



## PROGRAMME SPECIFICATION

### KEY FACTS

Programme name	BSc (Hons) Nursing (RN/ Pre-registration) (Adult) (Children's Nursing) (Mental Health)
Award	BSc (Hons)
School	School of Health Sciences
Department or equivalent	Division of Nursing
Course Code	NUUBSC
Route Codes	USNADU (Adult); USNCHI (Child); USNMEH (Mental Health)
UCAS Code	BSc Adult: B701; BSc Child: B703BSc Mental Health: B702
Programme code	NUBSBSC05
Type of study	Full time
Total UK credits	360
Total ECTS	180

**City, University of London has had to make changes to the delivery of teaching and assessments for 20-21 due to the Coronavirus pandemic. The changes in relation to your Programme and modules in terms of any modules that have been suspended, changes to placements/study abroad, changes to partnership arrangements and changes to programme level learning outcomes has already been communicated to you through the University's communication project.**

**Please note that information on the programme specification in relation to learning / teaching methods, contact hours and types of assessment is indicative only and the module specification contains the most accurate information.**

### PROGRAMME SUMMARY

The underpinning philosophy of your nursing programme is 'Person-Centred Care' which is a way of thinking and providing health care whilst viewing service users as essential partners in planning, developing and monitoring care to ensure that their needs are met. Person-centred care is not just about giving people whatever they want but person-centred care considers desires, values, individual family situation, lifestyles and social circumstances. This approach requires a holistic and inclusive approach to care and forms the basis of shared decision making. Therefore, people are viewed as individuals and forming an effective relationship to aid decision making and care delivery is key to this.

This dynamic and innovative programme uses a person-centred care approach as a focus to prepare you to obtain a BSc (Hons) Nursing (RN/ Pre- registration) (Adult) (Children's Nursing) (Mental Health) and to be eligible to apply for registration as a nurse with the Nursing and Midwifery Council (NMC). Our expectation is that you will be enabled to develop into a knowledgeable, skilled, reflective, adaptable, culturally sensitive and compassionate practitioner- a City nurse.

Your programme of study will equip you with the appropriate knowledge and skills and will shape values to meet the complex healthcare needs of members of the community across a range of practice settings promoting a population-based focus. Your programme has been designed to support the integration of physical and mental health, as well as integration of care across health and social care. This will enable you, as a City nurse, to demonstrate the professional values expected, to deliver high quality evidence informed care to all individuals, their families and their communities. You will be a critical user of evidence enabling you to develop a well informed and creative approach to care, this includes critical engagement with research as well as other forms of evidence, in all programme stages and will culminate in you completing a dissertation in your final programme stage. The programme fosters a commitment to lifelong learning and academic excellence in teaching, facilitation, clinical practice and leadership that are designed to support your future aspirations as a registered nurse.

The BSc (Hons) Nursing (RN/ pre-registration) programme has three pathways within it, reflecting the three fields of practice – Adult Nursing, Children's Nursing and Mental Health Nursing. The programme requires you to meet the NMC Standards for Pre-Registration Nursing Education (2018) 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 Nursing field of practice are also informed by The European Directive 2005/36/EC (as amended by Directive 2013/ 55/ EU).

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. You will also participate in learning with students from other professional disciplines such as Speech and Language Therapy, so that you develop the ability to work effectively within the inter-professional team.

### **Aim of the programme**

The overarching aim of the BSc (Hons) Nursing (RN/ Pre-registration) (Adult) (Children's Nursing) (Mental Health) programme is for you to have the qualities of a 'City nurse' on successful completion of the programme. As a City nurse, you will be able to lead high quality evidence informed person-centred care to enhance the health and well-being of individuals, their families and their communities throughout life.

### **Context of care**

The context of care where City nurses will be practicing is one in which patients and service users make decisions about their health and those of their families based on a wide range of social, cultural and psychological factors, determined by their life experience, socio- economic position and wider social determinants. City nurses will be adept and skilled at working to promote health, prevent ill-health, mitigate further

deterioration when ill-health occurs and promote recovery. Working proactively with wider health and social partners, and families, City nurses will be confident to provide holistic care in a wide range of settings, often at home or within the community and with a wide range of partners.

**Principles:**

To achieve the above aim for nursing graduates of City, University of London the principles outlined below inform the curriculum and are threaded throughout each of the modules of student learning.

- **Ethics, equity and diversity**

Inclusive models of health and well-being recognise the importance of ethical care in a setting of equity and diversity. Developing graduates with a strong sense of moral principles, beliefs and values consistent with delivering high quality health care is core to the City Nursing programme. Further, achieving equity and diversity means ensuring that individuals or groups are not treated differently on the basis of age, race, gender, disability, religion or belief, social and economic status, sexual orientation. The City nurse will recognise, respect and value people's differences to contribute and realise their full potential by promoting an inclusive culture for all. In addition, City nurses will champion and advocate for necessary changes to maximise population health at all levels of society, and in particular for those groups who are disadvantaged or feel disconnected from wider society.

- **Working in partnership**

Working in partnership with patients and service users as well as families and carers is essential in providing high quality person-centred care. Developing such partnerships enables meaningful relationships based on effective communication and shared goals. The City nurse will work in partnership to empower patients and service users to become experts in their own care. Working in partnership with inter-disciplinary and multi-agency colleagues across health and social care is essential to facilitate health service provision that draws on the unique knowledge and skills of all team members, delivers care in the most appropriate setting, and promotes recovery, health and well-being.

- **Evidence informed practice**

Evidence informed practice incorporates the integration of the best available evidence, clinician expertise and the patients' or service users' knowledge, wishes, values and circumstances. The best available evidence will not always be research evidence, but may incorporate experiential knowledge and knowledge of the biosciences and social sciences. To achieve evidence informed practice nurses are required to access, appraise and use evidence, and other forms of knowledge, to inform their clinical decision making. The City nurse will develop skills in understanding research and applying it to clinical practice to minimise risk and provide safe, high quality care for patients, service users, their families, carers and the community. These skills will also be the basis for ongoing development and practice as a critically thinking nurse.

