

# Programme Specification

<b>Programme Title and Name of Award</b>	MSc Pre-Registration Nursing/Registered Nurse: Adult Nursing MSc Pre-Registration Nursing/Registered Nurse: Mental Health Nursing		
<b>Academic Level</b>	7	<b>Total Credits</b>	180
<b>Professional Body Accreditation / Qualification</b>	<p>This programme requires approval of the Nursing and Midwifery Council (NMC). On successful completion of the 2-year programme, including pathway modules, the student is eligible to register with the NMC as one of the following:</p> <p>Registered Nurse (Adult) Registered Nurse (Mental Health)</p>		
<b>mavsDate of Professional Body Accreditation</b>	8 <sup>th</sup> December 2020	<b>Accreditation Period</b>	To be determined by the Nursing & Midwifery Council.
<b>UCAS Code</b>	Not Applicable		
<b>HECoS Code</b>	Adult - 100279 Mental Health - 101329		
<b>Criteria for Admission to the Programme</b>	<p>Candidates will apply online for Direct Entry.</p> <p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For RPL (known as APL at the University of Cumbria), please refer to the University website. The NMC permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses (2019) and programme outcomes, up to a maximum of 50 percent.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: <a href="https://www.cumbria.ac.uk/study/courses/postgraduate/msc-nursing-with-pathways-in-adult-or-mental-health-nursing-pre-registration/">https://www.cumbria.ac.uk/study/courses/postgraduate/msc-nursing-with-pathways-in-adult-or-mental-health-nursing-pre-registration/</a></p> <p>The following additional requirements apply for entry to this programme:</p> <p style="text-align: center;"><b>Nursing and Midwifery Council (NMC) Requirements</b></p>		

The NMC (2018) stipulate that together with practice learning partners we must confirm on entry to the programme that students:

- are suitable for their intended field of nursing practice: adult, mental health. Are of Good Health and Character and have been DBS checked.
- demonstrate values in accordance with The Code (NMC, 2018)
- have capability to learn behaviours in accordance with The Code
- have capability to develop numeracy skills required to meet programme outcomes
- can demonstrate proficiency in English language

**International students** require an IELTS certificate that confirms a minimum score of 6.5 in writing alongside a minimum of 7.0 in reading, listening and speaking, so long as the minimum overall score of 7.0. Alternatively, an OET examination certificate that confirms achievement of at least a B grade in the writing, reading, listening and speaking sections. (Access NMC link for more information) English language NMC requirements:

- have capability in literacy to meet programme outcomes
- have capability for digital and technological literacy to meet programme outcomes

#### **Pre-Entry PebblePad Portfolio**

The portfolio is designed for you to demonstrate how your experience of practice in a health or social care role and your prior learning (former degree qualification) map across to the Year 1 of the BSc Programme and the 7 Nursing & Midwifery Council (NMC) Platforms.

#### **Experience of practice in a health or social care role**

In order to comply with NMC Standards applicants should have a minimum of 500 hours recent (last 2 years) experience of healthcare/care that is verifiable (i.e. signed by the Manager/Matron etc). In most, but not all instances, this care experience will need to take place within the UK.

Examples of healthcare/care experience include:

- Working as a healthcare assistant or activity coordinator in a nursing home, hospital or similar setting
- Other support worker roles in health or social care, for example, operating department assistant, physiotherapy assistant
- Working as any registered health or social care professional
- Alternative experience will be considered on an individual basis

This care experience is arranged by the applicant; it is equivalent to 4- 5 months of full-time work but may be achieved through part-time work over a longer period. This would normally be through paid employment, allowing applicants to gain care experience with

a range of patients, clients or service users. It may be possible for some applicants to gain the required experiences in a voluntary capacity.

Caring experiences with family members or with a single client would **not** normally be considered as providing adequate evidence of care experience.

This care experience should normally have been carried out within one year of the date of application to the programme.

