety within heathcare.	Knowledge of professional guidance, national and international policy, national inquiries, research evidence and ethical and legal requirements underpinning good clinical practice.					

	Promoting Quality & Safety in Healthcare	By working on (and if applicable, assessed through)	Understandng research that demonstrate positive outcomes of this approach through lectures and small seminar group analysis of scenarios derived from 'real world' examples	Students engage in seminars based on 'real world' situations that require reflection on practice individually and collectively as a group. Summative exam includes scenario based questions that also require reflective skills	Summative exam requires students prepare independently through self-directed activity based on the taught material, seminars and additional reading	Increasing awareness of professional documents such as The Code (NMC 2015)					
Stage 1		Progress towards PLO	Valuing the individual client or patient in respect of how this would be seen by the good nurse. Person Centredness and therapeutic relationships are key to this process	Exploring the key concepts relating to qualities and values that contribute to being a good nurse	Exploring key concepts relating to self and others view of the qualities and values that contribute to an understanding of what makes a good nurse.						
	CLG 2: The Good Nurse	By working on (and if applicable, assessed through)	formative discussions in CLG groups and the summative essay enable students to articulate the learning from this module	Summative essay explores a range of agendas including NMC code and policy docs relating to nursing practice including media representations and the impact of caring on the emotional well being of the nurse	formative discussions and the summative essay enable students to articulate their understanding of the key concepts of the module and apply this to themselves and others						

Stage 1		Progress towards PLO	Supporting and promoting health and wellbeing and recognise and respond to changes in physical and psychological parameters	Use the evidence base to critically reflect on practice.	Development of clinical skills linked to anatomy and physiology of 8 systems	Uses the evidence base to develop high standards of care						
	Nursing Practice Experience 2	By working on (and if applicable, assessed through)	Formative: clinical skills and Anatomy / Physiology. Summative: Completion of NMC learning outcomes in clinical experience and Multiple Choice Exam.	Formative: clinical skills and Anatomy / Physiology. Summative: Completion of NMC learning outcomes in clinical experience and Multiple Choice Exam.	Formative: clinical skills and Anatomy / Physiology. Summative: Completion of NMC learning outcomes in clinical experience and Multiple Choice Exam.	Formative: clinical skills and Anatomy / Physiology. Summative: Completion of NMC learning outcomes in clinical experience and Multiple Choice Exam.						
Stage 2		Progress towards PLO	Demonstrate an understanding of shared decision making in partnership with clients with long term conditions.	Understand current policy agendas in long term conditions care.	Understanding the challenges of living with or caring for individuals with multimorbidity.	The empirical basis of common approaches to self management support and patient centred approaches to nursing clients with long term conditions..						
	Long Term Conditions (FS1)	By working on (and if applicable, assessed through)	Formative: Problem based scenarios and case studies. Summative: Written essay on an approach to supporting clients to self manage	Formative: Problem based scenarios and case studies. Summative: Written essay on an approach to supporting clients to self manage	Formative: Problem based scenarios and case studies. Summative: Written essay on an approach to supporting clients to self manage	Formative: Problem based scenarios and case studies. Summative: Written essay on an approach to supporting clients to self manage						

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Stage 2		Progress towards PLO	Understanding the role of the mental health nurse in establishing person centred relationships			Identify the impact of mental health problems on individuals , family carers and society and discuss paradigms which inform assessment and treatment approaches					
	Core Values, Knowledge & Skills for Mental Health Nursing (FS1)	By working on (and if applicable, assessed through)	Self assessment of skills development			Critique the use of an assessment tool as part of the summative assessment					
Stage 2		Progress towards PLO	Introduction to family-centred care and associated bio-psycho-social concepts	Developing reflection on practice and analysing the contemporary issues arising in children's nursing.		Reviewing and discussing relevant information related to nursing children and their family members.					

