

PROGRAMME SPECIFICATION – UNDERGRADUATE PROGRAMMES

KEY FACTS

Programme name	Nursing/RN (Pre-registration) Adult/Child/Mental Health
Award	BSc (Hons)
School	School of Health Sciences
Department or equivalent	Division of Nursing
UCAS Code	B701/B703/B702
Programme code	USNUAB/ USNUCB/ USNUMB
Type of study	Full Time
Total UK credits	360
Total ECTS	180

PROGRAMME SUMMARY

The philosophy underpinning your Nursing programme is based on a Relationship Centred Care approach which emphasises the importance of interaction among people as the foundation of any therapeutic or teaching activity. The underlying dimensions of this approach are the “six senses” which are considered to be fundamental to the development of meaningful relationships in effective care and teaching.

The six senses are:

- A sense of Security – to feel safe
- A sense of Belonging – to feel part of things
- A sense of Continuity – to experience links and connections
- A sense of Purpose – to have a goal/s to aspire to
- A sense of Achievement – to make progress towards those goals
- A sense of Significance – to feel that you matter as a person

(Tresloni and Pew-Fetzer Task Force, 1994; Nolan et al. 2002).

This dynamic and innovative programme uses relational care as a focus to prepare you to register as a nurse with the Nursing and Midwifery Council (NMC) and attain a BSc (Hons) Nursing (adult, child or mental health). It enables you to develop into a knowledgeable, adaptable, reflective, culturally sensitive and compassionate practitioner with a strong capacity for critical thinking.

Your programme of study will equip you with the appropriate knowledge, skills and values to meet the changing needs of complex healthcare in the 21st Century across a range of practice settings. In your practice you will be expected to demonstrate professional values, exercise clinical judgement, champion diversity and challenge inequalities.

You will be a critical user of research enabling you to use a self-sufficient and creative approach to care. The programme fosters a commitment to lifelong learning and academic excellence in teaching, facilitation, clinical practice and leadership which will harness your future aspirations as a registered practitioner.

The three fields of practice – adult nursing, children's nursing and mental health nursing require you to meet the NMC Standards for Pre-Registration Nursing Education (2010) and achieve specified learning outcomes which will be assessed throughout your programme. The intellectual, professional, academic and clinical competencies that you must acquire if you have chosen the Adult field of practice are also informed by The European Directive 2005/36/EC (NMC, 2010, p 93-96).

This programme will set you on the path to achieving clinical proficiency in your chosen field of practice. Some of your learning activities will be shared with student nurses from other fields of practice, but the majority of your learning will take place in field specific groups or practice experiences.

Having successfully completed this programme you will be able to:

- deliver high quality essential care to all
- deliver complex care to service users in your field of practice
- act to safeguard the public, and be responsible and accountable for safe, person-centred, evidence-based nursing practice
- act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards
- practise in a compassionate, respectful way, maintaining dignity and wellbeing and communicating effectively
- act on your understanding of how people's lifestyles, environments and the location of care delivery influence their health and wellbeing
- seek out every opportunity to promote health and prevent illness
- work in partnership with other health and social care professionals and agencies, service users, carers and families ensuring that decisions about care are shared
- Use leadership skills to supervise and manage others and contribute to planning, designing, delivering and improving future services.

Your programme will be three years in length (minimum 4600 hours) and must be completed within five years of commencing the programme. The programme consists of 3 parts and you will be expected to demonstrate achievement of set competencies and outcomes at the end of each part to enable progression to the next part or to complete the programme. Overall the programme requires 50% theory (minimum 2300 hours) and 50% practice (minimum 2300 hours).

On completion of Programme Stage 1 of the programme you will be able to discuss underlying concepts and principles associated with nursing practice and interpret these within the context of your chosen field of nursing practice (adult, child, mental health)

On completion of Programme Stage 2 of the programme you will have built upon your previous knowledge and experience. You will have developed skills of enquiry in relation to nursing and nursing practice and developed different approaches to problem-solving as well as identify the limitations of your knowledge.

On completion of Programme Stage 3 of the programme you will have further developed a coherent systematic, detailed knowledge of nursing in your chosen field of practice. You will have developed techniques for practice drawing on research and scholarship demonstrating your role as a reflective practitioner.

Practice experience within London will give you a unique opportunity to experience working within a multi-cultural and multi faith community that reflects a diverse socioeconomic population. Your practice experience will take place in a variety of settings, such as acute hospital units and service users' own homes. In your second year, you will be expected to negotiate a 2 week elective practice experience which makes it possible for you to pursue specific clinical interests or projects. The elective placement may be negotiated in local health and social care settings or may take place elsewhere in the United Kingdom or abroad. You will be given specific information about how to negotiate this placement at the beginning of year 2.