### **Care Experience**

Applicants will be required to provide details of their relevant experience. This should quantify the hours spent in practice (a minimum of 500 hours is required by the commencement of the programme), and demonstrate that the knowledge and skills they have gained during their experience of care are relevant to their nursing programme and the field of nursing practice applied for. Applicants must be able to describe their experience in detail and reflect on what they have learnt, making use of the principles that underpin the Nursing & Midwifery Council (NMC) Code - *prioritise people; practice effectively; preserve safety and promote professionalism and trust* (NMC 2018).

### **Verification of hours**

The verification of hours must be from a manager or employer and must confirm the number of hours worked and activities carried out by the applicant as part of their normal duties. Entry to the programme is subject to satisfactory verification of hours. The practice hours evidenced will contribute to the 2,300 practice hours that need to have been accrued by the end of the MSc in order to meet the requirements of the NMC and register as an adult nurse/ mental health nurse.

Successful completion of the pre-entry portfolio plus pre-entry practice hours will entitle the applicant to partial recognition of prior learning (RPL) for the Practice Assessment Document (PAD) Part 1. Completion of Placement 1 will entitle the student to full recognition of the Practice Assessment Document (PAD) Part 1 and NURP9001.

### **Prior learning equivalent to key learning outcomes from year one of the BSc (Hons) Adult Nursing/Mental Health Nursing**

The portfolio of prior learning will require applicants to summarise their prior experience, and to place it in context by reflecting on the knowledge and skills gained during their (first) degree, and during the care experience undertaken prior to entering the programme. The portfolio is designed to demonstrate prior learning equivalent to identified key learning outcomes and NMC Standards of Proficiency from year one of the approved BSc nursing programme.

Click here for the MSc Nursing portfolio template:

<https://v3.pebblepad.co.uk/spa/#/viewer/94jgbwmtnhg89cGcHmq4Gcz9pc?historyId=mki9t9zxuT&pageId=d057a914-fa53-4dac-a632-24ad885cc947>

	<p>Unsuccessful applicants may be eligible to be considered for the BSc (Hons) Adult Nursing or BSc (Hons) Mental Health Nursing programmes.</p> <p><b>Assessment of entry portfolio</b></p> <p>Submitted PebblePad entry portfolios are assessed by the programme leader and/or a delegate of the programme leader as to whether they satisfy the entry requirements. Satisfactory portfolios are then managed through the university's admissions process so that the hours of theory and practice evidenced might be formally recognised. Students who are not successful will be contacted by e-mail by the Programme Leader or delegate.</p> <p><b>Personal statement</b></p> <p>Applicants should demonstrate their motivation for the programme and reflect upon any practical/care experience they have gained. Experience in a setting that encompasses caring and/or interpersonal skills in either a formal or informal context is essential.</p> <p><b>Interviews</b></p> <p>Applicants will be interviewed using the NHS values-based recruitment (VBR) (see link below for further information). <a href="https://www.hee.nhs.uk/our-work/values-based-recruitment">https://www.hee.nhs.uk/our-work/values-based-recruitment</a>. Places are offered following a successful interview.</p> <p>Practice partner representatives and Service Users will also contribute to this process. Offers are subject to satisfactory entry requirements, satisfactory disclosure and barring service (DBS) check and occupational health medical clearance. This will be facilitated by the University. You will be advised of the process and procedures when a provisional offer of place is made. Prompt completion of online processes and return of forms and ID documents is crucial and compliance is carefully monitored by staff to ensure Fitness to Practise as required by the NMC. Information regarding fitness to practise and health requirements can be found here: <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/adultnursing/">https://www.cumbria.ac.uk/study/courses/undergraduate/adultnursing/</a></p> <p><b>Good Character Reference</b></p> <p>As part of the NMC's fitness to practise requirements <a href="https://www.nmc.org.uk/concerns-nurses-midwives/dealing-concerns/what-is-fitness-to-practise/">https://www.nmc.org.uk/concerns-nurses-midwives/dealing-concerns/what-is-fitness-to-practise/</a> information on a candidate's good character is sought in cases where the original employer reference does not satisfy this requirement. This reference must normally be from a current/most recent employer or a programme tutor if an employer is not available.</p>
<b>Teaching Institution</b>	N/A
<b>Owning Institute</b>	Institute of Health