		By working on (and if applicable, assessed through)	**Work = exploring bio-psycho-social issues in current children's nursing. Assess = Case study of particular child from practice link bio-psycho-social concepts to the nursing care provided.**	Work = Small group reflection on experiences from practice guided by facilitator and linking to relevant sources of information.		Work = accessing and appraising current information and how this may be applied to raise standards in nursing. Assess = Case study assignment demonstrates use of current information from a range of sources relevant to nursing.				
	Children, Young People, Family & Society (FS1)									
Stage 2		Progress towards PLO	Understanding person and family-centred approaches as being key concepts.	Exploring key aspects of care in relation to empowerment, NMC guidelines, best interests and boundaries to professional relationships / work	Explore key elements of practice interventions with a client who may need augmented communication strategies to enable their needs to be met.	Develop approaches to enhance the communication processes between individuals and those in their supporting structures and family settings				

	Person-Centred Communication (FS1)	By working on (and if applicable, assessed through)	Summative essay exploring relationship building with key partners in care. Formative discussions draw on practice elements to enable students to embed this in their thinking	Summative essay exploring relationship building with key partners in care. Formative discussions draw on practice elements to enable students to embed this in their thinking	Summative essay exploring relationship building with key partners in care. Formative discussions unpicking complex situations to determine the key elements that result as barriers to the person	Summative essay exploring relationship building with key partners in care. Formative discussions draw on practice elements to enable students to embed this in their thinking					
Stage 2		Progress towards PLO	Supporting and promoting health and wellbeing and recognise and respond to changes in physical and psychological parameters	Use the evidence base to critically reflect on practice.	Development of clinical skills linked to linked to client need	Uses the evidence base to develop high standards of care	Team working within a multidisciplinary and multi-agency teams.	Taking increased responsibility for the care environment.			
	Nursing Practice Experience 3	By working on (and if applicable, assessed through)	Building upon experience and learning from stage 1, practice assessed summatively by the registered mentor. Formative faciliated reflection in CLG's	Building upon experience and learning from stage 1, practice assessed summatively by the registered mentor. Formative faciliated reflection in CLG's	Building upon experience and learning from stage 1, practice assessed summatively by the registered mentor. Formative faciliated reflection in CLG's	Building upon experience and learning from stage 1, practice assessed summatively by the registered mentor. Formative faciliated reflection in CLG's	Giving and receiving constructive feedback.	Delegating to and from other practitioners.			

Stage 2		Progress towards PLO	Demonstrating therapeutic skills to work collaboratively and apply interventions with individuals, groups and families	Reflect on shared learning with peers and people with lived experience to help shape therapeutic approaches	Apply a range of theoretical models to clinical scenarios to increase contextual understanding and enable clients to make informed choices	Increasing knowledge and understanding of contextual factors related to mental health problems to enable critical questioning of traditional treatment and service approaches				
	Therapeutic Interventions in Mental Health (FS2)	By working on (and if applicable, assessed through)	Work = demonstrate through skills practice a comprehensive understanding of therapeutic interventions; Assess = 25 min OSCE demonstrating understanding and application of a therapeutic intervention	Work = transfer shared experiences into skills practice; Assess = 25 min OSCE demonstrating ability to work reflexively with simulated client	Work = peer discussion and support to transfer knowledge of theoretical models into clinical practice; Assess = 25 min OSCE demonstrating ability to transfer a specific therapeutic intervention into a clinical scenario	Work = engage in critical reflection about mental health and mental health practice; Assess = 25 min OSCE demonstrating ability to work collaboratively and with respect to client's agenda				
Stage 2		Progress towards PLO	Building on prior learning children's nursing students develop skills in engaging with the child and family.							

		By working on (and if applicable, assessed through)	**Work = discuss and practice approaches to engaging with a child and family to establish a therapeutic relationship. Assess = OSCE station engaging with gaining information from a child and family member.**								Note = The remaining elements of this module seem not to fit well with the PLOTs as one is the ability to analyse a complex clinical situation but is not linked to self-directed learning etc. It is about the ability to undertake an ABCDE assessment and make a judgement about the state of the child's health. The second is about administering medications safely.
	Nursing Children & Young People with Health Care Needs (FS2)										
Stage 2		Progress towards PLO	Applying evidence in practice and the uncertainties arising from practice.			Understanding evidence-based practice and the role of empirical evidence in informing nursing.					

