Faculty of Health and Education  
School of Nursing and Public Health

Pre-Entry Portfolio

MSc Pre-Registration Nursing (Adult and Mental Health)

**Name:** [Click here to enter your name]

**Email:**  [Click here to enter your email address]

**UCAS Number:** [Click here to enter your UCAS number]

# Introduction

Welcome to the MSc Nursing programme. This document outlines the level of evidence applicants must be able to demonstrate prior to starting the programme. The portfolio is designed to assist applicants with both understanding the pre-entry requirements and compiling the evidence, which will assist you with preparing for the programme. You can download the portfolio prior to application but you must have submitted a UCAS application and offered a place at Manchester Met in order to gain access to the supporting learning resources.

## What constitutes evidence and why do I need it?

The Nursing and Midwifery Council (NMC) requires all students on pre-registration nursing programmes to undertake a minimum of **4600 hours of theory and practice combined**. This is normally achieved over a period of three years. In order to ensure students on the accelerated two-year programme can meet the requirements for registration with the NMC a number of hours of both theory and practice have to be met prior to entry. This portfolio sets out those requirements which amount to 500 hours of care related experience (practice) and 500 hours of academic related effort associated with the programme outcomes.

The NMC standards consist of 7 platforms which are outlined in the [Standards of proficiency for registered nurses](https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/future-nurse-proficiencies.pdf). In section two of this document you are asked to provide evidence that demonstrates some of the core skills underpinning elements of these standards. The team have selected care related outcomes that can be transferrable from many aspects of care in a variety of settings, you need to provide evidence of how you are currently working towards or have already achieved each of these outcomes.

Evidence of care related experience should take the form of personal reflections of encounters with individuals (there are templates at the end of this document to help you). You should provide examples of how you can interpret the care related outcomes in the experiences you have been involved in and identify what roles or responsibilities you have undertaken during your experience whether paid or unpaid.

For example a short reflection on each point **should** be presented as below in either the working towards box (if you have not had experience of this in your experience – theoretical) or the evidence of achievement box if you have the practical experience.

|  |
| --- |
| **(1.3) Understand and apply the principles of courage, transparency, and the professional duty of candour, recognising and reporting any situations, behaviours or errors that could result in poor care outcomes.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement |
| **Evidence of Achievement** |
| In 2020 during my time working as a volunteer in a hospital, I was witnessed care being delivered that was not consistent with the values, behaviours, and policies of the organisation (2.31, 2.32). I challenged a colleague and took over the care of the person who required personal and intimate care. According to the NMC (2018) values and behaviours of professional nurses are paramount to effective care delivery. This is supported by the NHS core values, whereby themes that should be central to care delivery that puts the patient at the centre of their care (West, Dawson and Kaur, 2015). Brown, Jones and Davies (2020) suggest that raising concerns in practice, particularly when working as a student, can be challenging but is fundamental to patient outcomes and good quality care.   Brown, P. Jones, A. Davies, J. (2020) Shall I tell my mentor? Exploring the mentor-student relationship and its impact on students' raising concerns on clinical placement. Journal of Clinical Nursing Vol 29:3298–3310 NMC (2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates. Nursing and Midwifery Council London  West, M. Dawson, J. Kaur, M. (2015) Making the difference: diversity and inclusion in the NHS. The Kings Fund. London |

Your evidence could also include testimonials from employers, or service users. You do not need to have fully achieved all of the care related outcomes but must be at least working towards in order to be accepted onto the programme. It is important for your ongoing development that you identify which outcomes you have achieved at the start of the programme. Some of these outcomes are the same as the practice placement outcomes you will be expected to achieve on your first practice placement on the programme. **You may be able to demonstrate evidence here by including copies of training you have received, identifying how you meet the outcome within the workplace or by including policies etc. you have had to adhere to within the workplace**. You do not have to include every piece of evidence within your portfolio, just document it and present it to your registered professional who signs off your work.

Your placement experience hours and portfolio must be verified by a registered professional (see section 2.4) who supplies their relevant **professional registration number and is willing to be contacted by the university to confirm the information provided is accurate.**

Once you have applied for the programme, been successful at interview and accepted your place on the programme you will be invited to access learning resources via a virtual learning site that will support you in meeting the theoretical hours for the pre-entry programme.