<b>Programme delivered in conjunction with</b>	Local NHS, private, voluntary and independent organisations who have signed a partnership agreement.
<b>Principal Mode of Delivery</b>	Blended Learning, Work-Based Learning
<b>Pattern of Delivery</b>	Full time The course will start initially in Carlisle (Fusehill Campus) on 12/04/21 and in Lancaster 11/04/22
<b>Delivery Site(s)</b>	Carlisle – Fusehill Campus Lancaster Campus
<b>Programme Length</b>	2 years full-time
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. *Note – none of these exit awards confer eligibility for registration with the Nursing & Midwifery Council.  Post Graduate Certificate (PGCert) of Higher Education in Health Studies on completion of 80 CAT points level 7  Post Graduate Diploma (PGDip) in Higher Education in Health Studies on completion of 120 CAT points level 7  MSc in Health Studies on completion of 180 CAT points level 7
<b>Period of Approval</b>	December 2020–November 2026

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

<https://www.cumbria.ac.uk/study/courses/postgraduate/msc-nursing-with-pathways-in-adult-or-mental-health-nursing-pre-registration/>

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time

- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

## Programme Features

This MSc Nursing/RN programme is offered with field specific pathways in adult and mental health nursing. Successful students are eligible to apply for registration with the Nursing and Midwifery Council (NMC). Students will spend 50% of the programme in clinical practice being supervised and assessed by clinical staff. The theoretical input is delivered by expert teaching staff and is based on latest evidence and research, using modern teaching methods and technology. Students will be studying at Level 7 and whilst there is acknowledgement of their previous undergraduate study their understanding of nursing will be at undergraduate level and as such will require more theoretical input at a higher level to meet the NMC requirements. Excellent student support systems exist to help students through their studies. Students who qualify from our nursing programmes are sought after by employers in the NHS and social care and independent care settings because they are fit for purpose and make excellent future employees.

### The Nursing and Midwifery Council (NMC)

Programmes preparing students for the profession of nursing are subject to statutory regulation provided by the NMC <http://www.nmc-uk.org/About-us//> . The NMC specifies standards of education which must be achieved and maintained by Higher Education Institutions (HEIs), their associated clinical practice environments and the standards for proficiency which students must achieve to be eligible for NMC registration.

### Theory and practice time

An NMC requirement is that a Pre-Registration Nursing programme is comprised of 4600 hours. Students must spend a minimum of 2300 hours studying the relevant theory and a minimum of 2300 hours in clinical practice. For this MSc programme, students' must map their previous Degree qualification and care experience to the 7 NMC platforms.

### Sickness and absence

The University expects 100% attendance for theory and clinical practice. However, we understand that some students may not achieve this. The University monitors attendance and all sickness and absence very carefully to ensure that students have undertaken the required number of hours for the NMC. Full details of the sickness and absence policy, and the monitoring details, are contained with the Programme and Placement Handbooks. Students who have not achieved all the necessary hours in practice by the end of the programme are required to complete these hours, under the supervision of a nominated practice assessor, before they are eligible to apply for registration. There is a period available towards the end of each academic year in the summer term for retrieval of some practice hours but only as directed by the Placement Unit and programme leader.

Full details are available on the website below as part of the placement policy.

<https://www.cumbria.ac.uk/about/partnerships/placements/health/placement-policy-for-health-care-professionals/>

Theory hours missed within the University must also be completed prior to registration. This may take the form of a stand-alone piece of written work, a viva voce or similar.

### **Good Health and Good Character; The NMC Code of Student Conduct**

The public has a right to expect the highest possible standards of behaviour and professionalism from all its nurses, and that qualifying nurses are fit to practise. This also relates to recruitment of students as well as conduct during the programme. All students are expected to comply with the NMC Code

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf> and the University of Cumbria Student Code of Conduct

<http://www.cumbria.ac.uk/StudentLife/Support/PuttingThingsRight/StudentConduct.aspx>

The Institute of Health has developed a well-established Fitness to Practise Policy for undergraduate health professions which is aligned to the NMC Standards and the Student's Codes of Conduct. Students will be expected to read, familiarise themselves, and always adhere to the requirements for professional behaviour and attitude whilst in university; clinical practice settings and in their personal/public life.