		By working on (and if applicable, assessed through)	Work = exploring the need to balance the evidence with patient preference and clinical uncertainty. Assess = Students present a poster analysing the different factors that may influence the application of evidence in practice.			Work = review evidence-based practice as it applies to nursing and consider the concepts involved in the process of applying empirical evidence to practice. assess = Students present a poster using the evidence-based process applied to a situation from their practice experience.					
	CLG 3: Exploring Treatment & Therapeutic Interventions										
Stage 2		Progress towards PLO	Understanding the concept of vulnerable adults and identification of those who are at risk and in vulnerable situations in practice.	Recognising early signs of acute illness and deterioration in young people, adults and older people and analyse differences in how these present across the lifespan.	Explores the specific safety and risk factors associated with Adult Care, including recognising vulnerable adults and situations, medication management, recognising illness and deterioration.	Explains and utilise the process of risk assessment and management appropriately using local and national guidance.					

	Safety in Adult Nursing (FS2)	By working on (and if applicable, assessed through)	Assessment: Formative OSCE & Summative Assignment: Person centred approach to risk management.	Assessment: Formative OSCE and skills development. Summative Assignment: Person centred approach to risk management.	Assessment: Formative OSCE and skills development. Summative Assignment: Person centred approach to risk management.	Assessment: Formative OSCE and skills development. Summative Assignment: Person centred approach to risk management.					The OSCE is about the ability to undertake an ABCDE assessment and make a judgement and the second is about safety and risk in medications management.
Stage 2		Progress towards PLO	Understanding person and family-centred approaches is essential in the provision of individualised person centred health action planning and health facilitation for people who have learning disabilities.	Reflecting to promote the contemporary holistic health care needs of people who have a learning disability.	Problem solve key health issues and provide augmented individualised health related material	Demonstrating an understanding of the holistic health care needs of people who have learning disabilities and provide a sound and contemporary evidence base to support therapeutic interventions		Understanding the role of the learning disability nures with the wider health and social care team and ability to manage and deliver appropriate, individualised health care for people who have learning disabilities.			
	The Health Needs of People who have Learning Disabilities (FS2)	By working on (and if applicable, assessed through)	Assessment: Formative Mind map that outlines the person centred approach to be taken. Summative the health promotion material must be individualised to meet the specific health needs of the person.	Assessment: Formative, the mind map outlines the students learning. Summative the student is expected to reflect upon the intervention.	Assessent: Formative the mind map outlines the complex nature of the issues involved. Summative, the student demonstrates using the appropriate evidence base the intervention they have delivered.	Assessment includes consideration of contemporary evidence base.		Assessment: The work will reflect partnership working with either the individual and or the MDT..			

Stage 2		Progress towards PLO	Supporting and promoting health and wellbeing and recognise and respond to changes in physical and psychological parameters	Use the evidence base to critically reflect on practice.	Development of clinical skills linked to linked to client need	Uses the evidence base to develop high standards of care and demonstrating effectiveclient education	Giving and receiving constructive feedback.	Demonstrating effective priority setting and time management in clinical practice.			
	Nursing Practice Experience 4	By working on (and if applicable, assessed through)	Building upon experience and learning from stage 1, practice assessed summatively by the registered mentor. Formative faciliated reflection in CLG's	Building upon experience and learning from stage 1, practice assessed summatively by the registered mentor. Formative faciliated reflection in CLG's	Building upon experience and learning from stage 1, practice assessed summatively by the registered mentor. Formative faciliated reflection in CLG's	Building upon experience and learning from stage 1, practice assessed summatively by the registered mentor. Formative faciliated reflection in CLG's	Building upon experience and learning from stage 1, practice assessed summatively by the registered mentor. Formative faciliated reflection in CLG's	Building upon experience and learning from stage 1, practice assessed summatively by the registered mentor. Formative faciliated reflection in CLG's			
Stage 2		Progress towards PLO	Understanding the nurse-patient partnership and comparing concepts discussed to relevant literature/theory.	Reflecting on observations from practice and consider factors that may influence the nurse-patient relationship from a variety of different perspectives	Understanding relevant theory and lliterature relating to the nurse-client partnership	Apply understanding of the nurse-patient relationship to infleunce future nursing practice					