- **Leadership**

Nurses play a central role in health and social care hence leadership is essential in all roles. Leadership is the ability to influence and work with others, using effective interpersonal skills, to attain goals. Leadership in nursing requires understanding of

the cultural, historical and professional context to develop and articulate a shared vision and goals, influence organisational, societal and political activities and guide the delivery of care to achieve optimal patient and service user outcomes.

- **Communication and caring**

Excellent communication skills can help build strong relationships with patients, service users, families and carers, as well as other members of the inter-disciplinary team to provide a high level of care. Effective communication is essential to understand the unique situation, beliefs and values of each patient and service user, to create shared goals of care, to identify challenges and potential risks, and to provide care throughout life. The City nurse will develop strong communication skills to enable effective collaboration with inter-disciplinary and multi-agency colleagues in a manner that incorporates the perspective of all to achieve optimal solutions for individuals, families and the community.

- **Professional attributes**

Professional nursing practice requires nurses to adhere to the NMC Code. Integral to this is the need to prioritise people, practice effectively, preserve safety and promote professionalism and trust. City nurses will develop skills to empower themselves, their colleagues and the patients and services users they provide care to, so that the strengths of all parties are recognised and developed. City graduates are accountable for their actions as nurses, and required to adhere to the legal and professional requirements of the practice setting.

### **The Future Nurse: Standards of Proficiency for Registered Nurses (NMC, 2018)**

The NMC Standards for Proficiency (2018) inform and guide the aims and outcomes of the programme. The proficiencies are grouped under seven platforms which consider the key components of the roles, responsibilities and accountabilities of registered nurses and reflect the expectations of a newly registered nurse at the start of their career. Having successfully completed the programme, you will be required to demonstrate the platforms which are:

#### **Platform 1: Be an accountable professional**

- be responsible and accountable for their actions.
- act in the best interests of people, put them first, and provide nursing care that is person-centred, safe and compassionate.
- act professionally at all times, using their knowledge and experience to make evidence-based decisions about care.
- communicate effectively, are role models for others and are accountable for their actions.
- continually reflect their practice and keep abreast of new and emerging developments in nursing, health and care.

#### **Platform 2: Promoting health and preventing ill health**

- play a key role in improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations.
- support and enable people at stages of life and in all care settings to make informed choices about how to manage health challenges in order to maximise the quality of life and improve health outcomes.

- be actively involved in the promotion of and protection against health and ill health and engage in public health, community development and global health agendas and in the reduction of health inequalities.

### **Platform 3: Assessing needs and planning care**

- prioritise the needs of people when assessing and reviewing their mental, physical, cognitive, behavioural, social and spiritual needs.
- use information obtained during assessments to identify the priorities and requirements for person-centred and evidence-based nursing interventions and support.
- work in partnership with people to develop person-centred care plan that take into account their circumstances, characteristics and preferences.
- accept that patients and families become experts in their own care and ensure they have the resources at their disposal to assist them to make informed decisions and that plans for intervention, care and support are tailored to their individual needs and preferences.

### **Platform 4: Providing and evaluating care**

- take the lead in providing evidence based, compassionate and safe nursing interventions.
- ensure that care they provide and delegate is person-centred and of a consistently high standard.
- support people of all ages in a range of care setting.
- work in partnership with people, families and carers to evaluate whether care is effective and the goals of care have been met in line with their wishes, preferences and desired outcomes.

### **Platform 5: Leading and managing nursing care and working in teams**

- provide leadership by acting as a role model for best practice in the delivery of nursing care.
- are responsible for managing nursing care and are accountable for the appropriate delegation and supervision of care provided by others in the team including lay carers.
- play an active and equal role in the interdisciplinary team, collaborating and communicating effectively with a range of colleagues.

### **Platform 6: Improving safety and quality of care**

- make a key contribution to the continuous monitoring and quality improvement of care and treatment in order to enhance health outcomes and peoples experience of nursing and related care.
- assess risks to safety or experience and take appropriate action to manage those, putting the best interests, needs and preferences of people first.

### **Platform 7: Coordinating care**

- play a leadership role in coordinating and managing the complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings.
- contribute to processes of organisational change through an awareness of local and national policies.

The full-time programme is three years in length (minimum 4600 hours) as required by the NMC and must be completed within five years of commencing the programme. The programme consists of 3 Programme Stages and you will be expected to demonstrate achievement of set competencies and outcomes at the end of each stage to enable progression to the next programme stage or to complete the programme, in line with City, University of London assessment regulation requirements. In regards to NMC progression, your whole three-year programme consists of one NMC part. Overall the NMC requires the programme to be 50% theory (minimum 2300 hours) and 50% practice (minimum 2300 hours). You must attend 80% of the theory component of the programme. You must complete all the practice hours. You will have supernumerary status when on placement.

On completion of Programme Stage 1, you will be able to discuss underlying foundation concepts and principles associated with nursing practice and apply these to your chosen field of nursing practice (Adult, Children's Nursing, Mental Health). Programme Stage 1 is largely cross field which means that learning is shared between the different fields, although there will be field specific aspects within group seminars and practical sessions. Successful completion of Programme Stage 1, allows you to be awarded a Certificate of Higher Education in Health Studies should you leave the programme. However, you will not be eligible to register with the NMC and therefore practise as a nurse

On completion of Programme Stage 2, you will have built upon your previous knowledge and experience and have developed an ability to deliver person-centred care in different contexts. You will have developed skills of enquiry in relation to nursing and nursing practice and developed a variety of approaches to problem-solving as well being able to identify the limitations of your knowledge. In Programme Stage 2, your learning will be predominately field specific although there will be cross field seminars and lectures to enhance the integration of physical health and mental health and shared learning between the different fields. Successful completion of Programme Stage 2, allows you to be awarded a Diploma of Higher Education in Health Studies should you leave the programme. However, you will not be eligible to register with the NMC and therefore practise as a nurse

