

Bachelor of Nursing

LEVEL 7



Bachelor of Nursing

Nursing is consistently rated by the public as one of New Zealand's most respected and worthwhile professions. Combining the satisfaction of personal care with the excitement of new medical technology and treatments, nursing allows for individual ability and autonomy in a team environment.

Passing on the Passion



BACHELOR OF NURSING

It's all about you!

For nearly 30 years UCOL's School of Nursing has provided a supportive and caring culture to ensure our nursing graduates pass the Nursing Council State Finals Examination with flying colours. UCOL's personal approach helps you succeed in getting your nursing career off to the best start. It's the personal approach from our lecturers that makes all the difference and that's why UCOL nursing graduates enjoy an excellent professional reputation both here and overseas. When you enrol in UCOL's School of Nursing we'll assign you your own Personal Tutor to guide you right through your nursing journey. They'll support you through our curriculum, which includes 240 hours of clinical placement in your first year. Later in the programme these clinical experiences will include primary health care, medical and surgical, disability and mental health settings. An added attraction for students doing their nursing degree with UCOL in Palmerston North is that it has two Nursing Skills' laboratories, with one uniquely sited at Palmerston North Hospital.



PROGRAMME FEATURES

1. Friendly supportive learning environment and staff.
2. 240 hours of clinical placements in your first year
3. Personal Tutor
4. Passionate lecturers who have strong relationships with health providers
5. Excellent Learning Support facilities

GRADUATE PROFILE

Tara Olsthoorn



Nursing graduate Tara Olsthoorn now works in the high pressure environment of an Intensive Care unit.

"It's an amazing job," she says. "Each day is different and exciting and I am faced with new challenges."

Tara has also worked in a surgical ward and says already in her nursing career she has seen babies born, young and old die, and heard some fantastic stories from patients. "I feel privileged to have been part of their lives," she says.

"People say it takes a special person to be a nurse – it definitely takes patience and empathy, compassion and stamina."

She believes becoming a nurse is one of the best decisions of her life and has a sick friend to thank for her chosen career direction.

It was during a visit to her friend in hospital that Tara thought "I could be a nurse," and enrolled at UCOL. She found her early experiences as a Bachelor of Nursing student 'slightly overwhelming' through not knowing what to expect during her first hospital placement.

"During this first work experience you try to take in everything you see and every little bit of teaching advice given to you, plus you have to deal with all the paperwork and assignments," she says. "My advice is to persevere and you will get it all completed."

FREQUENTLY ASKED QUESTIONS

Q: How long is the Bachelor of Nursing programme?

A: The programme leading to registration is three years full-time study.

Q: When can I start?

A: At our Palmerston North campus we have two intakes per year, in February and July. At our Whanganui, Masterton and Tairāwhiti campuses we have one intake each year in February. Contact us for dates.

Q: I haven't studied for years?

A: We welcome your application and will work with you to plan your pathway to become a Registered Nurse.

Q: What are the programme hours?

A: While you are on campus, classes are generally scheduled between 8.00 am and 5.00 pm, however you will also have self-directed learning activities to complete in your own time.

Q: How much will the programme cost?

A: Please refer to the UCOL website for current fee information.

Q: Will I have to do shift work when on clinical placement?

A: Shift start times and lengths will vary according to the organisation you will be working in. You must be available to do morning shifts starting around 7.00am and afternoon shifts finishing at 11.00pm. As nursing is a 24 hour, seven day a week career you can also expect to be rostered for clinical experience at nights and on weekends.

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| Programme: | Bachelor of Nursing |
| Level: | 7 |
| Study Options: | Full-time |
| Programme Length: | 3 years |
| Intakes: | Semester 1, Semester 2 |
| Campus: | Palmerston North, Whanganui, Wairarapa, Gisborne (Tairāwhiti) |
| Fees: | |
| Other Programme Costs: | |

STUDY PATHWAYS

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Level 7

CAREER OUTCOMES:
Hospitals, Community
Agencies, Māori
Health Education, Iwi-
Based Health Centres,
Pharmaceutical
Companies, Government
Departments,
Employment Overseas





ENTRY REQUIREMENTS

All applicants must meet the general admission criteria as approved by the Academic Board. In addition, all applicants are required to provide certified copies of all relevant documentation. Because students will work in a variety of health care settings, admission is subject to a police check and a health declaration but these will not necessarily prevent entry.