The programme is divided into 6 theoretical units of study to enable mapping of the programme at different award levels. Engaging in Practice and Simulated Practice modules make up the practice component of each part of the programme. The units for the BSc (Hons) Nursing route are as follows:

Unit One: Foundations in Health and Nursing 1

Unit Two: Foundations in Health and Nursing 2

Unit Three: Acute care

Unit Four: Long Term Care

Unit Five: Developing Leaders and Managers of Care

Unit Six: The Developing Researcher

At the beginning of your programme you will be provided with a 'route map' identifying which units and modules you are required to complete for your specific field of practice. You will also be given details of the specific practice experience placements that you will undertake in each year. You will be allocated a personal tutor at the beginning of your programme who will be responsible for overseeing your pastoral wellbeing and will also be able to advise you on a range of academic issues. During your practice

experiences you will be allocated a mentor who will supervise your practice, help you to negotiate learning opportunities and assess your progress.

Both theory and practice modules are outlined in the module specifications. The School of Health Sciences also provides you with the exceptional opportunity to undertake one module chosen from a menu of options. Whilst it is compulsory for you to choose one of these modules, the range of modules on offer will enable you to study in an area of interest which you can then use to enhance your practice and your future career prospects. Examples of optional modules are as follows (relevant fields of practice are indicated after the module title):

- Care of Children and Adults with Long Term Conditions (All fields)
- Making a Difference : Research and Development in Care for Older People (Adult and Mental Health)
- Work based/work focused project (All fields)
- Introduction to Critical Care (Adult and Child)
- Infection Prevention and Control (All fields)
- Fundamentals of Cognitive Behavioural Therapy (Mental Health and Child)
- Family Centred Practice: Challenging Perspectives of Risk and Resilience (All fields)

The availability of these modules will be dependent upon there being sufficient numbers of students wishing to undertake them.

Some of you may have previous relevant learning. Evidence of this learning may contribute to meeting some programme requirements and can be assessed through the Recognition of Prior Learning process (RPL). You should note that gaining prior standing for previous learning through the use of the RPL process may not shorten the length of your programme. You may RPL up to one third of the programme. Each RPL claim will be reviewed on an individual basis.

References:

Nolan, M., Davies, S., Brown, J., Keady, J. and Nolan, J. (2002) *Longitudinal Study of the Effectiveness of Educational Preparation to Meet the Needs of Older People and Carers. The AGEIN (Advancing Gerontological Education in Nursing) Project*. Research commissioned by the English National Board for Nursing, Midwifery and Health Visiting. London: Nursing and Midwifery Council.

Nursing and Midwifery Council (2010) *Standards for pre-registration nursing education* London: Nursing and Midwifery Council.

Available online at <http://standards.nmc-uk.org/Pages/Downloads.aspx> Last accessed 13/2/2012

Tresloni, CP and the Pew-Fetzer Task Force (1994) *Health Professions Education and Relationship-Centred Care: A Report of the Pew-Fetzer Taskforce on Advancing Psychosocial Education*. Pew Health Professions Commission, San Francisco.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this programme, you will be expected to be able to:

Knowledge and understanding:

- Practise autonomously, be responsible and accept accountability for safe, compassionate, person-centred, evidence based nursing care
- Articulate the rationale for clinical decisions made and identify priorities for care
- Assess and meet the full range of essential physical and mental health needs of people of all ages who come into your care
- Critically evaluate complex care needs within your field of practice and provide relevant and effective evidence based care taking into account local and national guidelines
- Critically analyse a full range of possible interventions including the use of up to date technology when making decisions about managing care
- Demonstrate an understanding of how a range of socio-cultural factors influence health behaviours and draw upon these to assist in the planning, delivery and evaluation of individualised care
- Demonstrate knowledge of a range of theories and frameworks from the biological, social and behavioural sciences and apply these appropriately to practice
- Use clinical governance processes to maintain and improve nursing practice, standards of health care and provision of services
- Critically review and appraise relevant theory and research related to health, illness, health outcomes and public health priorities to inform care
- Demonstrate an understanding and application of relevant legislation and social policy
- Critically evaluate and manage clinical risk
- Utilise a range of individual and community information and data to promote social inclusion and equal access to healthcare

Field specific – Mental Health Nursing

- Demonstrate self-awareness in relation to your own mental health and distress through the media of reflection and clinical supervision
- Demonstrate the appropriate application of a range of individual and group psychological and psychosocial interventions for people with mental health problems

Field specific – Children's Nursing

- Promote early interventions to address the links between early life adversity and adult ill health and its associated risks
- Identify each child or young person's developmental stage and the relevance of this for their ongoing intellectual, physical and emotional needs
- Manage the smooth and effective transition from children's services to adult services for young people with ongoing health needs

Field specific – Adult Nursing

- Appreciate the complex needs arising from ageing, cognitive impairment, long term conditions and those approaching the end of life
- Recognise and respond to the needs of all people who come into your care including babies, children and young people, pregnant and post-natal women, people with mental health problems, people with physical disabilities, older people and those with long term problems such as cognitive impairment.

