

PROGRAMME SPECIFICATION

KEY FACTS

Programme name	Nursing/RN (pre-registration) Adult/ Child/ Mental Health
Award	Postgraduate Diploma
School	School of Health Sciences
Department or equivalent	Division of Nursing
Programme code	PSDNUR/ PSPCHN/ PSPMHN
Type of study	Full Time
Total UK credits	120
Total ECTS	60

PROGRAMME SUMMARY

The Post Graduate Diploma (PG Diploma) route in Nursing is open to graduates who have demonstrated the ability to study independently at level 6. You must have evidence of self-direction; academic skill and competence in learning; an ability to search, evaluate and analyse research and information and be able to communicate effectively. These requirements will be reviewed using the Recognition of Prior Learning (RPL) process before you commence the pre-registration nursing programme. Within the RPL process, you will be required to demonstrate achievement of specified learning outcomes in order to follow a more intensive route through the programme. You may also be able to demonstrate prior relevant clinical experience which could further shorten your route through the programme.

The philosophy underpinning your 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 for the pursuit of 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 PG Diploma Nursing (adult, child or mental health). It enables you to develop into a knowledgeable, adaptable, reflective, culturally sensitive and compassionate practitioner with a proven capacity for critical, creative and original thinking.

Your programme of study equips 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 appraiser and user of research enabling you to demonstrate a self-sufficient and creative approach to care and practice development. 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. This ideally positions you to pursue an accelerated career pathway and to become a future leader, clinical expert or researcher within the nursing profession.

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. 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.

In line with the NMC Standards for Pre-registration Nursing Education (2010), the duration of the programme is shortened from the usual three years (minimum 4600 hours) by utilisation of the RPL process. Overall the programme requires 50% theory and 50% practice. Alongside the admissions process, you are expected to RPL 675 hours of the theoretical component prior to commencement of the programme and you may also ARL up to 500 hours of the practice component. This leads to the standard length of the programme being reduced to two years and four months (minimum 1625 hours of theory and 2300 practice hours), with the potential to shorten the programme by

up to a further 4 months if you can demonstrate prior relevant clinical experience. The theoretical hours of the programme are made up of the University's requirement for students to expend 150 hours of student effort for every 15 credits awarded and an additional number of theory hours allocated based on your ability as a graduate to study independently. These additional hours allow you to achieve the professional competencies and registration required by the NMC.

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 programme stage to enable progression to the next programme stage or to complete the programme. On the Post Graduate Diploma all Programme Stages of the programme will be at HE Level 7 (Masters Level) You must commence and complete the programme within a five year period.

On completion of the Postgraduate Diploma you will have a systematic understanding of nursing knowledge and a critical awareness of contemporary issues in nursing practice and will be able to critically evaluate current research and advanced scholarship in nursing and nursing practice.

If you exit the programme at postgraduate certificate level will be enabled to examine theories related to nursing and will be able to synthesise these. You will have gained critical insight into problems that may arise in this area and be able to consider problem solving mechanisms. You will also be able to use a range of techniques to undertake your scholarly work.

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.

The route is divided into 4 theoretical units of study which have been mapped against the 3 year BSc (Hons) route and the RPL process to ensure that all professional requirements have been met. Engaging in Practice modules (incorporating Simulated practice) make up the practice component of each programme stage of the route. The units for the PG Diploma are as follows:

Unit One: Foundations in Health and Nursing

Unit Two: Acute care

Unit Three: Long Term Care

Unit Four: Developing Leaders and Managers of Care

At the beginning of your programme you will be provided with a 'route map' identifying which 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 programme stage. 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.

On completion of this programme you will be offered the opportunity to convert your PG Diploma to a Master's degree (MSc Nursing) by successful completion of a dissertation module. The School of Health Sciences provides you with the exceptional opportunity to attend a series of seminars and master classes run by inspirational world class experts and professors during your programme. This enables you to consider potential future research projects which you may undertake in the dissertation module.