In completing the evidence sections within the document, you **must** identify the evidence you have of meeting the outcome or working towards and ensure the evidence is then listed in section 2.3. Constructing a portfolio is a skill and you will be required to maintain one once you start the programme to prepare you for the lifelong learning you will need to document as a NMC registrant through revalidation ([Revalidation - The Nursing and Midwifery Council](https://www.nmc.org.uk/revalidation/)).

## Relevant care experience

### Where should I go to get work experience?

It is useful to gain experience from a range of settings. This will allow you to demonstrate a greater understanding of the profession in both your personal statement and at interview.

Experience can be gained through

* paid work
* voluntary work
* placements provided on certain courses (for example, T-Levels, BTEC Health and Social Care)

**You should consider choosing a setting which allows you to gain understanding and experience of meeting the needs of individuals with health issues or disabilities this could include any of the following areas:**

* hospital wards or departments – NHS or private
* hospices
* nursing homes
* clinics
* GP surgeries
* care agencies or private care arrangements
* working with a charity or voluntary organisations overseas
* victim support and user and carer groups
* working with vulnerable, homeless or abused individuals
* caring for individuals with learning needs
* substance misuse services

## Relevant academic study

You may be required to complete the pre-entry anatomy and physiology workbooks (this will be requested by the admissions team dependent on your academic experience in relation to a relevant science-based degree) alongside a variety of other forms of study, for example; online tutorials, reading, reflections. You should identify what evidence you have to meet the outcomes set out in the academic study (section 2.2) requirements. There are suggestions in this section to help you establish your evidence.

## What happens once I have completed the portfolio?

Once you have completed the portfolio, you should email it to Health and Education Admissions along with all the conditions listed in your UCAS offer. The academic panel consisting of the admissions tutor, programme leader and programme support tutor will assess your portfolio of evidence, along with involvement of the external examiner for the programme. The criteria that will be assessed will be based upon:

1. **The 500 hours of care related experience are met.**
2. **There is a range of evidence, which demonstrates reflection on learning related to the care related outcomes.**
3. **The 500 theoretical related hours are met through previous study or the pre learning workbooks and the portfolio that is fully referenced.**
4. **The portfolio has been supported by a registered professional and verified.**

It is advisable to be interviewed and offered a place on the course prior to completing this portfolio, any offer will be **conditional** on demonstrating the required evidence outlined in this document.

Your portfolio may be returned to you requesting further evidence if the panel feels you have not demonstrated sufficient evidence to be accepted onto the programme at that point in time.

Please only submit your completed portfolio to: [ucas.professional@mmu.ac.uk](mailto:ucas.professional@mmu.ac.uk) by the date specified in the conditions on UCAS.

# Portfolio of Evidence

Please ensure you have read the introduction above to support you in the completion of the portfolio. You should **ONLY** complete **ONE** box for each statement

Section 2 (1.3 to A22.3) all of the 20 subsections should be a reflective account of how you feel you have demonstrated these points. If using the ‘’evidence of achievement’’, each subsection should be supported with evidence cross referenced to the table in section 2.3 or if using the ‘’demonstrate working towards’’, articles you have read should be fully referenced in accordance with Cite Them Right Harvard, underneath each reflective account within the text box in relates (example in the introduction).

When referencing documents/articles in this section, please refer to the guidance in section 3 (page 18). **If you submit this portfolio without sufficient evidence (using the guidance in Table 2.3) or referencing (using the guidance in section 3) your portfolio could be declined.**