Skills:

- Demonstrate that you can work in partnership with all health and social care professionals and agencies, service users, their carers and families in all settings to ensure decisions about care are informed and shared
- Demonstrate that you can work independently and within a team delegating and supervising others when appropriate
- Communicate effectively, safely, compassionately and respectfully using a range of strategies including appropriate technology
- Assess the need for and negotiate reasonable adjustments for people with disabilities to promote optimum health and enable equal access to services
- Demonstrate that you can work in partnership with service users and carers to assess, diagnose, plan, implement and evaluate safe effective relationship centred care, paying special attention to changes in health needs during different stages of life and the ill health trajectory
- Provide safe and effective immediate care to all people prior to accessing or referring to specialist services irrespective of your field of practice
- Act as an advocate for service users and carers or refer to specialist services
- Confidently respond to uncertain and planned situations whilst managing yourself and others effectively
- Demonstrate the potential to develop further management and leadership skills during your period of preceptorship and beyond
- Utilise reflection to evaluate your own clinical and academic performance, acknowledge limitations and commit to a developmental action plan as part of lifelong learning
- Recognise the need for conflict resolution and make referrals for advocacy, mediation or arbitration

- Take every opportunity to promote health and healthy behaviours utilising appropriate teaching and facilitation skills
- Promote self-care and self-management in those with acute and long term conditions using a range of appropriate communication strategies
- Act as a change agent and provide leadership through quality improvement and service development to enhance people's wellbeing and experiences of healthcare and to shape future services
- Demonstrate that you can facilitate nursing students and others to develop their competence

Field specific – Mental Health Nursing

- Practise in a way that eliminates power imbalances between professionals and people with mental health problems
- In an individual or group setting, employ the skills of relationship building and communication to engage with and support people who are experiencing specific forms of mental distress e.g.: hearing voices, perceptual distortion, disorientation or extremes of mood
- Be sensitive to and take account of the impact of abuse and trauma on people's wellbeing and the development of mental health problems
- Utilise your own personal qualities, experiences and interpersonal skills to develop and maintain recovery focused relationships to take forward psychosocial education or problem solving to help people cope and safeguard those who are vulnerable, including when compulsory measures are required.
- Assess and manage risk within mental health care environments, taking into account safety, the person's sense of security and therapeutic outcomes

Field specific – Children's Nursing

- Recognise the parent's or carer's primary role in a child's or young person's health and wellbeing and offer advice and support on parenting in health and illness
- Be sensitive to and appropriately manage situations where the views of children or young people differ from those of their parents or carers
- Use communication strategies that are relevant to a child or young person's developmental stage e.g. play and distraction, and where possible ensure they understand their healthcare needs
- Recognise the particular vulnerability of infants and young children to rapid physiological deterioration

Field specific – Adult Nursing

- Recognise and respond to the changing needs of adults, families and carers during terminal illness
- Safely use appropriate invasive and non –invasive procedures and medical devices within medical and surgical nursing practice

Values and attitudes

- Demonstrate an empathic and compassionate approach to care
- Exercise judgement in professional practice to care for and safeguard the public
- Show professionalism and integrity and work within recognised professional, ethical and legal frameworks
- Show concern for and promote diversity, safety, dignity and rights of service users, carers and colleagues and challenge discrimination and unprofessional practice
- Demonstrate self-awareness and recognise how your own values, principles and assumptions may affect your practice

Field specific – Mental Health Nursing

- Demonstrate respect for the lived experience of people with mental distress and provide person-centred and recovery focused care which emphasises the importance of informed choice
- Promote mental health and help prevent mental health problems in at risk groups

Field specific – Children’s Nursing

- Recognise that all children and young people have the right to be safe, enjoy life and reach their potential

Field specific – Adult Nursing

- Acknowledge that service users’ choices may change at different stages of progressive illness, loss and bereavement.

This programme has been developed in accordance with the QAA Subject Benchmark for Nursing.

Registration Period

The normal period of registration for this programme is 3 years
The maximum period of registration for this programme is 5 years.

HOW WILL I LEARN?

The programme uses a blended approach encompassing both face to face and online learning and teaching strategies. It makes full use of available learning technologies whilst recognising the value of face to face interaction and facilitation. The variety of methods used will develop your strengths and preferred learning styles, but will also help you to acquire further educational strategies to meet the required outcomes of the programme. The learning strategies will require you to engage in increasingly advanced and more analytical work as the programme progresses.

A range of methods will be used throughout the programme, including:

- Lectures – A lecture enables information to be presented in a logical manner to groups of students. This is a useful method for presenting an overview of new materials and in stimulating you to read further around the subject area. Lectures may be in ‘real time’ or recorded. A lecture can help you to feel secure in the foundational knowledge required for your field of practice and point you to significant areas for further study.
- Seminar groups– these small groups will encourage you to apply theory to practice and extend the depth and breadth of your knowledge. They encourage team working and can be motivating, enhance communication skills and challenge powers of reasoning. Small groups will usually be field specific and you will usually remain in the same small group throughout the programme. This helps to foster a sense of belonging to a particular professional group and provides continuity. Small group work may entail you giving a presentation to demonstrate achievement of a set task; engaging in practical sessions to develop your clinical skills; or debates to engage you in group discussions around contemporary issues or to pursue specific lines of enquiry.
- Laboratory Practicals – These will enable you to consolidate material taught in the lectures, facilitate the acquisition of manual and team skills and provide opportunities for you to use conceptual knowledge and cognitive processes.
- Enquiry Based Learning (EBL) – this enables the introduction of a ‘trigger’ or situation so that you can embark on a journey of enquiry related to the issues(s) raised. EBL helps you to develop a questioning problem solving approach whilst helping you to understand group dynamics.
- Practice Experience– The aim of practice experience is for you to observe, participate and practise your skills in a variety of real life contexts. The experience enables you to purposely relate theory to the practice of caring and enables your skills and knowledge to develop through supervised practice. Your practice experience will take place within a distinct Community of Practice or with an allocated group of service users (client attachment) so that you work consistently within an established team of health and social care professionals. Your practice experience will take place in a variety of settings such as specialist units, hospital wards and primary care settings such as Health Centres and service user’s homes.
- Simulated Practice (SimPrac) – This enables you to be placed into situations which simulate real life clinical scenarios. Simulation enables you to practise skills within a safe environment and assists with the transfer of these skills to the ‘real life’ setting. A range of technologies are used to facilitate learning e.g. high fidelity simulation models; video feedback and analysis for debriefing.