The Director of Nurse Education may require students to provide additional information before admission is confirmed.

Applicants under 20 years of age:

- A minimum of 42 credits at NCEA Level 3 or higher including a minimum of 14 credits at Level 3 or higher in each of two subjects from the NZQA approved list (<http://www.nzqa.govt.nz/ncea/acrp/secondary/6/62/>) with a further 14 credits at Level 3 or above from no more than two additional domains on the NQF, AND 8 credits in English or Te Reo Maori (4 in reading, 4 in writing) at Level 2 or higher; AND At least 13 credits at Level 1 or higher in Mathematics or Pangarau.
- **OR** A minimum of 42 Level 3 credits from a UCOL Certificate in Health, Science and Technology, or equivalent, as approved by the Programme Manager.

- **OR Cambridge International Examinations:** 120 points on the UCAS Tariff with a minimum grade of D in at least three subjects equivalent to those in the list approved for NZUEBS and NCEA at AS, A2 (or A) level; **PLUS**

A minimum D pass in IGCSE mathematics; **PLUS**

A minimum E pass in AS English. Candidates must meet the equivalent science requirements as specified for NCEA Level 2 International Baccalaureate (IB) equivalence.

A minimum of 24 points in the International Baccalaureate Diploma (IBPD) **AND**

Meet the literacy requirements by having at least four points in an English-rich subject in the IBPD **AND**

Meet the numeracy requirements by having at least four points in mathematics in the IBPD or by meeting the necessary numeracy requirements by some other means.

Applicants 20 years of age or over

A person having reached the age of 20 years before the first day of the programme in the year for which admission is sought, is not required to meet any of the academic qualifications above. Applicants will however be encouraged to meet with a UCOL Personal Educational Plan (PEP) Advisor prior to their enrolment being accepted. The purpose of this meeting is to discuss their career goals, reasons for study, choice of study, possible challenges, and the support that is available for them at UCOL. In some instances, applicants may be advised to complete the Short Course Certificate in Introduction to Human Science Level 2 or the Certificate in Health, Science and Technology Level 3 available through UCOL.

Additional Requirements for Admission

- Each applicant is required to submit the names of at least two referees who are able to affirm that the applicant is of good character and reputation and is likely to be a "fit and proper" person to register as a registered nurse. Relatives may not be used as referees. Referees must have known the applicant for at least two years.
- The applicants level of health shall be such that it is possible to achieve the competencies required for registration as a nurse. A health declaration is required and further reports may be requested with the consent of the applicant. Immune status must be provided for specified conditions as determined by the School of Nursing from time to time.
- Applicants are required to declare all criminal or pending criminal convictions with enrolment. In cases where a previous criminal conviction has been reported applicants will be interviewed by the Director of Nurse Education and their prospects of gaining registration upon successful completion of the programme will be outlined.
- To maintain confidentiality of information related to health consumers, all students are required to sign a confidentiality agreement.
- The applicant must be able to attend clinical placements at the specified times and places.





YEAR 1 – LEVEL 5 PAPERS

| TITLE | CREDITS | LEARNING OUTCOMES |
|---|---------|--|
| The nursing context I: Society and health | 15 | To develop knowledge of the nature of health across the lifespan in Aotearoa/New Zealand and its relevance to nursing practice. |
| Professional nursing I: An introduction | 15 | To provide an introduction to nursing, the associated knowledge base and the cultural safety framework for nursing practice. |
| Bioscience for health professionals I | 15 | To provide sufficient learning experiences in human anatomy and physiology to form a foundation for practice in nursing and as a basis for progression to the Level 6 Nursing science papers. |
| Bioscience for health professionals II | 15 | To provide sufficient learning experiences in human anatomy and physiology to form a foundation for practice in nursing and as a basis for progression to the Level 6 Nursing science papers. This paper is a companion to Bioscience for health professional I. |
| Skills for nursing I: The fundamentals | 15 | To develop a range of fundamental clinical practice skills required for safe and effective nursing practice. |
| Person centred care I: Communication skills | 15 | To develop an understanding of interpersonal communication across the lifespan. |
| Learning and teaching | 15 | To develop the skills and knowledge required for independent learning and effective teaching. |
| Clinical practice (Introduction) | 15 | To integrate theoretical and clinical learning within a practice setting at a novice level. |