On completion of Programme Stage 3 of the programme you will have further developed advanced knowledge and skills for professional practice in your chosen field. You will be prepared for registration so that you can influence, manage, co-ordinate and lead care delivery across health and social care. Stage 3 promotes inter-professional working and cross field working alongside developing more advanced skills in your field of practice. Therefore, Stage 3 is largely cross field although you will participate in field specific seminars and practical sessions. You will have developed techniques for practice, drawing on evidence and research scholarship demonstrating your role as a reflective practitioner. Successful completion of Programme Stage 3, allows you to be awarded a BSc (Hons) in Nursing (RN/ Pre-registration) (Adult) (Children's Nursing) (Mental Health) and you will be eligible to register with the NMC and therefore practise as a nurse

Your practice experience comprises of two elements: simulated practice and clinical placements within our placement providers. Simulated practice accounts for 320 hours of practice within the programme. During simulated practice, you will participate in clinically focused learning which will allow you to acquire and develop your clinical

practice in a safe environment. High, medium and low fidelity simulation ranging from paper based clinical vignettes or situations to advanced technology in the form of interactive mannequins will be used appropriately. The focus of simulated practice will be both hospital and community based to allow for the integration of care across the care spectrum is explored. Simulated practice is lecturer led, with involvement by placement provider staff and users and carers.

Your remaining practice hours will be achieved in clinical placements. Practice experience in London will give you the opportunity to work with individuals, their families and their communities throughout the life course across a variety of placement settings such as acute hospitals and primary care as well as community settings including service users' own homes. A unique feature of practice in the London environment is the opportunity to work within diverse communities with a wide range of social and cultural characteristics. Field specific placement opportunities such as nursery placements for children's nursing students and a forensic mental health setting placement for mental health students are facilitated. In your second programme stage, you will be expected to negotiate a 2-week elective practice experience which allows you to pursue specific clinical interests. 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 stage 2.

The programme consists of 3 Programme Stages to enable mapping of the programme at different award levels:

Programme Stage 1 will be at HE level 4 (certificate),  
Programme Stage 2 will be at HE level 5 (diploma), and  
Programme Stage 3 will be at HE level 6 (degree).

Practice modules, which consist of simulated practice and placement experience, make up the practice component for each Stage of the programme. The Stages for the BSc (Hons) Nursing (RN/ Pre-registration) route are as follows:

Programme Stage 1- Foundations for Nursing  
Programme Stage 2- Person-Centred Care in Context  
Programme Stage 3- Becoming a Proficient Practitioner

At the beginning of your programme you will be provided with a programme plan identifying which modules you are required to complete for your specific field of practice, as well as assignment submission dates. You will also be given details of the specific placement experiences that you will undertake in each year.

Both theory and practice modules are outlined in their respective module specifications, which give you information on the learning outcomes for the modules, indicative content and the assessment for that module. You will have the exceptional opportunity to undertake one elective module chosen from a menu of options during Programme Stage 2. Whilst it is compulsory for you to choose one of these modules, the range of modules on offer will enable you to study an area of interest which you can then use to enhance your practice and your future career prospects. Examples of elective modules are as follows (relevant fields of practice are indicated after the module title):

- Making a Difference: Research and Development in Care for Older People (Adult and Mental Health)
- Introduction to Critical Care Nursing (Adult)
- Introduction to Critical Care Nursing (Children's Nursing)
- Family Centred Practice: Challenging Perspectives of Risk and Resilience (All fields)
- Communities and Health (All fields)
- Engaging Technology in Health and Social Care (Adult and Mental Health)
- Working Collaboratively with People with Mental Health Issues (Adult and Children's Nursing)
- Contemporary Issues in Sex and Sexuality (All fields)
- Global Health (All fields)
- Contemporary Issues within Adolescent Health (All fields)
- Understanding and Caring for People who use Substances (All fields)
- Psychosocial Interventions in Mental Health (Mental Health)
- Preparing for Specialist Practice in Primary and Community Care (All fields)

The availability of these modules will be dependent upon there being sufficient numbers of students wishing to undertake the module. The options will be reviewed on an annual basis and a selection will be made available to you to choose from. This list may not include all of the above elective modules. You will be asked to choose from the list of available elective modules and will be offered a place on the module on a first come, first served basis. Each module has a limit to the number of students who can undertake the module. If this limit has been met, you will be asked to choose another module.

You will be allocated a personal tutor at the beginning of your programme who oversees your pastoral wellbeing and will also be able to advise you on a range of academic issues. During your different practice experiences, you will be allocated a practice supervisor who will support you on placement, help you to negotiate learning opportunities and assess your progress whilst on placement. You will also be allocated a practice assessor who will assess your achievement of the requirements of the placement. An academic assessor will also be allocated to you for each programme stage. The academic staff also act as link lecturers, visiting the placement areas to offer you support during placement experiences.

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). RPL can be claimed using a portfolio of evidence which will be mapped against learning outcomes from Programme Stage 1 of the BSc (Hons) programme. You can also RPL against practice hours through the portfolio of evidence which will be mapped against Programme Stage 1 practice outcomes, however the practice experience used within the portfolio must have been achieved prior to commencing the BSc (Hons) programme.

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.