- Guided Independent Study – During the programme you will have periods of time that are set aside for you to undertake prescribed activities individually or in study groups. These activities may form part of the formative assessment strategy to help you to complete the summative assessment or may be set tasks which you should complete prior to attendance at a taught session.
- Student Directed Learning – You will be allocated time within modules to explore areas of interest, practise skills and prepare for assessments. Whilst this time counts towards the theoretical hours for the programme, it will be up to you to decide exactly how you spend this time and which areas of learning you wish to pursue.
- Online Learning- Online learning uses computer and internet based technologies and resources. These technologies will be used to facilitate, distribute and enhance learning. The portal to online learning at City is situated within a virtual learning platform named Moodle. You will be given access rights to Moodle and other appropriate online resources.

You will also have access to University student support facilities from the Learning Success Team, Dyslexia Support Unit and Disability Support Team.

Learning and teaching hours:

Adult and Mental Health

The programme hours are 2625 theory and 2362.5 practice experience, including 150 Simulated Practice hours. When in practice you will work the equivalent of 37.5 hours per week. Theoretical hours will consist of approximately 22 direct contact hours per 150 total hours allocated for each 15 credit module. In the remaining theoretical hours you will be expected to pursue guided independent study and self-directed study, some of which may be online. Time is also allocated within the programme for you to complete your assessments.

Children's

Overall the programme hours are 2475 theory and 2512.5 practice experience, including 300 Simulated Practice hours. When in practice you will work the equivalent of 37.5 hours per week. Theoretical hours will consist of approximately 22 direct contact hours per 150 total hours allocated for each 15 credit module. In the remaining theoretical hours you will be expected to pursue guided independent study and self-directed study, some of which may be online. Time is also allocated within the programme for you to complete your assessments.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessment and Assessment Criteria

A range of assessment strategies will be used throughout the programme to test your knowledge, attitudes, skills and standards of competency in all aspects of the BSc (Hons) degree route. A variety of assessment types suits the spectrum of ability and learning preferences within the student body. Some of the strategies used will be familiar to you, whilst others may not. The assessments will require increasing levels of analysis, evaluation and critical reflection as the programme progresses.

Most modules have only one summative assessment with 100% weighting but there are some modules where there is more than one assessment and the weighting for each assessment component is outlined clearly within the module specification.

The menu of assessment strategies used within the programme may include:

- Practice Assessment Document (PAD): these will help you to demonstrate achievement of field specific, practice competencies and also to record the number of hours of practice experience. You will be expected to complete one PAD in each part to enable progression to the next part of the programme.
- Written assignment, including essay: these enable you to explore and demonstrate the links between theory and practice. You will be expected to develop coherent discussions related to set subject areas. You will demonstrate application of theories and principles to practice; critical appraisal of the evidence base and an ability to critically reflect upon practice. Written assignments may take the form of case studies in which you will be expected to relate your essay to a particular service user or they may be reflective accounts of learning achieved whilst undertaking set tasks such as community profiling or patchwork texts. In some assessments you will be required to provide a paper to support another assessment such as a poster presentation.
- Written examinations (short answer questions, multiple choice questions, calculations, scenario based): enable you to demonstrate your ability to recall knowledge which can be applied in practice. These assessments are used when accurate factual recall is of paramount importance to deliver care safely, for example, the requirement for accurate drug calculations or the knowledge of normal ranges of clinical observations.
- Objective Structured Clinical Examination (OSCEs): these are practical skills assessments which enable you to demonstrate particular clinical, communication or teaching skills. Unlike the PADs/APs, OSCEs are graded so that your final award can reflect your proven ability in both clinical and academic spheres.
- Dissertation: this final project will enable you to choose a relevant topic of interest to you and demonstrate an in depth knowledge of this. You will be expected to appraise the current body of knowledge or practice and make suggestions for future practice and research.

In each module you will be given assessment guidelines which will outline the nature of the specific summative assessment and give clear guidance on how you can achieve the set assessment criteria for this. The pass mark for all graded assessments is 40%. Assessment Criteria are descriptions, based on the intended

learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured. Grade- Related Criteria are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order to achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks. Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on the virtual learning environment or attached to a specific assessment task.