		By working on (and if applicable, assessed through)	Work: Share with peers understanding of and importance of nurse-client partnership through reflective discussion and formative presentation Assess: Essay exploring the nurse-patient partnership and wider influencing factors	Work: Explore nature of the nurse-patient partnership is through reflective discussion with peers Assess: Summative essay critically reflect on an interaction observed in practice, exploring the nurse-patient partnership and wider influencing factors.	**Work: Explore a scenario from clinical practice, making use of individual communities of practice to analyse this and make links to underpinning theory Assess: ISummative essay to explore relevant literature to support the analysis of their chosen scenario**	**Work: explore the development of the nurse-patient partnership and the importance of this, relating this to underpinning theory. They are encouraged to explore the challenges this may bring in practice. Assess: Summative essay to discuss how learning will influence nursing practice**					
	CLG 4: Exploring the Nurse-Patient/Client Partnership										
Stage 2		Progress towards PLO	Applying communication strategies to support person-centred care and interprofessional working to enhance the quality and safety of healthcare.	Managing threats to professional boundaries in complex situations.	Enabling the client to exercise choice and take an active role in decision-making and the right to self-determination and advocacy	Applying evidence-base to communicate and educate with clients, families and carers to increase understanding of their condition while promoting health and providing equal access.					

		By working on (and if applicable, assessed through)	Demonstrate empathy and compassion appropriately during formative simulation and in the summative assessment of a critically reflective essay.	Formative simulation and in the summative assessment of a critically reflective essay.	Formative simulation and in the summative assessment of a critically reflective essay.	Formative simulation and in the summative assessment of a critically reflective essay.					
	Communication in Adult Nursing Practice (FS3)										
Stage 2		Progress towards PLO	Knowledge of theory & skills required to promote behaviour change	Reflecting on own beliefs shaping care and on moral & ethical influences on health delivery	Analyse professional and personal attitudes to individuals and groups with complex problems.	Exploring the current limitations of evidence in relation to one example of complex needs. The ability to analyse why this might be is nurtured.					
	Complex Presentations in Mental Healthcare (FS3)	By working on (and if applicable, assessed through)	work = reflect on their own experience of behaviour change. Assess = encoroporate some of this reflection in both formative & summative work.	work = reflect on their own experience of behaviour change. Assess = encoroporate some of this reflection in both formative & summative work.	work = reflect on their own experience of behaviour change. Assess = demonstrate in their summative work an understanding of how health and social factors intersect.	work = reflecting on practice experience students are encouraged to locate examples of where they were unsure about the evidence or there was no evidence avaialble. Assess = the strenghts / limitations of evidence should be highlighted in the summative submissions.					

Stage 2		Progress towards PLO	Increased knowledge of children with continuing health care needs and their families.	Continuing facilitated reflection on practice experience related to the long term health needs of children and their family members.				Introduction to working in the MDT and the differing roles of members of the team.			
	Children & Young People with Continuing Care Needs (FS3)	By working on (and if applicable, assessed through)	work = contemplate the care of children with particular long term health needs. Assess = Develop a care pathway related to the care needs of a child/children.	**Work = Reflect on situations from practice and relate these to the concepts involved in caring for children with continuing care needs.**				Work = discuss the different roles of MDT members and their contribution to a child's care. Assess =Care pathway demonstrates how MDT roles aid care and in a wider context how care pathways may benefit or inhibit effective care delivery.			
Stage 2	Understanding & Supporting People whose Behaviour Challenges Others (FS3)	Progress towards PLO	Understanding how to develop constructive engagement with families in pursuit of holoistic, person centered care	Reflecting on the role of the LD nurse within a multiagency / multiagency context within contemporary methods of service delivery	Analysing of complex clinical situations by use of care studies and explicit focus on the links bewtween theory and practice	Understadning of contemporary evidence base relating to best practice in supporting people with learning disabilities and challenging behaviour	students develop an understanding of how they can influence person centered changes in practice within a multiagency context	Explore the role of the LD nurse in leading the deliverry of care specifically in relation to supporting people whose behaviour challenges others.			
		By working on (and if applicable, assessed through)	assessed by care study	assessed by care study	assessed bycare study	assessed by care study	assessed by care study	assessed by care study			