## **WHAT WILL I BE EXPECTED TO ACHIEVE?**

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

### **Knowledge and understanding**

- Apply relevant legal and regulatory requirements, governance requirements, policies, and ethical frameworks and guidelines to all areas of practice.
- Act proactively in situations when there is a potential 'cause for concern'.
- Explain the professional responsibility for adopting a healthy lifestyle and maintain a level of personal fitness and wellbeing.
- Critically apply knowledge of research methods, ethics and governance to inform best nursing practice.
- Critically apply knowledge and use evidence and experience in decision making
- Explain the principles, practice and evidence base for health screening and health promotion activities.
- Critically consider how determinants of health influence patterns of health and health outcomes and apply this knowledge when supporting others to self-manage their health.
- Critically consider the importance early years interventions and impact of adverse life experiences.
- Discuss the principles of pathogenesis and immunology within the provision of immunisation and vaccination to enable health promotion.
- Critically apply knowledge of Biopsychosocial sciences and human development to inform accurate person-centred nursing assessments and develop appropriate care plans.
- Critically apply knowledge of commonly encountered mental, physical, cognitive and behavioural health conditions, to inform nursing assessment and the development/ review of person-centred nursing care plans.
- Critically apply the principles underpinning partnership in nursing care.
- Demonstrate knowledge of pharmacology, to inform safe prescribing from an agreed formulary, recognising the effects of medication, allergies, drug sensitivities, side effects, contraindications, incompatibilities and the impact of polypharmacy.
- Critically explore change theories and their impact on policy and care.
- Critically discuss the principles of quality improvement and audit, and how these strategies can be implemented.
- Critically apply principles of health and safety with a recognition of risk assessment and proactive management of potential hazards.
- Differentiate between effective risk management and risk aversion.
- Critically discuss the relationship between safe staffing levels, adequate skills mix, safety and quality of care, and how to escalate concerns.
- Critically apply and act in line with risk management local and national frameworks, legislation and regulations.

- Discuss critically the meaning of resilience and emotional intelligence within personal development and decision making.
- Recognise signs of vulnerability in yourself or your colleagues and identify the action required to minimise risks to health.
- Critically apply leadership theories to team working and decision making
- Explain the principles and processes of performance management and how these apply to leadership roles in nursing.
- Discuss critically the principles of health economics and its relevance to resource allocation in health and social care.
- Explain the processes involved in developing a basic business case for additional funding.
- Explain the roles of registered nurses and other health professionals in managing and prioritising actions and care in the event of a major incident.

### **Values and attitudes**

- Apply principles of non-discriminatory non-judgemental person-centred care at all times.
- Critically consider the importance of professional development and feedback.
- Recognise the importance of providing individualised end of life care.
- Explain the roles, responsibilities and scope of practice of all members of the nursing and multidisciplinary team, and ensure all have an active role in care provision.
- Negotiate and advocate on behalf of people to ensure equal access to care and support.
- Ensure processes are in place to facilitate independence, avoiding unnecessary interventions and disruptions in life style.
- Discuss the importance of managing, supporting and motivating others in regards to leading care.
- Contribute to clinical supervision and team reflection activities to promote improvements in practice and services.
- Discuss strategies to develop resilience and emotional intelligence.
- Explore how to influence policy and prompt change in health care organisations, demonstrating the development of political awareness and skills.

### **Skills**

- Act in accordance with the Code: Professional standards of practice and behaviour for nurses and midwives to fulfil all registration requirements.
- Communicate effectively using a range of skills and strategies with different groups of people, in different situations enabling people to be empowered and make informed choices.
- Effectively utilise literacy skills (including digital and technological) and numeracy skills in nursing practice.
- Demonstrate the skills and abilities required to develop, manage and maintain appropriate relationships with people, their families and carers and colleagues.
- Critically apply the principles of infection prevention and control.
- Recognise people at risk of harm and provide adequate safeguarding for vulnerable people.
- Accurately assess a person's capacity to make autonomous decisions and apply ethical principles within 'best interest' decision making.

- Recognise co-morbidities and the demands of meeting people's nursing and social care needs when prioritising care plans.
- Provide others with accurate information that meets their needs before, during and after interventions.
- Undertake a complete and accurate assessment of essential care requirements to meet people's needs and to set agreed goals for health and social care.
- Perform all required nursing procedures and effectively manage devices to meet people's needs.
- Evaluate knowledge of medication and treatment during nursing assessment.
- Critically apply information obtained during assessment to identify care requirements and agree goals, including end of life needs.
- Work in partnership with people, families and carers to continuously monitor, evaluate and reassess the effectiveness of all agreed nursing care plans and shared decision making, readjusting agreed goals.
- Co-ordinate and apply principles of safe discharge home or transfer between care settings.
- Safely and effectively lead and manage the nursing care of a small group of people.
- Monitor and evaluate quality of care delegated to others and make suggestions for improvements.
- Undertake routine investigations, interpreting and sharing findings as appropriate and take prompt action when required, including escalating to other professionals.
- Recognise signs of deterioration and take prompt action, including escalation to others, to prevent or reduce risk of harm to the person and others.
- Discuss critically the principles underpinning first aid procedures and intermediate life support, and demonstrate the ability to perform these competently.
- Demonstrate the principles of safe and effective optimisation and administration of medicines in accordance with local and national policies including proficiency and accuracy when calculating dosages of prescribed medicines.
- Supervise and teach others, offering constructive feedback to ensure quality of care and support reflective practice and professional development.

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, enabling a 'flipped classroom' approach. The variety of methods used will develop your strengths and preferred learning styles, but will also help you to experience and develop 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 from Certificate to Degree level learning.

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

- Lectures – Most modules will use lectures as a learning strategy. A lecture enables information to be presented in a logical manner to larger 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' and/or recorded so that you can re-visit the taught content. 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—you will be allocated to a seminar group and you will usually remain in the same small group throughout the programme. The learning within 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 however in some modules you will participate in combined field seminars to enable you to gain an appreciation of the integration of physical and mental health nursing. 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 Practical – 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. You will be involved in laboratory sessions within the biology modules.
- 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 so that you work consistently within an established team of health and social care professionals. Your placements 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. You will experience the 24/7 nature of nursing
- Personal and Professional Development (PPD)- PPD offers you an opportunity to participate in facilitated discussions regarding your placement experiences in a safe environment, in order for you to learn from experiences you may have found challenging. Reflection on placement experiences is a structured form of learning and helps in the development of professional attributes such emotional resilience,

emotional intelligence and reflective practice. The different fields of nursing will offer PPD in different forms best suited to that particular field.