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 15/08/2013

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
- Deal with clinical issues systematically and creatively, make informed judgements and effectively communicate these to others
- 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 and provide relevant and effective evidence based care taking into account the complexity of incomplete or contradictory evidence
- Critically analyse a full range of possible interventions including the use of up to date technology and take initiative when making decisions about managing care
- Demonstrate a comprehensive understanding of how a range of socio-cultural factors influence health behaviours and creatively draw upon these to assist in the planning and delivery of individualised care
- Demonstrate knowledge of a range of theories and frameworks from the biological,

social and behavioural sciences and apply these creatively to practice

- Use clinical governance processes to maintain and improve nursing practice, standards of health care and provision of services and identify areas for practice development
- Critically review and appraise relevant theory and research related to health, illness, health outcomes and public health priorities to develop critical responses and approaches to care
- Demonstrate a critical and reflective knowledge and application of relevant legislation and social policy
- Critically evaluate and manage clinical risk and generate solutions for practice
- 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 critical 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

- Identify and 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 critically discuss the relevance of this for their ongoing intellectual, physical and emotional needs
- Flexibly manage the smooth and effective transition from children's services to adult services for young people with ongoing health needs

Field specific – Adult Nursing

- Appraise 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 making the best use of the capacities of others when delegating or supervising others
- 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 operate in complex and unpredictable situations whilst managing yourself and others effectively
- Demonstrate critical insight into your own potential management and leadership skills which can be developed following registration
- Utilise critical 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 people 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

- Practice 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.
- Critically 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 well-being 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 promote strategies to enhance their understanding of their healthcare needs
- Critically analyse the particular vulnerability of infants and young children to rapid physiological deterioration

Field specific – Adult Nursing

- Recognise and creatively 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 critical and sound 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 the use of personal reflection and self-awareness to critically appraise 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
- 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 2 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 approaches used reflect the higher level of ability of graduates and provide you with opportunities to integrate learning. The variety of methods used will develop your current strengths and preferred learning styles, but will also help you to acquire further educational strategies to meet the required outcomes of the programme.

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 developing your understanding of complex 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 to develop a deep and systematic understanding of subject matter. 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 will entail you giving presentations to demonstrate achievement of set tasks; engaging in practical sessions to develop your clinical skills; or debates to engage you in group discussions around contemporary or complex issues or to pursue specific lines of enquiry. Small groups may meet in the classroom or in a ‘virtual environment’ such as a discussion forum or online tutorial.
- 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 complex situation so that you can embark on a journey of enquiry related to the issues(s) raised. EBL helps you to develop ideas at a high level of abstraction whilst helping you to develop critical responses within 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 such are used to facilitate learning e.g. high fidelity simulation models; video feedback and analysis for debriefing. You will be encouraged to generate original and creative solutions to complex situations, which will enable you to argue for alternative approaches to care in practice.
- Guided Independent Study –During the programme you will have time allocated 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. Based on your ability as a graduate to study independently at advanced levels, 200 hours of additional study per Unit have been included in your programme and some of these will be allocated to specific tasks and some will be for you to pursue your own independent lines of inquiry. This time is allocated in order for you to complete the hours stipulated by the Nursing and Midwifery Council to achieve professional proficiency and registration and is in addition to the University requirement for students to expend 150 hours of student effort for every 15 credits awarded.
- Student Directed Learning – You may also use some of the additional study time 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. You may negotiate with relevant module leaders which areas of study might be appropriate. You may also use this time to attend any of the seminars and master classes open to post-graduate students.
- 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:

Overall the programme hours are 1625 theory and 2300 practice experience. When in

practice you will work the equivalent of 37.5 hours per week. Theoretical hours will consist of direct contact hours and additional study hours which enable you to achieve both the theoretical and professional requirements of the programme (see above for details). 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 PG Dip route. A variety of assessment types suits the spectrum of ability and learning preferences within the student body. As a graduate, some of the strategies used will be familiar to you, whilst others may not. The assessment strategy gives you the opportunity to demonstrate post-graduate levels of ability in both theory and practice. You will be expected to demonstrate evaluation, synthesis of ideas, creativity and originality of thought and the ability to operate within complex and unpredictable contexts.

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 of the programme to enable progression to the next programme stage of the programme. Each PAD will incorporate a written exposition which will be graded.
- Written assignment, including essay: these enable you to explore and demonstrate the links between theory and practice. You will be expected to demonstrate a deep and systematic understanding related to set subject areas and use ideas at a high level of abstraction. You will demonstrate critical application of theories and principles to practice; critical appraisal of the evidence base; synthesis of ideas; an ability to critically reflect upon practice and generate suggestions for practice development. Essays 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.
- Written examinations (short answer questions, multiple choice questions, calculations; scenario based): enable you to demonstrate your ability to recall safe levels of knowledge which can be applied in practice. These are used when safety is of paramount importance for example the requirement for accurate drug calculations. Examinations can also test your ability to critically discuss safe, prioritised and evidence based care for service users with complex needs.
- Objective Structured Clinical Examination (OSCEs): these are practical examinations

which enable you to demonstrate particular clinical, communication or teaching skills. You will be expected to critically reflect upon your performance in OSCEs. OSCEs are graded to reflect your application of theory to practice.