Feedback on assessment

Feedback will be provided in line with our Assessment and Feedback Policy. In particular, you will normally be provided with feedback within three weeks of the submission deadline or assessment date. This would normally include a provisional grade or mark. For end of module examinations or an equivalent significant task (e.g. an end of module project), feedback will normally be provided within four weeks. The timescale for feedback on final year projects or dissertations may be longer. The full policy can be found at:

https://www.city.ac.uk/_data/assets/pdf_file/0008/68921/assessment_and_feedback_policy.pdf

Assessment Regulations

In order to pass your Programme, you should complete successfully or be exempted from the relevant modules and assessments and will therefore acquire the required number of credits. You also need to pass each Programme Stage of your Programme in order to progress to the following Programme Stage.

The stages of the programme will be weighted as follows:

Programme Stage 1: 10%
Programme Stage 2: 30%
Programme Stage 3: 60%

The pass mark for each module is 40%. If you fail an assessment component or a module you will normally be offered one resit attempt.

If you are successful in the resit, you will be awarded the credit for that module. The mark for each assessment component that is subject to a resit will be capped at the pass mark for the module. This capped mark will be used in the calculation of the final module mark together with the original marks for the components that you passed at first attempt.

If you do not meet the pass requirements for a module and do not complete your resit by the date specified you will not progress to the next Programme Stage and the Assessment Board will require you to be withdrawn from the Programme.

A student who has not met the pass requirements for a Module due to failure in a resit may, at the discretion of the Assessment Board, be offered a second resit subject to the following criteria:

- The student has failed no more than one assessment.
- An overall average of at least 50% in Programme Stages 2 and 3 excluding the failed assessment must have been achieved.
- A second resit cannot be offered for any practical failed assessment (either placement or in-house clinical).

All modules will be weighted equally in this process so a 15 credit module would be given equal consideration as a 45 credit module.

If the assessment is practice based and there are only outstanding signatures, the module is not 'failed' and students can re-submit their PAD. The outstanding signatures, and thus the fail, will not be counted when calculating the average grade over the programme or Programme Stage.

If you fail to meet the requirements for a particular Programme Stage or the Programme, the Assessment Board will consider whether you are eligible for an Exit Award as per the table below.

If you would like to know more about the way in which assessment works at City, please see the full version of the Assessment Regulations at:

http://www.city.ac.uk/data/assets/word_doc/0003/69249/s19.doc

Safe Practice and Raising Concerns

The nursing programme is regulated by the professional and statutory body, the Nursing and Midwifery Council (NMC) robust processes are in place to manage non-academic concerns relating to student performance in the clinical placement area.

The university and clinical placement partners work in close collaboration to ensure your learning in both theory and practice is facilitated.

The School of Health Sciences is required to monitor your progress and take appropriate action if any issues related to good health or good character arise. In the event of poor or unsafe performance being identified in practice, the School has a Cause for Concern Process embedded in the Fitness to Practise Policy that enables robust actions to be put in place to support and monitor your development. If it becomes necessary for a formal investigation to be undertaken, this is underpinned by the School's Fitness to Practise Policy.

The full School of Health Sciences' Fitness to Practise Policy is published in your programme handbook.

Declaration of Good Health and Good Character

It is an NMC requirement that nursing students confirm good health and good character at the end of each year of the programme, before progressing into the subsequent year of the programme.

On successful completion of both theory and practice elements of the programme, and following ratification of results by the Assessment Board the Programme Director (or nominee) is required to sign a Declaration confirming your good health and good character. This is a Nursing and Midwifery Council (NMC) requirement which must take place prior to application for registration on the NMC Professional Register.

WHAT AWARD CAN I GET?

Bachelor's Degree in Nursing (Adult) with eligibility to apply for NMC Registration

Bachelor's Degree in Nursing (Child) with eligibility to apply for NMC Registration

Bachelor's Degree in Nursing (Mental Health) with eligibility to apply for NMC Registration

Programme Stage	HE Level	Credits	Weighting (%)	Class	% required
1	4	120	10	I	70
2	5	120	30	II upper division	60
3	6	120	60	II lower division	50

BSc (Ordinary) Health Studies (without NMC registration)

If you fail to meet the requirements for the BSc (Hons) Nursing and have exhausted all permitted resit opportunities, but have achieved 120 credits at level 4 , 120 credits at level 5 and 60 credits at level 6 from the theoretical modules HS3051 and HS3061, you may be awarded a BSc Health Studies

Programme Stage	HE Level	Credits	Weighting (%)	Class	% required
1	4	120	10	With Distinction	70
2	5	120	30	With Merit	60
3	6	60	60	Without classification	50

Diploma of Higher Education Health Studies (without NMC registration):

If you fail to meet the requirements for the BSc (Hons) Nursing and have exhausted all permitted resit opportunities, but have achieved 120 credits at level 4 and 120 credits at level 5, you may be awarded a Diploma of Higher Education in Health Studies

Programme Stage	HE Level	Credits	Weighting (%)	Class	% required
1	4	120	25	With Distinction	70
2	5	120	75	With Merit	60
				Without classification	50

Certificate of Higher Education Health Studies (without NMC registration):

If you fail to meet the requirements for the BSc (Hons) Nursing and have exhausted all permitted resit opportunities, but have achieved 120 credits at level 4, you may be awarded a Certificate of Higher Education in Health Studies

Programme Stage	HE Level	Credits	Weighting (%)	Class	%required
1	4	120	100	With Distinction	70
				With Merit	60
				Without classification	50

WHAT WILL I STUDY?