- 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/ middle and low fidelity simulation models; video feedback and analysis for debriefing. Simulated practice is underpinned by the theory modules allowing for reinforcement and application of knowledge obtained.
- Inter- professional education (IPE) - health care delivery is multi-professional and requires health care professionals to work together in order to ensure a holistic approach to person-centred care. You will need to develop an appreciation of the contribution of the different roles of different health care professionals to health care, and learning with different professional groups will support this. To allow for this, you may have opportunities to participate in simulated scenarios and structured online learning with students from different professional groups.
- 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 and supplement the face to face teaching.
- 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 such as Elsevier Clinical Skills. Specific guidance will be detailed on the module sites as to online activities to be completed prior to attendance at a taught session

You will also have access to University student support facilities from Learning Success. Learning support at City is provided by the three teams within Learning Success: Disability Support, Neurodiversity Support and Academic Learning Support. There is also a Mental Health service. More information can be found at: <https://studenthub.city.ac.uk/help-and-support>

#### **Learning and teaching hours:**

Overall the programme hours are 2320 theory and 2320 practice experience, therefore meeting the NMC minimal requirements. During your practice experience (simulated practice and placement) you will work an average of 40 hours per week, but no more

than 48 hours as per the European Working Directive (2003/88/EC). Theoretical hours will consist of approximately 36 direct contact hours per 150 total hours allocated for each 15-credit module. You must attend 80% of the timetabled theory time. In the remaining hours allocated for each module you will be expected to pursue guided independent study, complete pre-session work to enable facilitated discussion and self-directed study, some of which may be online and may require the use of learning tools such as Moodle. Time is also allocated within the programme for you to complete your assessments.

Formative assessment is incorporated into the different modules and may consist of feedback within taught sessions, the use of materials on Moodle (such as quizzes), OSCEs or individual feedback from module leaders.

## **WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

### Assessment Strategies

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 Programme Stage to enable progression to the next Programme Stage
- 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 care 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 an oral presentation or poster.
- Examinations (short answer questions, multiple choice questions, calculations, scenario based, viva voce): 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. You may be required to participate in a viva voce which offers you the opportunity to articulate your knowledge and understanding about a particular subject or clinical situation

- Objective Structured Clinical Examination (OSCEs): these are practical skills assessments (formative) which enable you to demonstrate particular clinical, communication or teaching skills.
- 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 critically appraise the current body of knowledge on the topic you have chosen and make suggestions for future practice and research.
- Synoptic assessment: this is an assessment which will encourage you to combine elements of your learning to show your knowledge and understanding. It will enable you to integrate and apply your knowledge across the three programme stages, thereby showing an in-depth understanding. This will be achieved through the development of a professional portfolio in which you will collect evidence of the development of professional values, inter-professional learning, development of assessment skills and reflective accounts focused on teaching others and giving/receiving feedback. You will receive information on how to develop your professional portfolio in Programme Stage 1, and you will receive formative feedback from your personal tutor at the end of Programme Stages 1 and 2. Your professional portfolio forms part of your summative practice assessment in Programme Stage 3.

#### Assessment and Assessment Criteria

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 the University's 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/about/education/quality-manual/6-assessment>

### 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.

In regards to your degree classification, 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 there is more than one assessment for a module, you will need to achieve 40% for each assessment component and your overall module mark will be an average mark derived from each component. Details will be found in individual module specifications and assessment guidelines. If you fail an assessment component or a module you will be offered one resit attempt. If you are successful in the resit, you shall be awarded the credit for that module, however the mark obtained will be capped at the minimum pass mark (40%). If you do not pass your resit by the date specified you will not progress to the next Programme Stage and the Assessment Board will withdraw you from the Programme.

In your practice modules, you will have a summative assessment focused on learning acquired during simulated practice as well as a summative assessment focused on your clinical placement. You must pass both components to be awarded the credits for that module and therefore the practice requirements for each programme stage.

The mark used for the purpose of calculation towards your Award shall be calculated from the original marks for the component(s) that you passed at first attempt and the minimum pass mark for the component(s) for which you took a resit.

The Assessment Board may permit at its discretion a second resit subject to the following criteria:

- an overall average of at least 40% in the taught elements of the Programme Stages 1, 2 or 3 excluding one failed module must have been achieved
- a second resit cannot be offered for any clinical failed module (consisting of clinical placements or in-house clinical assessments)

All modules will be weighted equally in this process so a 15-credit module would be given equal consideration as a 30-credit module.

If the assessment is practice based and there are only outstanding signatures within the Practice Assessment Document (PAD), the PAD will be referred and students can re-submit. The referred PAD will not be counted when calculating the average grade over the programme or Stage.



If you fail to meet the requirements for a particular Stage, but satisfy the requirements for the previous Stage, then a lower qualification may be awarded as per the table below. If you fail to meet the requirements for a particular Stage and are not eligible for the award of a lower level qualification, the Assessment Board will require you to withdraw from the Programme.

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:  
[https://www.city.ac.uk/\\_data/assets/pdf\\_file/0007/453652/s19.pdf](https://www.city.ac.uk/_data/assets/pdf_file/0007/453652/s19.pdf)

### **Safe Practice and Raising Concerns**

The nursing programme is regulated by the professional, statutory and regulatory 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 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 and Fitness to Practise Policy. This process 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 can be found:  
[https://www.city.ac.uk/\\_data/assets/pdf\\_file/0003/460281/Fitness-to-Practise-Policy-and-Procedure-V2-12-Feb-19.pdf](https://www.city.ac.uk/_data/assets/pdf_file/0003/460281/Fitness-to-Practise-Policy-and-Procedure-V2-12-Feb-19.pdf)

### **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 stage of the programme, before progressing into the subsequent stage of the programme. The Fitness to Practise process will be initiated if you do not complete the self- declaration.