|  |
| --- |
| **(1.3) Understand and apply the principles of courage, transparency and the professional duty of candour, recognising and reporting any situations, behaviours or**  **errors that could result in poor care outcomes.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(1.4) Demonstrate an understanding of, and the ability to challenge, discriminatory behaviour.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(1.9) Understand the need to base all decisions regarding care and interventions on people’s needs and preferences, recognising and addressing any personal and external factors that may unduly influence their decisions.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(1.13 Demonstrate the skills and abilities required to develop, manage and maintain appropriate relationships with people, their families, carers and colleagues.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(1.14) Provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people’s values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(2.3) Understand the factors that may lead to inequalities in health outcomes.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(2.6) Understand the importance of early years, childhood experiences, and the possible impact on life choices, mental, physical and behavioural health and wellbeing.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(2.7) Understand and explain the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(3.7) Understand and apply the principles and processes for making reasonable adjustments.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(5.2) Understand and apply the principles of human factors, environmental factors and strength based approaches when working in teams.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(6.1) Understand and apply the principles of health and safety legislation and regulations and maintain safe work and care environments.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(6.6) Identify the need to make improvements and proactively respond to potential hazards that may affect the safety of people.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(7.2) Understand health legislation and current health and social care policies, and the mechanisms involved in influencing policy development and change, differentiating where appropriate between the devolved legislatures of the United Kingdom.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(7.3) Understand the principles of health economics and their relevance to resource allocation in health and social care organisations and other agencies.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(7.8) Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(A11.1) Actively listen, recognise and respond to verbal and nonverbal cues.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(A11.2) Use prompts and positive verbal and nonverbal reinforcement.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(A11.3) Use appropriate nonverbal communication including touch, eye contact and personal space.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(A11.5) Use caring conversation techniques.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |
| **(A22.3) Recognise and accommodate sensory impairments during all communications.** |
| **Evidence of Working Towards** |
| click here to enter text: in the working towards section you may refer to articles, policies, guidelines etc, to support your understanding of working towards awareness of this statement – if you refer to articles and policies please ensure these are fully referenced at the end of the statement using Cite Them Right Harvard. |
| **Evidence of Achievement** |
| click here to enter text: this section is where you demonstrate how you have carried out this statement in your care experience, you would give an example of the situation and support this by making reference to training and evidence listed in section 2.3 |

## Record of Relevant Care Experience

Section 2.1 the record of your hours must be documented in total hours for each experience in full hours e.g. 30, 70, 500 and not in days or hours per week. You can use several experiences to meet the total requirement of 500. We do not contact the person listed in this section to verify this information only your registered professional listed in section 2.4 who **must** have seen the evidence of these hours.

|  |  |  |  |
| --- | --- | --- | --- |
| **Record of Experience**  **(Organisation name and role/ responsibilities for example: healthcare assistant, volunteer)** | **Number of Hours per experience (total hours added together)** | **Dates Undertaken**  **(for example from 1st Jan 18 to 15th Jun 19)** | **\*Who can verify these hours if needed?**  **(Name, and designation, eg supervisor or manager and include email)** |
| [Click to enter text] | [Click to enter text] | [Click to enter text] | [Click to enter text] |
| [Click to enter text] | [Click to enter text] | [Click to enter text] | [Click to enter text] |
| [Click to enter text] | [Click to enter text] | [Click to enter text] | [Click to enter text] |
| [Click to enter text] | [Click to enter text] | [Click to enter text] | [Click to enter text] |

\*These hours should be presented to your registered professional along with all your evidence before you submit the portfolio to the university.

## Evidence of Achievement against Pre-entry Academic Learning

Section 2.2 requires you to firstly record either the date you undertook the anatomy and physiology workbooks if required to do so or if you have not been required to do this because you have undertaken a relevant science first degree, list all of the content modules that relate to biology, science, anatomy and physiology contained within that degree including the date.

The following subsections A2-A5 require you to write a reflection supported by policies from the workplace, national guidance, and journal articles. This section must contain at least **a minimum of 3 supporting references** that are fully referenced in accordance with [Cite Them Right Harvard](https://libguides.mmu.ac.uk/refguide/mmuharvard)