Programme Stage 1

In order to pass a Programme Stage of the Programme, you should acquire the total credit set out in the Programme Scheme at the specified level for the Award, or have been exempted as provided elsewhere.

To pass Programme Stage 1 you must successfully complete both the theoretical and practice elements of the programme by the end of this programme stage (NMC 2010).

Structure

Programme Stage 1 is common to all 3 pathways. It has 5 core theory modules (combined field), a simulated practice module and a practice experience module. There are two theoretical Units in Programme Stage 1 of the programme.

- Unit One- Foundations in Health and Nursing 1 comprises of 2 core theory modules:
 - Foundations of Relationship Centred Practice (HS1011)
 - Relating Social Sciences to Healthy Communities (HS1012)
- Unit Two -Foundations in Health and Nursing 2 comprises of 3 core theory modules :

- Developing Relationship Centred Care in Professional Practice (HS1021)
- Valuing Health and Social Care Across the Lifecourse (HS1022)
- Understanding Concepts of Biology for Health (HS1023)
- The practice component of Programme Stage 1 comprises of 2 modules:
 - Simulated practice: Introducing Clinical Practice (HS1002) (Child) OR Simulated practice: Introducing Clinical Practice (HS1102) (Adult and Mental Health)
 - Engaging in Practice 1 (HS1001)
- There are no elective or optional modules in Programme Stage 1 of the programme

Module Title	SITS Code	Module Credits	Core/ Elective	Can be compensated?	Level
Foundations of Relationship Centred Practice	HS1011	30	C	N	4
Relating Social Sciences to Healthy Communities	HS1012	15	C	N	4
Developing Relationship Centred Care in Professional Practice	HS1021	15	C	N	4
Valuing health and Social Care Across the Lifecourse	HS1022	15	C	N	4
Understanding Concepts of Biology for Health	HS1023	15	C	N	4
Simulated practice: Introducing Clinical Practice	HS1002	15	C (Child)	N	4
Simulated practice: Introducing Clinical Practice	HS1102	15	C (Adult and Mental Health)	N	4
Engaging in Practice 1	HS1001	15	C	N	4

Programme Stage 2

In order to pass a Programme Stage of the Programme, you should acquire the total credit set out in the Programme Scheme at the specified level for the Award, or have been exempted as provided elsewhere.

To pass Programme Stage 2 you must successfully complete both the theoretical and practice elements of the programme by the end of this Programme Stage (NMC 2010).

Structure

Programme Stage 2 has some combined field modules and some field specific modules which reflect the 3 pathways.

In each pathway there are 3 core theory modules, 1 co-compulsory theory module (choose one from a menu), a simulated practice module and a practice experience module

Adult Nursing Pathway

There are two theoretical units to Programme Stage 2 of the programme.

- Unit Three - Acute Care comprises of 2 core theory modules:
 - Core Biological Principles Relating to Pathophysiology and Therapeutics in Adult Nursing (HS2131)
 - Experiencing Acute Care, Diagnosis and Treatment: Adult Nursing (HS2132)
- Unit Four- Long Term Care comprises of one core theory module
 - Experiencing Long Term Care, Rehabilitation and Recovery (HS2043)
 - One co-compulsory module from a choice of :
 - Family Centred Practice: Challenging Perspectives of Risk and Resilience (HS2441)
 - Work based /work focused project (HS2442)
 - Infection Prevention and Control (HS2444)
 - Making a Difference: Research and Development in Care for Older People (HS 2445)
 - Communities and Health (HS2446)
 - The Care of Children and Adults with Long Term Conditions (HS2447)
 - Introduction to Critical Care Nursing (Adult Nursing) (HS2448)
- The practice component of Programme Stage 2 comprises of 2 modules:
 - Simulated Practice: Developing Clinical Practice (HS2002) (Child) OR Simulated Practice: Developing Clinical Practice (HS2102) (Adult and Mental Health)
 - Engaging in practice 2 (HS2001)

Module Title	SITS Code	Module Credits	Core/ Elective	Can be compensated?	Level
Core Biological Principles Relating to Pathophysiology and Therapeutics in Adult Nursing	HS2131	15	C	N	5
Experiencing Acute Care, Diagnosis and Treatment: Adult Nursing	HS2132	15	C	N	5
Experiencing Long Term Care, Rehabilitation and Recovery	HS2043	15	C	N	5
Simulated practice: Developing Clinical Practice	HS2002	15	C (Child)	N	5
Simulated practice: Developing Clinical Practice	HS2102	15	C (Adult and Mental Health)	N	5
Engaging in Practice 2	HS2001	45	C	N	5
Family Centred Practice: Challenging perspectives of risk and resilience	HS2441	15	E	N	5
Work based /work focused project	HS2442	15	E	N	5

Infection Prevention and Control	HS2444	15	E	N	5
Making a Difference: Research and Development in Care for Older People	HS2445	15	E	N	5
Communities and Health	HS2446	15	E	N	5
The Care of Children and Adults with Long Term Conditions	HS2447	15	E	N	5
Introduction to Critical Care Nursing (Adult Nursing)	HS2448	15	E	N	5

Children's Nursing Pathway

There are two theoretical units to Programme Stage 2 of the programme.