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 with Honours in Nursing (with eligibility to apply for NMC registration):

On successful completion of both theory and practice element of the programme you will receive BSc (Hons) in your relevant field of nursing, with the eligibility to apply for registration with the NMC.

Programme Stage	HE Level	Credits	Weighting (%)
1	4	120	10%
2	5	120	30%
3	6	120	60%

Class	% required
I	70
II upper division	60
II lower division	50
III	40

**Bachelor's Degree in Nursing (with eligibility to apply for NMC registration)**

If you meet the practice requirements for the BSc (Hons) Nursing (RN/ Pre-registration) but fail to meet the academic requirement for the BSc (Hons) Nursing (RN/ Pre-registration) and have exhausted all permitted resit opportunities, but have achieved 120 credits at level 4, 120 credits at level 5 and 90 credits at level 6 from the theoretical modules in Programme Stage 3 (excluding the HS3018 dissertation module - 30 credits), you may be awarded a BSc Nursing (RN/ Pre-registration). This award allows you the eligibility to apply for registration with the NMC.

Programme Stage	HE Level	Credits	Weighting (%)
1	4	120	10 %
2	5	120	30 %
3	6	90	60 %

Class	% required
With Distinction	70
With Merit	60
Without classification	40

**Bachelor's Degree in Health Studies (without NMC registration):**

If you fail HS3019 Preparing to be a Proficient Practitioner (15 credits) and therefore fail to meet the practice requirements for the BSc (Hons) Nursing (RN/ Pre-registration) and have exhausted all permitted resit opportunities, but have achieved 120 credits at level 4, 120 credits at level 5 and 105 credits at level 6, you may be awarded a BSc Health Studies. This award does not allow you to apply for registration with the NMC and therefore you cannot practice as a registered nurse.

Programme Stage	HE Level	Credits	Weighting (%)
1	4	120	10%
2	5	120	30%
3	6	105	60%

Class	% required
With Distinction	70
With Merit	60
Without classification	40

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

If you fail to meet the requirements for the BSc (Hons) Nursing (RN/ Pre-registration) 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	40

Certificate of Higher Education in Health Studies (without NMC registration):  
If you fail to meet the requirements for the BSc (Hons) Nursing (RN/ Pre-registration) 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	40

## WHAT WILL I STUDY?

In order to pass a Stage of a 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.

### Programme Stage 1

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

### **Structure**

Programme Stage 1 is common to all 3 pathways and focuses on 'Foundations for Nursing'. It has 4 core theory modules (combined field) and 1 practice module.

Programme Stage 1 is undertaken over one academic year:

- Foundations of Evidence Informed Nursing Practice
- Foundations of Biological Sciences for Nursing Practice
- Biopsychosocial Development Across the Lifecourse
- Mental Health and Wellbeing in Integrated Care

The practice component of Programme Stage 1 comprises of 1 module which combines simulated practice and placement experience:

- Practice 1- Foundations for Nursing Care

There are no elective or optional modules in Programme Stage 1 of the programme

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
--------------	-----------	----------------	----------------	---------------------	-------

Foundations of Evidence Informed Nursing Practice	HS1921	30	C	No	4
Foundations of Biological Sciences for Nursing Practice	HS1922	30	C	No	4
Biopsychosocial Development Across the Lifecourse	HS1923	30	C	No	4
Mental Health and Wellbeing in Integrated Care	HS1924	15	C	No	4
Practice 1- Foundations for Nursing Care	HS1931	15	C	No	4

### Programme Stage 2

In order to pass a Programme Stage, 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 Stage.

#### **Structure**

Programme Stage 2 is common to all pathways and focuses on 'Person-Centred Care in Context'. Programme Stage 2 is undertaken over one academic year

In each pathway, there are 5 core theory modules, 1 elective theory module (choose one from a menu) and 1 practice module.

#### **Adult Nursing Pathway**

- Promotion of Wellbeing and Prevention of Ill-Health Across Health and Social Care
- Acute Care Management
- Working Collaboratively with People with Long Term Conditions
- Pathophysiology and Therapeutics for Nursing Practice
- Critical Use of Evidence to Inform Decision Making in Practice

The practice component of Programme Stage 2 comprises of 1 module which combines simulated practice and placement experience:

Practice 2- Applying Knowledge and Skills for Person-Centred Care for Practice

One elective module from a choice of:

- Making a Difference: Research and Development in Care for Older People (Adult and Mental Health)
- Introduction to Critical Care Nursing (Adult)
- Family Centred Practice: Challenging Perspectives of Risk and Resilience (All fields)
- Communities and Health (All fields)
- Engaging Technology in Health and Social Care (Adult and Mental Health)
- Working Collaboratively with People with Mental Health Issues (Adult and Children's Nursing)
- Contemporary Issues in Sex and Sexuality (All fields)
- Global Health (All fields)
- Contemporary Issues within Adolescent Health (All fields)
- Understanding and caring for people who use Substances (All fields)
- Preparing for Specialist Practice in Primary and Community Care (All fields)

<b>Module Title</b>	<b>SITS Code</b>	<b>Module Credits</b>	<b>Core/ Elective</b>	<b>Compensation Yes/No</b>	<b>Level</b>
Promotion of Wellbeing and Prevention of Ill-Health Across Health and Social Care	HS2005	15	C	No	5
Acute Care Management	HS2006	15	C	No	5
Working Collaboratively with People with Long Term Conditions	HS2017	15	C	No	5
Pathophysiology and Therapeutics for Nursing Practice	HS2007	30	C	No	5
Critical Use of Evidence to Inform Decision Making in Practice	HS2008	15	C	No	5
Practice 2- Applying Knowledge and Skills for Person-Centred Care for Practice	HS2018	15	C	No	5
Making a Difference: Research and Development in Care for Older People (Adult and Mental Health)	HS2445	15	E	No	5
Family Centred Practice: Challenging Perspectives of Risk and Resilience (All fields)	HS2441	15	E	No	5
Communities and Health (All fields)	HS2446	15	E	No	5