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 50%. You will be given two attempts at each assessment.

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 part (NMC, 2010).

The programme stages of the programme are weighted as follows:

Programme Stage 1: 25%
Programme Stage 2: 50%
Programme Stage 3: 25%

The pass mark for each module is 50%. If you fail an assessment component or a module you will normally be offered one resit attempt. If you did not participate in the first assessment you will be offered a resit, whether or not you have extenuating circumstances.

If you are successful in the resit, you shall be awarded credits for that module. 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.

If you do not satisfy your resit by the date specified you will not progress and the Assessment Board shall require that you withdraw from the Programme.

PG Diploma Nursing uses the following criteria on which to base the use of discretion by an Assessment Board to consider offering a third and final attempt at an assessment to students on an individual basis (see Senate Assessment Regulations S19).

The criteria to be used to allow an Assessment Board to exercise this discretion should be made on the basis that a student must have achieved an overall average of at least 60% (postgraduate, across the taught elements of the programme). Also, only one assessment should have been failed

When making a decision on whether an Assessment Board should exercise discretion in awarding a third and final attempt the average across all previous programme stages will be considered but the failed module will not be taken into account when looking at the average.

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 Practice Assessment Document (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 the Programme, but satisfy the requirements for a lower-level Award, then a lower qualification may be awarded as per the table below. If you fail to meet the requirements for the Programme and are not eligible for the award of a lower level qualification, the Assessment Board shall require that you 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:

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 Practice Policy.

The full School of Health Sciences' Fitness to Practise Policy, 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 programme stage of the programme, before progressing into the subsequent programme stage 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?

Postgraduate Diploma Nursing (Adult) with eligibility to apply for NMC Registration

Postgraduate Diploma Nursing (Child) with eligibility to apply for NMC Registration

Postgraduate Diploma Nursing (Mental Health) with eligibility to apply for NMC Registration

Programme Stage	HE Level	Credits	Weighting (%)	Class	% required
1	7	30	25	With Distinction	70
2	7	60	50	With Merit	60
3	7	30	25	Without	50
				Classification	

Exit Awards

Postgraduate Diploma: Health Studies (Non-Clinical – without NMC registration)

If you meet the requirements for the PG Diploma but if there is an issue with your fitness to practise you may be awarded a Postgraduate Diploma - Health Studies (Non-Clinical – without NMC registration). With this award you may only receive academic credits that you have attained but will not obtain professional registration with the NMC to practice as a nurse.

Programme Stage	HE Level	Credits	Weighting (%)	Class	% required
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1	7	30	25	With Distinction	70
2	7	60	50	With Merit	60
3	7	30	25	Without	50
				Classification	

Postgraduate Certificate: Health Studies (without NMC registration)

If you fail to meet the requirements for the PG Diploma and have exhausted all permitted resit opportunities, but have achieved 60 credits at level 7 from modules HSM001, HSM101, HSM 132/232/332 and HSM043 you may be awarded a Postgraduate Certificate Health Studies without NMC registration. With this award you may only receive academic credits that you have attained but will not obtain professional registration with the NMC to practice as a nurse.

Programme Stage	HE Level	Credits	Weighting (%)	Class	% required
1	7	30	50	With Distinction	70
2	7	30	50	With Merit	60
				Without	50
				Classification	

WHAT WILL I STUDY?

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 part (NMC 2010).

Programme Stage 1 is common to all 3 pathways. It constitutes one unit and has 1 core theory module and a practice experience module which incorporates simulated practice.

- Unit One- Foundations in Health and Nursing comprises of 1 core theory module: Relationship Centred Care and Concepts of Biology for Health (HSM001)
- The practice component of Programme Stage 1 comprises of: Engaging in Practice 1 (HSM101)
- 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
Relationship Centred Care and Concepts of Biology for Health	HSM001	15	C	No	7
Engaging in Practice 1	HSM101	15	C	No	7

Programme Stage 2

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

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

In each pathway there are 2 core theory modules and a practice experience module which incorporates simulated practice.