- Unit Three - Acute Care comprises of 2 core theory modules
 - Core Biological Principles Relating to Pathophysiology and Therapeutics in Children's Nursing (HS2231)
 - Experiencing Acute Care, Diagnosis and Treatment: Children's Nursing (HS2232)
- Unit Four- Long Term Care comprises of one core theory module
 - Experiencing Long term Care, Rehabilitation and Recovery (HS2043)
 - One co-compulsory module from a choice of:
 - Family Centred Practice: Challenging perspectives of risk and resilience (HS 2441)
 - Work based /work focused project (HS2442)
 - Infection Prevention and Control (HS2444)
 - Communities and Health (HS2446)
 - The Care of Children and Adults with Long Term Conditions (HS2447)
 - Introduction to Critical Care Nursing (Children's Nursing) (HS2449)
- The practice component of Programme Stage 2 comprises of 2 modules:
 - Developing Clinical practice (Simulated practice) (HS2002)
 - Engaging in practice 2 (HS2001)

Module Title	SITS Code	Module Credits	Core/ Elective	Can be compensated?	Level
Core Biological Principles Relating to Pathophysiology and Therapeutics in Children's Nursing	HS2231	15	C	N	5
Experiencing Acute Care, Diagnosis and Treatment: Children's Nursing	HS2332	15	C	N	5
Experiencing Long Term Care, Rehabilitation and Recovery	HS2043	15	C	N	5
Simulated practice: Developing Clinical Practice	HS2002	15	C	N	5
Engaging in Practice 2	HS2001	45	C	N	5
Family Centred Practice: Challenging perspectives of risk and resilience	HS2441	15	E	N	5
Work based /work focused project	HS2442	15	E	N	5
Infection Prevention and Control	HS2444	15	E	N	5

Communities and Health	HS2446	15	E	N	5
The Care of Children and Adults with Long Term Conditions	HS2447	15	E	N	5
Introduction to Critical Care Nursing (Children's Nursing)	HS2449	15	E	N	5

Mental Health Pathway

There are two theoretical units to Programme Stage 2 of the programme:

- Unit Three - Acute Care comprises of 2 core theory modules
 - Core Biological Principles Relating to Pathophysiology and Therapeutics in Mental Health Nursing (HS2331)
 - Experiencing Acute Care, Diagnosis and Treatment: Mental Health Nursing (HS2332)
- Unit Four- Long Term Care comprises of one core theory module
 - Experiencing Long term Care, Rehabilitation and Recovery (HS2043)
 - One co-compulsory module from a choice of:
 - Family Centred Practice: Challenging perspectives of risk and resilience (HS 2441)
 - Work based learning (HS2442)
 - Fundamentals of Cognitive Behavioural Therapy (HS2443)
 - Infection Prevention and Control (HS2444)
 - Making a Difference: Research and Development in Care for Older People (HS 2445)
 - Communities and Health (HS2446)
 - The Care of Children and Adults with Long Term Conditions (HS2447)
- The practice component of Programme Stage 2 comprises of 2 modules:
 - Simulated Practice: Developing Clinical Practice () (HS2002) (Child) OR Simulated Practice: Developing Clinical Practice (HS2102) (Adult and Mental Health)
 - Engaging in practice 2 (HS2001)

Module Title	SITS Code	Module Credits	Core/ Elective	Can be compensated?	Level
Core Biological Principles Relating to Pathophysiology and Therapeutics in Mental health Nursing	HS2331	15	C	N	5
Experiencing Acute Care, Diagnosis and Treatment: Mental Health Nursing	HS2332	15	C	N	5
Experiencing Long Term Care, Rehabilitation and Recovery	HS2043	15	C	N	5
Simulated practice: Developing Clinical Practice	HS2102	15	C	N	5
Engaging in Practice 2	HS2001	45	C	N	5
Family Centred Practice: Challenging perspectives of risk and resilience	HS2441	15	E	N	5

Work based/work focused project	HS2442	15	E	N	5
Fundamentals of Cognitive Behavioural Therapy	HS2443	15	E	N	5
Infection Prevention and Control	HS2444	15	E	N	5
Making a Difference : Research and Development in Care for Older People	HS2445	15	E	N	5
Communities and Health	HS2446	15	E	N	5
The Care of Children and Adults with Long Term Conditions	HS2447	15	E	N	5

Programme Stage 3

In order to pass a Programme Stage of the Programme you should acquire the total credit set out in the Programme Scheme at the specified level for the Award, or have been exempted as provided elsewhere.