Introduction to Critical Care Nursing (Adult)	HS2448	15	E	No	5
Engaging Technology in Health and Social Care (Adult and Mental Health)	HS2003	15	E	No	5
Working Collaboratively with People with Mental Health Issues (Adult and Children's Nursing)	HS2004	15	E	No	5
Contemporary Issues in Sex and Sexuality (All fields)	HS2010	15	E	No	5
Global Health (All fields)	HS2011	15	E	No	5
Contemporary Issues within Adolescent Health (All fields)	HS2012	15	E	No	5
Understanding and Caring for People who Use Substances (All fields)	HS2014	15	E	No	5
Preparing for Specialist Practice in Primary and Community Care (All)	HS2016	15	E	No	5

### **Children's Nursing Pathway**

- Promotion of Wellbeing and Prevention of Ill-Health Across Health and Social Care
- Acute Care Management
- Working Collaboratively with People with Long Term Conditions
- Pathophysiology and Therapeutics for Nursing Practice
- Critical Use of Evidence to Inform Decision Making in Practice

The practice component of Programme Stage 2 comprises of 1 module which combines simulated practice and placement experience:

Practice 2- Applying Knowledge and Skills for Person-Centred Care for Practice

One elective module from a choice of:

- Introduction to Critical Care Nursing (Children's Nursing)
- Family Centred Practice: Challenging Perspectives of Risk and Resilience (All fields)
- Communities and Health (All fields)
- Working Collaboratively with People with Mental Health Issues (Adult and Children's Nursing)
- Contemporary Issues in Sex and Sexuality (All fields)
- Global health (All fields)
- Contemporary Issues within Adolescent Health (All fields)
- Preparing for Specialist Practice in Primary and Community Care (All fields)

- Understanding and caring for people who use Substances (All fields)

<b>Module Title</b>	<b>SITS Code</b>	<b>Module Credits</b>	<b>Core/ Elective</b>	<b>Compensation Yes/No</b>	<b>Level</b>
Promotion of Wellbeing and Prevention of Ill-Health across Health and Social Care	HS2005	15	C	No	5
Acute Care Management	HS2006	15	C	No	5
Working Collaboratively with People with Long Term Conditions	HS2017	15	C	No	5
Pathophysiology and Therapeutics for Nursing Practice	HS2007	30	C	No	5
Critical Use of Evidence to Inform Decision Making in Practice	HS2008	15	C	No	5
Practice 2- Applying Knowledge and Skills for Person-Centred Care for Practice	HS2018	15	C	No	5
Family Centred Practice: Challenging Perspectives of Risk and Resilience (All fields)	HS2441	15	E	No	5
Communities and Health (All fields)	HS2446	15	E	No	5
Introduction to Critical Care Nursing (Children's Nursing)	HS2449	15	E	No	5
Working collaboratively with People with Mental Health Issues (Adult and Children's Nursing)	HS2004	15	E	No	5
Contemporary Issues in Sex and Sexuality (All fields)	HS2010	15	E	No	5
Global Health (All fields)	HS2011	15	E	No	5
Contemporary Issues within Adolescent Health (All fields)	HS2012	15	E	No	5
Preparing for Specialist Practice in Primary and Community Care (All fields)	HS2016	15	E	No	5

Understanding and Caring for People who Use Substances (All fields)	HS2014	15	E	No	5
---	--------	----	---	----	---

### **Mental Health Nursing Pathway**

- Promotion of Wellbeing and Prevention of Ill Health Across Health and Social Care
- Acute Care Management
- Working Collaboratively with People with Long Term Conditions
- Pathophysiology and Therapeutics for Nursing Practice
- Critical Use of Evidence to Inform Decision Making in Practice

The practice component of Programme Stage 2 comprises of 1 module which combines simulated practice and placement experience:

- Practice 2- Applying Knowledge and Skills for Person-Centred Care for Practice

One elective module from a choice of:

- Making a Difference: Research and Development in Care for Older People (Adult and Mental Health)
- Family Centred Practice: Challenging Perspectives of Risk and Resilience (All fields)
- Communities and Health (All fields)
- Engaging Technology in Health and Social Care (Adult and Mental Health)
- Contemporary Issues in Sex and Sexuality (All fields)
- Global health (All fields)
- Understanding and Caring for People who Use Substances (All fields)
- Preparing for Specialist Practice in Primary and Community Care (All fields)
- Psychosocial Interventions in Mental Health (Mental Health)

<b>Module Title</b>	<b>SITS Code</b>	<b>Module Credits</b>	<b>Core/ Elective</b>	<b>Compensation Yes/No</b>	<b>Level</b>
Promotion of Wellbeing and Prevention of Ill-Health Across Health and Social Care	HS2005	15	C	No	5
Acute Care Management	HS2006	15	C	No	5
Working Collaboratively with People with Long Term Conditions	HS2017	15	C	No	5
Pathophysiology and Therapeutics for Nursing Practice	HS2007	30	C	No	5
Critical Use of Evidence to Inform Decision Making in Practice	HS2008	15	C	No	5



Practice 2- Applying Knowledge and Skills for Person-Centred Care for Practice	HS2018	15	C	No	5
Making a Difference: Research and Development in Care for Older People (Adult and Mental Health)	HS2445	15	E	No	5
Family Centred Practice: Challenging Perspectives of Risk and Resilience (All fields)	HS2441	15	E	No	5
Communities and Health (All fields)	HS2446	15	E	No	5
Engaging Technology in Health and Social Care (Adult and Mental Health)	HS2003	15	E	No	5
Contemporary Issues in Sex and Sexuality (All fields)	HS2010	15	E	No	5
Global Health (All fields)	HS2011	15	E	No	5
Contemporary Issues within Adolescent Health (All fields)	HS2012	15	E	No	5
Understanding and Caring for People who Use Substances (All fields)	HS2014	15	E	No	5
Preparing for Specialist Practice in Primary and Community Care (All)	HS2016	15	E	No	5
Psychosocial Interventions in Mental Health (Mental Health)	HS2031	15	E	No	5

### Programme Stage 3

In order to pass a Programme Stage, 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 Stage

### **Structure**

Programme Stage 3 is common to all 3 fields of nursing. The focus of Programme Stage 3 is 'Becoming a Proficient Practitioner'. Programme Stage 3 is undertaken over one academic year.