It is a statutory requirement that nursing students sign an annual declaration of good health and good character confirming their continued fitness to practise.

At the end of the programme a statement of good health and good character is provided by the professional lead for pre-registration nursing which is then forwarded to the NMC. At the point of registration with the NMC on completion of the programme, signing of the NMC *declaration of good health and good character* may be withheld if there are any unresolved professional issues.

### **Statutory Clinical Skills**

Students are required to attend 6 hours of timetabled statutory skills sessions in Year 1 and 4 hours in Year 2. This is in addition to other timetabled skills and simulation sessions each academic year. Formative assessment will take place during the sessions. Failure to attend may result in the instigation of Progress Review / Adjudication Procedures. Students may not normally attend practice placements unless all sessions have been attended and the personal tutor (PT) has signed off permission. Further detail on these requirements are provided in NURP9001 and NURP9002

### **EU requirements**

EU requirements also must be met and demonstrated within the **adult** curriculum

These relate to the required 4600 hours, as well as the inclusion of specified experiences and theoretical input. This means that the adult field specific part of the programme is structured to include experiences of:

- general and specialist medicine
- general and specialist surgery
- Child-care and paediatrics
- maternity care
- mental health and psychiatry
- care of the old and geriatrics
- home nursing

### **Service user and carer involvement in the programme**

Service user and carer involvement is viewed as an integral part of the programme and we are actively continuing to develop their involvement in:

- Recruitment
- Curriculum development
- Curriculum delivery

- Assessment
- Evaluation and quality enhancement

As a programme, we were part of the 3rd wave of the NHS Institute for Innovation and Improvement's project on developing and supporting innovation in clinical practice through our preregistration programmes. This was an extremely important project – we worked with the NHS (the Institute and local partners) so that students could identify and implement potential service developments. Although the project is completed, service innovation and improvement, will form a key feature in this programme as part of the MSc Dissertation. Our local Trust partners are very supportive of this as it clearly links organisational development and leadership behaviours in an integrated and effective way.

### **Industry Partnerships**

The University has a long history of working with health and social care partners both in providing practice opportunities and future employees. We have placement opportunities in the major NHS Trusts in both Cumbria and Lancashire as well as a vast range of Private, Voluntary and Charitable organisations. Examples for the Adult pathway include local hospices, community placements with District Nursing teams or GP practices; acute ward settings such as ITU, A&E, CCU and the full range of clinical settings across all specialisms. For the Mental Health pathway examples include MIND, Haverigg Prison, Court Services, Social Services, Memory Matters and Later Life Services, Acute Admissions, Children and Adolescent Mental Health Services (CAMHS) and crisis work.

### **Employability**

The MSc programme encourages the development of skills and knowledge that will equip students for graduate employment, lifelong learning, and career planning. Students will engage with local employers early in the programme and practice learning will be supported by them, in collaboration with the University. The programme is 50% theory and 50% practice, and the module content is designed to develop the application of theory to practice. This theory-practice link helps to develop confidence by encouraging students to recognise how their developing knowledge will enable them to be a safe and effective nurse, ready to be employed once registered in their chosen field. In addition to the module content, practice experience will provide structured experiences that will develop clinical skills that can contribute to students' abilities to be employable as a registered nurse.

The programme enhances your employability skills by, for example:

- Encouraging professional networking and the development of influencing skills
- Encouraging the skills required for life-long learning
- Considering options for career planning
- The provision of a Careers Fair for nursing students with employer stands and speakers
- Providing support for employability through <https://my.cumbria.ac.uk/Student-Life/careers/> and Career Ahead.

**Placements/Learning in Practice:** when on placement, students are expected to work a normal NHS working week of 37.5 hours and to experience the shift pattern (early start e.g. 7am, late finish e.g. 10pm and some night duty) and some weekend working, though this may be negotiable with some placement areas.