|  |
| --- |
| **A1. Gain knowledge of anatomy and physiology required to discuss complex disease processes with patients and their families.** |
| **Evidence/Activities undertaken (workbooks)** |
| If you are completing the university pre-entry workbooks, please document the date that you have sent these in to the university, or if you have undertaken a science based first degree, please document the modules relating to anatomy and physiology or science that you have completed from this degree |
| **Date Undertaken and Evidence of Completion** |
| Please list the date you have undertaken the above and provide evidence eg: emailed workbooks to MMU admissions or university transcript of modules from first degree |
| **A2. Evaluation of the impact effective inter professional working relationships could have on person centred care.** |
| **Evidence/Activities undertaken** |
| Please write a short reflection (max 300 words) on inter professional working relationships and the impact on person centred care by reading journal articles and/or policies from your workplace |
| **Date Undertaken and Evidence of Completion** |
| Please list the date you have undertaken this and reference the article in full or reference your workplace policy |
| **A3. Development of knowledge and understanding of the skills and attributes required for nursing in a contemporary society.** |
| **Evidence/Activities undertaken** |
| Please write a short reflection (max 300 words) on your understanding of this statement by reading journal articles and/or policies from your workplace |
| **Date Undertaken and Evidence of Completion** |
| Please list the date you have undertaken this and reference the article in full or reference your workplace policy |
| **A4. Identify the importance of reflection in the ongoing development of yourself.** |
| **Evidence/Activities undertaken** |
| Please write a short reflection (max 300 words) on your understanding of this statement by reading journal articles and/or policies from your workplace |
| **Date Undertaken and Evidence of Completion** |
| Please list the date you have undertaken this and reference the article in full or reference your workplace policy |
| **A5. Reflect upon the professional frameworks nurses work within and the role they play in maintaining both quality and safety in patient care (for example, NMC Code, policies and procedures that may guide practice).** |
| **Evidence/Activities undertaken** |
| Please write a short reflection (max 300 words) on your understanding of this statement by utilising the resources above |
| **Date Undertaken and Evidence of Completion** |
| Please list the date you have undertaken this and reference the article in full or reference your workplace policy |

## Additional Evidence

\*\*Requires you to individually list any training, development or policies and procedures that have supported **EACH** reflective account in section 2 (1.3-A22.3). Please do not list multiple training subjects together, for example equality and diversity training would be listed in one row and moving and handling would be listed in another even though they may be part of the same mandatory training undertaken. The panel would expect to see sufficient evidence listed in this section to support each of the 20 subsections in section 2. You can use the same evidence to support multiple subsections.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Evidence Title or Number** | **Statement number it relates to in section 2 or 2.2** | **Comments, date undertaken** |
| 2.3.1 | [Click to enter text] | [Click to enter text] | [Click to enter text] |
| 2.3.2 | [Click to enter text] | [Click to enter text] | [Click to enter text] |
| 2.3.2 | [Click to enter text] | [Click to enter text] | [Click to enter text] |
| 2.3.4 | [Click to enter text] | [Click to enter text] | [Click to enter text] |
| 2.3.5 | [Click to enter text] | [Click to enter text] | [Click to enter text] |
| 2.3.6 | [Click to enter text] | [Click to enter text] | [Click to enter text] |
| 2.3.7 | [Click to enter text] | [Click to enter text] | [Click to enter text] |
| 2.3.8 | [Click to enter text] | [Click to enter text] | [Click to enter text] |
| 2.3.9 | [Click to enter text] | [Click to enter text] | [Click to enter text] |
| 2.3.10 | [Click to enter text] | [Click to enter text] | [Click to enter text] |

\*\*please do not send copies of your training certificates or other evidence, please show this to your registered professional along with your portfolio so they can verify in section 2.4 the accuracy of the information contained within this portfolio.

## Verification of portfolio

The registered professional is confirming they are satisfied with **ALL** the evidence in this portfolio including the hours undertaken, and any supporting evidence that you have referred to in the portfolio.

A registered professional is someone who is a registered nurse, doctor, physiotherapist, occupational therapist, teacher etc. and is registered with **a regulatory organisation** such as the Nursing and Midwifery Council, General Pharmaceutical Council, or Health and Care Professions Council.

You do not need to have worked directly with them, but they should have seen your portfolio completed, and all the evidence to support it to agree to be your verifier.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of registered professional** | **Name of the regulator where registration is held** | **Date the professional has verified your portfolio** | **PIN/registration number of the registered professional** | **Contact details (professional email must be listed)** |
| [Click to enter text] | [Click to enter text] | [Click to enter text] | [Click to enter text] | [Click to enter text] |

**If you submit your portfolio without this section being completed, it will be declined by the panel.**

# Guidance for Referencing

## Cite Them Right Harvard quick guide

## Important points

* You must cite and reference whenever you use someone else’s ideas or work, whether you put things into your own words or directly quote.
* You must be consistent with the way you format citations and references by following the prescribed style which, in this case, is Cite them Right Harvard.

## Citations

Citations are short pieces of information given in the body of your work to indicate when you are using someone else’s work. They will lead the reader to the full details- a reference- listed at the end of your work.