Programme Stage 3 has 5 core theory modules and 1 practice module.

- Leading and Managing Others
- Integrated Approaches to Complex Care
- Principles of Prescribing
- Developing Advanced Knowledge and Skills for Professional Practice
- Dissertation

The practice component of Programme Stage 3 comprises of 1 module which combines simulated practice and placement experience:

- Practice 3- Preparing to be a Proficient Practitioner

There are no elective or optional modules in part 3 of the programme

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Leading and Managing Others	HS3014	15	C	No	6
Integrated Approaches to Complex Care	HS3015	15	C	No	6
Principles of Prescribing	HS3016	30	C	No	6
Developing Advanced Knowledge and Skills for Professional Practice	HS3017	15	C	No	6
Dissertation	HS3018	30	C	No	6
Practice 3- Preparing to be a Proficient Practitioner	HS3019	15	C	No	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. You may develop the relevant expertise to become a specialist or consultant nurse or a nurse therapist in the future, which can be based both in the community and acute setting. Nursing allows you to develop into specialist practitioners such as a General Practice Nurse (GPN) or Advanced Nurse Practitioner, which require further study and qualifications.

Registered nurses are required to continue their own personal and professional development throughout their career, as required by the NMC for revalidation every three years. 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. In Programme Stage 3, a careers day is organised and career opportunities identified in conjunction with our practice providers. 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 STUDY ABROAD OPTIONS ARE AVAILABLE?**

An elective placement is scheduled in Programme Stage 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 Stage 2.

### **WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?**

50% of the programme is practice focused, and much of this will be spent on placement with our practice partners. You will have supernumerary status when on placement. The NMC requires a minimum of 2300 hours of practice for registration and this time will be spent in a variety of care settings depending on the specific field of nursing: NHS Trusts, the independent sector, care homes, home settings, schools, nurseries, forensic mental health setting and community setting. Simulated practice is an important component of your practice experience and will take place within the School of Health Sciences.

### **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. You have 5 years from completion of the programme to be eligible to register your qualification with the NMC.

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

### **HOW DO I ENTER THE PROGRAMME?**

Typical offers require one of the following:

- A-AS Level - BBB or a combination of 'A' levels and other relevant qualifications UCAS tariff - 112 points.
- International Baccalaureate (IB)= 32 points
- BTEC - DDM (Health and Social Care or Science-related subject only)

#### Access to HE Diploma

- Pass in a QAA recognised Access to HE Diploma in a Nursing, Midwifery, Health, Science, or Social Care subject (not Nutrition or Paramedic Studies) with full award (60 credits) of which a minimum of 45 credits must be at Level 3 including 24 credits at Distinction and 21 at Merit.

In addition, the following is required:

- GCSE (or equivalent): A minimum of five passes at grade 4 (C) at GCSE, including English and Mathematics.

#### Foundation Degree in Healthcare: Nursing Associate (Route to Apprenticeship) programme

The NMC Standard permits recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC.

At City, successful completion of a Nursing Associate programme can gain you entry on to the BSc (Hons) Nursing programme. You must have completed 240 credits and the practice requirements of the Nursing Associate programme. This can be used to RPL against the Programme Stage 1 learning outcomes and credits, allowing you to enter the BSc (Hons) Nursing programme at the start of Programme Stage 2.

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
- Be of good character, sufficient for safe and effective practice as a nurse
- Have enhanced Disclosure and Barring Service (DBS) check
- 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

Academic and character references are also required.

#### **Recognition of Prior Learning (RPL)**

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.

This programme allows:

The NMC (Standard 1.5) permits recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC. You may RPL modules from Programme Stage 1 and/or Programme Stage 2 of the programme where prior learning can be mapped to current standards of proficiency for registered nurses and the programme outcomes. The maximum volume of permitted is 2/3 of the Programme from FHEQ Level 4/5 modules. The student must complete all modules and learning outcomes at Programme Stage 3.

Nurses with existing NMC Registration may RPL modules from Programme Stage 1 and/or Programme Stage 2 of the programme where prior learning can be mapped to current standards of proficiency for registered nurses and the programme outcomes

*The NMC permits registered nurses to RPL part of a programme to gain a second registration in a different field of practice, in line with NMC Standards, where prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes. The maximum volume of permitted is 2/3 of the Programme from FHEQ Level 4/5 modules. The student must complete all modules and learning outcomes at Programme Stage 3.*

*All applications are to be considered on a case by case basis. The applicant would be required to negotiate the RPL requirements for gaining a second registration on an individual basis in relation to their current field of practice and their post registration clinical experience.*

*The previous academic qualification certificate will be rescinded on successful completion of the programme.*

### **Foundation Degree in Healthcare: Nursing Associate (Route to Apprenticeship)**

Up to 50% RPL is permitted for students entering the programme from the Foundation Degree in Healthcare: Nursing Associate (Route to Apprenticeship) programme.

*The NMC Standard permits recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50% of the programme and comply with Article 31(3) of Directive 2005/36/EC.*

*The student must have completed 240 credits and the practice requirements of the Nursing Associate programme. This can be used to RPL against the Programme Stage 1 and 2 learning outcomes and credits, and allow them to enter the BSc (Hons) Nursing programme in Programme Stage 2.*

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

Version: 6.4  
Version date: November 2020  
For use from: 2020-21