Stage 2		Progress towards PLO	Identifying patient/family health and wellbeing needs in or beyond the immidate clinical enviroment. An important part of holistic person/family centred care.		Undertake self-directed learning and engage in communites of practice	Students use empirical research and public health data and apply to practice	Understanding of healthcare across porfessional boundaries. Recognise the role of different organsaitions in meeting health and wellbeing needs'. Exploration of the role of the nurse in relation to non-profit organisations beyond the NHS who are addressing health and wellbeing needs.				
	Community Practice Experience	By working on (and if applicable, assessed through)	Work - discussion with patients/families/carers in the clinical setting about their personal perceptions of their health and wellbeing support needs. Assess - report of the investigation undertaken, including a section on the conversations held in practice.		work - a self-directed investigation into a particular health and well-being need identified in practice.	Work - As part ofthe community investigation students create a profile of their chosen community and population, and use empircal research to critique their observations in 'the field'. Asses - This is reported in their Community profile documnet.	Work - Undertake a investigation into non-profit making organisations (beyond the NHS) that address a student identified patient need. Assessed through a report of the investigation undertaken.				

Stage 3		Progress towards PLO			Critically appraise leadership, the NHS Change model and the principles of effective team	Apply and critically appraise the NHS Change model, critique the principles of effective team working and leadership including intellectual flexibility, influencing skills and cultural awareness in relation to their own learning and performance.	Plan, negotiate and design a small scale service improvement project, through conversations across professional boudaries and including service users.	Critique the principles of effective team working and leadership including intellectual flexibility, influencing skills and cultural awareness in relation to their own learning and performance.			
		By working on (and if applicable, assessed through)			Work – researching the evidence base for the planning and proposed implementation of the service improvement project. Assessment – summative dissertation to identify and plan a service improvement project.	Work – researching the evidence base for the planning and proposed implementation of the service improvement project. Assessment – summative dissertation to identify and plan a service improvement project.	Work – researching the evidence base for the planning and proposed implementation of the service improvement project. Assessment – summative dissertation to identify and plan a service improvement project.	Work – researching the evidence base for the planning and proposed implementation of the service improvement project. Assessment – summative dissertation to identify and plan a service improvement project.			
	Service Improvement Project										

Stage 3		Progress towards PLO		Applying principles of accountability in the role of the registered nurse and exploring ethical issues and dilemmas associated with caring for clients with complex health needs.	Demonstrating a critical understanding of the physical, psychological and social needs of clients in the acute phase of complex illness or injury, including different coping strategies.	Integrates knowledge and understanding of pathophysiological changes during the acute phase of illness or injury using evidence based frameworks.		Identifies and applies the principles of Multi-Disciplinary Team working and delegation with appropriate referral to facilitate effective healthcare delivery in acute phases of the client's journey.			
		By working on (and if applicable, assessed through)		Formative assessment with high fidelity clinical simulation and critical feedback. Summative assessment: Examination of all module content.	Formative assessment with high fidelity clinical simulation and critical feedback. Summative assessment: Examination of all module content.	Formative assessment with high fidelity clinical simulation and critical feedback. Summative assessment: Examination of all module content.		Formative assessment with high fidelity clinical simulation and critical feedback. Summative assessment: Examination of all module content.			
	Acute & Complex Adult Care (FS4)										

Stage 3		Progress towards PLO		Further develop knowledge and skills in clinical supervision and peer evaluation	Knowledge and skills development through small group task in devising startegies and care plans for managing challenging situations in practice using case scenarios	Increasing knowledge of physical health interventions, medication management, recovery approaches and early intervention for psychosis and models for working with older people and considering the role of the nurse in promoting best practice within clinical settings.	Knowledge of change management and how to bridge the gap bewteen evidence and best practice, includig strategies for challenging poor practice.	Understanding leadership and working in multidisciplinary teams.			
	Principles of Effective Care Delivery (FS4)	By working on (and if applicable, assessed through)		Formative assessment includes peer evaluation of small group presentations. Summative assessment: Examination of all module content	Formative assessment includes peer evaluation of small group presentations covering key topics from the module. Summative assessment: Examination of all module content	Formative assessment includes peer evaluation of small group presentations covering key topics from the module. Summative assessment: Examination of all module content	Formative assessment includes peer evaluation of small group presentations covering key topics from the module. Summative assessment: Examination of all module content	Formative assessment includes peer evaluation of small group presentations covering key topics from the module. Summative assessment: Examination of all module content			
Stage 3		Progress towards PLO			Explore advanced aspects of clinical practice and associated concepts.	Continue to add to their knowledge base and ability to process new information and its application to care of the child.		Engage with issues and theories involved in leadership and operational management.			