Citations include the author(s) surname, the date of publication and may also need a page number.

Citations may be placed in brackets at the end of the idea you’re using or you may choose to introduce the author into your writing with the rest of the information needed for the citation in the brackets. There are examples of both approaches below.

Sources with one author

(Cottrell, 2011, p. 43) or, if introducing the author into your writing, Cottrell (2011, p. 43) suggests that…

Sources with two authors

(Frayn and Evans, 2019, p. 67) or, if introducing the author into your writing, Frayn and Evans (2019, p. 67) found

that…

Sources with three authors

(Gropper, Smith and Carr, 2021) or, if introducing the author into your writing, Gropper, Smith and Carr (2021)

suggest that…

Sources with four or more authors

When there are four or more authors you list the first author and then use *et al*.

(Jones *et al*., 2014) or, if introducing the author into your writing, research on the topic by Jones *et al.* (2014)

shows…

## Sources with no author, no page number or no date

Use the organisation name in place of a named author, when no name is given.

(World Health Organization, no date, para. 8) or, if introducing the author into your writing, The World Health Organization (no date, para. 8) reported that…

As in the example above, if there are no page numbers, such as on a webpage, you can indicate where an idea has come from by using the paragraph it is in. Paragraph is shorted to para. in the citation

Some sources, especially sources like webpages, may not have page numbers. State the words ‘no date’ in those cases, as in the example above.

## Page numbers

You need to include page numbers in your citation when:

* Paraphrasing an idea: referring to a specific part of a source of information. For example, taking an idea from a few sentences or a specific page from a source and including it in your work, in your own words.
* Directly quoting: Using wording directly from a source of information. For example, exactly copying a sentence from a book and including it in your work. Quotes should be enclosed with quotation marks.

You do not need a page number if you are referring to a whole piece of work, such as when summarising: referring to a whole source of information. For example, a brief statement of the main points, in your own words, of a whole article, web page, chapter or book, known as a summary.

## References

References are the full details of the source of information you are using, listed in alphabetical order at the end of your work. If you have cited a source in your work, you should always have a corresponding reference.

What you include in a reference depends on the type of information. Below are examples of a book, journal article and online sources, which should help you complete your work.

### Book reference

McClean, S. *et al.* (2019) *Research methods for public health*. London: Sage.

If you have 4 or more authors, as in the example above, you can either use *et al*. or list all authors (as below) but be consistent with your approach.

McClean, S., Bray, I., de Viggiani, N., Bird, E. and Pilkington, P. (2019) *Research methods for public health*. London: Sage.

### Journal reference

Barnes, M. and Brannelly, T. (2008) ‘Achieving care and social justice for people with dementia’, *Nursing Ethics*, 15(3), pp. 384-395. Available at: <https://doi.org/10.1177/0969733007088363>

The journal reference shows an online journal article and includes a DOI number at the end. A DOI number is a unique identifying number for an online piece of information such as a journal or a book. If you can’t locate the DOI number, use the URL instead and add the date you accessed the information, e.g.:

Barnes, M. and Brannelly, T. (2008) ‘Achieving care and social justice for people with dementia’, *Nursing Ethics*, 15(3), pp. 384-395. Available at: <https://journals.sagepub.com/doi/abs/10.1177/0969733007088363> (Accessed: 30

October 2023).

### Webpage reference

World Health Organization (2023) *A new era in the fight against measles and rubella*. Available at: [https://www.who.int/health-topics/blood-transfusion-safety#tab=tab\_1](https://www.who.int/health-topics/blood-transfusion-safety#tab%3Dtab_1) (Accessed: 30 October 2023).

**Documentation for Admission to MSc Nursing Programme**

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| --- | --- | --- | --- | --- |
| **Date of panel review** |  | | | |
| **Practice hours achieved and confirmed** | Yes | No (if no date returned to candidate) | | |
| **A range of evidence is demonstrated** | Yes | No (if no date returned to candidate) | | |
| **Workbooks completed and satisfactory** | Yes | No (if no date returned to candidate) | | N/A |
| **Portfolio is verified by a registered professional** | Yes | No (if no date returned to candidate) | | |
| **Panel Notes** |  | | | |
| **Decision** | Accepted | | Returned | Declined |
| **Panel Members** |  | | | |
| **External Examiner comments** |  | | | |