Adult Nursing Pathway

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

- Unit Two - Acute Care comprises of 1 core theory module
Experiencing Acute Care, Diagnostics and Treatment: Adult Nursing (HSM132)
- Unit Three- Long Term Care comprises of one core theory module.
Experiencing Long term Care, Rehabilitation and Recovery (HSM043)
- The practice component of Programme Stage 2 comprises of 1 module:
Engaging in practice 2 (HSM201)

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Experiencing Acute Care, Diagnostics and Treatment : Adult Nursing	HSM132	15	C	No	7
Experiencing Long Term Care, Rehabilitation and Recovery	HSM043	15	C	No	7
Engaging in practice 2	HSM201	30	C	No	7

Children's Nursing Pathway

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

- Unit Two - Acute Care comprises of 1 core theory module
Experiencing Acute Care, Diagnostics and Treatment: Children's Nursing (HSM232)
- Unit Three- Long Term Care comprises of one core theory module.
Experiencing Long term Care, Rehabilitation and Recovery (HSM043)
- The practice component of Programme Stage 2 comprises of 1 module:
Engaging in practice 2 (HSM201)

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Experiencing Acute Care, Diagnostics and Treatment : Children's Nursing	HSM232	15	C	No	7
Experiencing Long Term Care, Rehabilitation and Recovery	HSM043	15	C	No	7
Engaging in practice 2	HSM201	30	C	No	7

Mental Health Nursing Pathway

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

- Unit Two - Acute Care comprises of 1 core theory module
Experiencing Acute Care, Diagnostics and Treatment: Mental Health Nursing (HSM332)
- Unit Three- Long Term Care comprises of one core theory module.
Experiencing Long term Care, Rehabilitation and Recovery (HSM043)
- The practice component of Programme Stage 2 comprises of 1 module:
Engaging in practice 2 (HSM201)

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Experiencing Acute Care, Diagnostics and Treatment : Mental Health Nursing	HSM332	15	C	No	7
Experiencing Long Term Care, Rehabilitation and Recovery	HSM043	15	C	No	7
Engaging in practice 2	HSM201	30	C	No	7

Programme Stage 3

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 routes. It has 1 core theory module and a practice experience module. There is 1 Theoretical Unit in Programme Stage 3 of the programme:

- Unit Four – Developing Leaders and Managers of Care has one theory module
Leading and Managing in Health Care Practice (HSM051)

- The practice component of Programme Stage 3 comprises of 1 module: Engaging in Practice 3 (HSM301)
- There are no elective or optional modules in Programme Stage 3 of the programme

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Leading and Managing in Health Care Practice	HSM051	15	C	No	7
Engaging in practice 3	HSM301	15	C	No	7

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.

This programme ideally positions you to pursue an accelerated career pathway and to become a future leader, clinical expert or researcher within the nursing profession. Your personal career aspirations can 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 STUDY ABROAD OPTIONS ARE AVAILABLE?

There are Erasmus opportunities for students who wish to work and study in Spain. <http://www.city.ac.uk/international/international-students/exchange-programmes>

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?

You will be required to undertake learning in placement throughout your programme – the School of Health Sciences will organise placements for you.

WILL I GET ANY PROFESSIONAL RECOGNITION?

Accrediting Body: This programme 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?

Applications are welcomed from a wide range of disciplines with a first or second class honours degree, but must demonstrate an awareness of health or health related care issues.

Applicants must demonstrate competency in spoken and written English and numeracy through a minimum of Grade C or overseas equivalent in GCSE Maths and English. In line with NMC Standards (NMC, 2010), 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.

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

In addition:

- You will be required to successfully complete an APL claim as outlined below.
- You will be required to have occupational health clearance and a satisfactory DBS (Disclosure and Barring Service) clearance. Academic and character references are also required.
- 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>

Recognition of Prior Learning (RPL) Requirements

You will be required to complete the RPL process related to theory before you commence the programme. To commence the programme you will be expected to demonstrate achievement of the equivalent of 675 of the theoretical hours and map learning against identified learning outcomes from Unit 1 of the BSc route through the programme. You may also RPL up to 500 of the clinical hours, but demonstration of this learning is not required prior to commencement of the programme.

If you are already registered with the NMC as an RN in one field of practice at degree level, you may RPL part of the programme in order to gain a second registration in a different field of practice at PG Diploma level. You will be required to negotiate the RPL requirements for gaining a second registration on an individual basis in relation to your

current field of practice and your post registration clinical experience.

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