	Advancing Knowledge and Skills in Children and Young People's Nursing (FS4)	By working on (and if applicable, assessed through)				**Work = application of pathophysiology to child health needs and develop skills in advanced life support.** **Assess = Examination (MCQ and short answers).**	**Work = appraise contemporary evidence and information related to the care of children with health care needs and their family members.**		**Work = discuss approaches to management and leadership and partake in simulated practice managing care.** **Assess = Examination (MCQ and short answers).**			
Stage 3		Progress towards PLO	Exploring psychosocial causations of offending behaviour in learning disabilities				Exploring contemporary evidence base relating to best practice when supporting people with learning disabilities who have offended in law.		Understanding the complex nature of multidisplinary / multiageny working within forensic settings and how LD nurses can lead and coordinate care.			
	Understanding & Supporting Individuals with a Learning Disability who use Forensic Services (FS4)	By working on (and if applicable, assessed through)	Developing an understanding of how person centered approaches can be used to ameliorate these causative factors.				assessed by examination		assessed by examination			
Stage 3		Progress towards PLO		Reflecting on ethical delemmas within the context of professional standrards and legal frameworks	Analysing ethical complexites of nursing practice							
	Cooperative Learning Group 5: Ethical Principles in Nursing Practice	By working on (and if applicable, assessed through)		summative essay	Focusing on ethical practice dilemmas and summative assessment							

Stage 3		Progress towards PLO	Supporting and promoting health and wellbeing and recognise and respond to changes in physical and psychological parameters	Use the evidence base to critically reflect on practice.	Development of clinical skills linked to linked to client need	Uses the evidence base to develop high standards of care and demonstrating effectiveclient education	Auditing to improve the quality of care experience and safety of clients, carers and staff	Coordinating, managing and evaluating services			
	Nursing Practice Experience 5	By working on (and if applicable, assessed through)	undertaken in clinical practice, and assessed summatively via the elctronic achievement record, by the regsitered mentor.	undertaken in clinical practice, and assessed summatively via the elctronic achievement record, by the regsitered mentor.	Issues discussed within the CLG group sessions, facilitated by personal stsupervisor	undertaken in clinical practice, and assessed summatively via the elctronic achievement record, by the regsitered mentor.	undertaken in clinical practice, and assessed summatively via the elctronic achievement record, by the regsitered mentor.	undertaken in clinical practice, and assessed summatively via the elctronic achievement record, by the regsitered mentor.			
Stage 3		Progress towards PLO		Reflecting critically on the meaning, purpose and value of nursing.	Understanding and resolving a range of concepts of concern for nursing and tensions between client voice and service priorities						
	Cooperative Learning Group 6: Personal Philosophy for Nursing	By working on (and if applicable, assessed through)		Considering key nursing roles such as practitioner, partner and leader of care	Develop personal interpretation of nursing based on academic literature and pracice experience						

Stage 3		Progress towards PLO	Managing complaints, compliments and comments to improve care	Relfecting on practice experience	Becoming independant learners within clinical practice	Uses the evidence base to develop high standards of care and demonstrating effectiveclient education	Managing complaints and feedback to improve care	Developing role from a partner to a leader, acting to resolve issues of skill mix and its impact on safety			
	Nursing Practice Experience 6	By working on (and if applicable, assessed through)	Work = working in partnership with clients & families and healthcare practitioners. Assess = complete NMC competencies	Work = Document reflection of practice experience and consider how this relates to future practice. Assess = complete NMC competencies	Work = co-ordinating clinical team and prioritising team response to clinical needs. Acting to resolve issues of skill mix and their impact on safety. Assess = complete NMC competencies.	undertaken in clinical practice, and assessed summatively via the elctronic achievement record, by the regsitered mentor.	undertaken in clinical practice, and assessed summatively via the elctronic achievement record, by the regsitered mentor.	Work = demonstrate leadership skills within clinical practice and co-ordinate client care. Assess = complete NMC competencies.			