YEAR 2 – LEVEL 6 PAPERS

| TITLE | CREDITS | LEARNING OUTCOMES |
|---|---------|---|
| The nursing context II: Health care systems | 15 | To develop knowledge of the New Zealand health care system and its relationship to nursing practice. |
| Professional nursing II: Practice requirements | 15 | To develop a deeper understanding of the ethical, legal and professional obligations of a registered nurse. |
| Nursing science and practice I | 15 | To develop knowledge of pathophysiology and genetics in relation to specific body systems and their application to nursing assessment/client care. |
| Nursing science and practice II | 15 | To develop an understanding of pathophysiology and pharmacology in relation to further specific body systems and their application to nursing assessment/client care. |
| Skills for nursing II: Advancing practice | 15 | To develop a further range of clinical skills required by advanced beginner nursing students for effective nursing practice. |
| Person centred care II: The mental health context | 15 | To develop an appreciation of appropriate nursing care for patients/clients experiencing disruption to their mental health. |
| Clinical practice (medical/surgical) | 15 | To integrate theoretical and clinical learning within a medical/surgical practice setting at an advanced beginner level. |
| Clinical practice (mental health) | 15 | To integrate theoretical and clinical learning within a mental health practice setting at an advanced beginner level. |



YEAR 3 – LEVEL 7 PAPERS

| TITLE | CREDITS | LEARNING OUTCOMES |
|---|---------|---|
| The nursing context III: Primary health care | 15 | To provide a deeper understanding of primary health care nursing across the lifespan. |
| Professional nursing III: Preparing for registration and beyond | 15 | To help prepare the student for their role as a new graduate registered nurse and develop an understanding of the actual and potential contribution of nursing to health care delivery. |
| People with acute and/or complex care needs: A partnership approach | 15 | To develop an understanding of the needs of patient/clients who require acute and/or complex care. |
| People with life-long conditions: A partnership approach | 15 | To develop an understanding of the needs of patient/clients with long-term conditions. |
| Skills for nursing III: Evidence for practice | 15 | To apply the principles of evidence-based practice to nursing. |
| Person centred care III: The health/illness experience | 10 | To provide a focus on the individual experience of health/illness and the implications for cultural safety. |
| Clinical practice (primary health care) | 15 | To integrate theoretical and clinical learning within a primary health care setting at a competent level. |
| Clinical practice (transition) | 20 | To integrate theoretical and clinical learning within a health care setting at a maintenance of competence level. |

WHY STUDY AT UCOL?

UCOL is a progressive Institute of Technology renowned for its student friendly style, comprehensive student support services, excellent student satisfaction levels, high academic standards and favourable employment outcomes.

Our School of Nursing was established in 1980 and has built an excellent reputation in nursing education. Our highly regarded Bachelor of Nursing degree is further enhanced by experienced and enthusiastic lecturers. Combined with a close working relationship with our District Health Boards and community agencies, to ensure our students have valuable access to a wide range of quality clinical placements – results in our graduates achieving a high rate of employment both locally and internationally.

- Highly skilled and passionate lecturers who will give you the support to help you succeed
- Learn through a mix of practical, hands on experience and theory
- Qualified lecturers who have industry experience and will pass their knowledge and passion onto you
- Programmes that offer you skills and knowledge that your future employer will need
- Study in modern, up to date classrooms with interactive teaching that provides for all types of learning styles
- Health & childcare facilities cater for all your needs
- Three vibrant and fun campus environments
- Excellent additional support services for students
- Employers look out for UCOL graduates!



FIND OUT MORE

To find out more information on UCOL, its campuses, student support services or for comprehensive information relating to this programme; visit the UCOL website www.ucol.ac.nz, visit us at one of our three campus Information Centres, or call us on 0800 GO UCOL and speak to one of our Advisory Officers.

HOW TO APPLY

Contact us and we will send you an application form or you can complete the Online Application on the UCOL website www.ucol.ac.nz.



OCT09 - LH5797 - This is intended as a general guide only. Some of the information contained in this flyer may be subject to change. This flyer supersedes all previous flyers. Please ensure you have the current flyer or check the UCOL website for the current programme information.

PALMERSTON NORTH • WHANGANUI • WAIRARAPA • GISBORNE

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UNIVERSAL COLLEGE OF LEARNING