- To pass Programme Stage 3 you must successfully complete both the theoretical and practice elements of the programme by the end of this Programme Stage.

Structure

Programme Stage 3 is common to all 3 pathways. It has 2 core theory modules, two simulated practice modules (one non-credit bearing) and a practice experience module. There are two theoretical Units in Programme Stage 3 of the programme.

- Unit Five – Developing Leaders and Managers of Care has one theory module
 - Leading and Managing in Health Care Practice (HS3051)
- Unit 6 – The Developing Researcher has one theory module
 - Dissertation (HS3061)
- The practice component of Programme Stage 3 comprises of 3 modules:
 - Simulated Practice: Managing Complex Care (HS3002) (Child) OR Simulated Practice: Managing Complex Care (HS3102) (Adult and Mental Health)
 - Simulated practice: Preparation for Registration (HS3003) (Child) OR Simulated practice: Preparation for Registration (HS3103) (Adult and Mental Health)
 - Engaging in Practice 3 (HS3001)
- There are no elective or optional modules in Programme Stage 3 of the programme

Module Title	SITS Code	Module Credits	Core/ Elective	Can be compensated?	Level
Leading and Managing in Health Care Practice	HS3051	15	C	N	6
Dissertation	HS3061	45	C	N	6
Simulated practice: Managing Complex Care	HS3002	15	C (Child)	N	6
Simulated practice: Managing Complex Care	HS3102	15	C (Adult and Mental Health)	N	6
Simulated practice: Preparing for Registration	HS3003	Attendance only	C (Child)	-	6

Simulated practice: Preparing for Registration	HS3103	Attendance only	C (Adult and Mental Health)	-	6
Engaging in practice 3	HS3001	45	C	N	6

TO WHAT KIND OF CAREER MIGHT I GO ON?

Following completion of the programme there are a wide range of opportunities to practice as a Registered Nurse across the three fields of practice. Nursing takes place in a variety of care contexts and settings including acute hospital settings; health centres; residential care; service users' homes; business and large organisations; social enterprise; public health; education and prisons.

Registered nurses are expected to continue their own personal and professional development throughout their career and you may develop relevant expertise to become a specialist or consultant nurse in the future. Your personal career aspirations will be discussed during your programme with your personal tutor and you may also seek help and guidance from the University Careers service.

You will also be given opportunities to prepare for interviews and develop Personal Development Plans during the programme.

If you would like more information on the Careers support available at City, please go to: <http://www.city.ac.uk/careers/for-students-and-recent-graduates>.

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?

An elective placement is scheduled in year 2. You may use this opportunity to negotiate a practice experience in a health or social care environment, locally, nationally or internationally. This is a two week placement. Specific guidance on the process for negotiating your elective placement will be given at the beginning of Programme Stage 2.

WILL I GET ANY PROFESSIONAL RECOGNITION?

Accrediting Body: This course is recognised by the Nursing and Midwifery Council.

On successful completion of this programme, you will be eligible to apply for registration with the Nursing and Midwifery Council to join the NMC Professional Register.

See : <http://www.nmc.org.uk/registration/joining-the-register/> for more information.

HOW DO I ENTER THE PROGRAMME?

Tariff Points

Typical offers require one of the following:

A-AS-level: 300 UCAS tariff points at least 200 at A2, for example 3 A levels at grades BBB, plus 5 GCSEs at grade C or above including English Language and Mathematics. 'A' or 'AS' Levels in Biological Sciences, Social Sciences and Health and Social Care are preferred.

Access course: on an individual basis.

The Nursing and Midwifery Council (NMC) have regulations about criteria for admission to Pre-Registration education programmes.

All applicants must:

- At selection demonstrate competency in spoken and written English and numeracy. In line with NMC Standards (Circular 03/2008), where the International English Language Testing System (IELTS) is offered as evidence, applicants whose first language is not English must achieve an overall average score of 7.0, with at least 7.0 in the listening, reading writing and speaking sections.
- Have obtained occupational health clearance prior to starting the programme
- Be of good character, sufficient for safe and effective practice as a nurse
- Have enhanced Disclosure and Barring Service (DBS)
- Demonstrate insight into one or more of the following; public health, health care policy, health promotion, the politics of health, history of health care, epidemiology, sociology of health and illness, cultural diversity and health care, psychology, nursing and/or experience of caring, e.g. Work experience, caring for relatives

Other requirements:

Personal eligibility criteria will also be assessed in relation to residency status for further details see the NHS Bursaries Unit at

<http://www.nhsbsa.nhs.uk/Students/816.aspx>

RPL REQUIREMENTS

If you wish to be accredited for relevant prior learning related to this programme you will be required to complete the Recognition of Prior Learning (RPL) process prior to commencement of the programme. The School of Health Sciences allow you to RPL up to one third of the programme and you will be required to map your RPL claim against specific modular outcomes. This may not reduce the length of your programme.

RPL claims will be considered on an individual basis and you will be sent details of the RPL process on application.

The time limit of 5 years from when credit for previous learning was awarded for RPL applications may be exceeded for applicants with certain qualifications in accordance with the arrangements set out in the Programme Specification.

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