Students may not request specific placement areas.

Students must notify the Placement Unit if there are any circumstances about sickness/absence which may affect placement attendance.

### **Uniforms:**

The University provides uniforms for students where appropriate. Students are responsible for their own laundry and must provide their own suitable footwear. A plain navy or black three



quarter or full-length coat will need to be purchased by the student for those wearing uniform on community placements.

### **Reasonable adjustments:**

Should reasonable adjustments be required they can be discussed with the Programme Leader and PT in the first instance. The University is committed to ensuring that reasonable adjustments are made wherever possible and will support all students in their studies. For placements, there is a 'Dyslexia in the Workplace' assessment and support document that can be discussed with practice mentors. The University of Cumbria is registered under the Data Protection Act 1998 to collect and process personal data. The University may be required to disclose student data but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.

### **Interprofessional Learning:**

Interprofessional Learning (IPL) is a core element of all undergraduate health and social care education within the Institute for Health in line with government and PSRB directives. In line with the IPL strategy as courses are revalidated, they include at least one module per year which includes IPL in the indicative content. Each year there will be 2-3 events, for example conferences or lectures which will complement the students' own professional modules and allow the students to come together to apply their uni-professional learning to the IPL shared learning events.

### **IPL Learning Outcomes for Institute of Health programmes:**

**Level 7:** Critically examine their professional role and that of other professional groups within health and social care settings with the aim of evaluating the leadership and management of multidisciplinary care and complex service delivery.

**Generic/field specific modules.** The programme is taught with a mix of generic and field specific modules over the two years. The generic sessions give the opportunity for learning with other fields while the field specific sessions help to develop a field identify for their chosen area of practice. Generic and field specific sessions will include scenario days, lecturers, workshops, clinical simulation and seminars.

## **Aims of the Programme**

The overall aims of the Programme are:

1. To ensure that our qualifying nurses can deliver safe, evidence-based and effective care to the highest standards.
2. To ensure that qualifying nurses are compassionate, competent, confident and resilient.
3. To equip qualifying nurses to be autonomous practitioners who can make decisions regarding complex care using the best evidence and technology available.
4. To equip qualifying nurses to deliver a wide range of clinical, care and interpersonal skills underpinned by a systematic knowledge base.

Specifically, our aim is to prepare you for eligibility to be admitted to the NMC register as a Registered Nurse in your chosen field of nursing through:

- Achievement of all theoretical and practice learning outcomes
- Achievement of the NMC standards of proficiency for registered nurses (2018)
- Demonstration of good health and good character

The programme aims to further develop previous undergraduate study as well as develop your general, professional and specialist interest in, knowledge and understanding of and proficiency of the **NMC Platforms**:

**1. Being an Accountable Professional:** Registered nurses act in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate. They always act professionally and use their knowledge and experience to make evidence-based decisions about care. They communicate effectively, are role models for others, and are accountable for their actions. Registered nurses continually reflect on their practice and keep abreast of new and emerging developments in nursing, health and care.

**2. Promoting health and preventing ill health:** Registered nurses play a key role in improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations. They support and enable people at all stages of life and in all care settings to make informed choices about how to manage health challenges in order to maximise their quality of life and improve health outcomes. They are actively involved in the prevention of and protection against disease and ill health and engage in public health, community development and global health agendas, and in the reduction of health inequalities.

**3. Assessing needs and planning care:** Registered nurses prioritise the needs of people when assessing and reviewing their mental, physical, cognitive, behavioural, social and spiritual needs. They use information obtained during assessments to identify the priorities and requirements for person-centred and evidence-based nursing interventions and support. They work in partnership with people to develop person-centred care plans that consider their circumstances, characteristics and preferences.

**4. Providing and evaluating care:** Registered nurses take the lead in providing evidence-based, compassionate and safe nursing interventions. They ensure that the care they provide, and delegate is person-centred and of a consistently high standard. They support people of all ages in a range of care settings. They 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.

**5. Leading and managing nursing care and working in teams:** Registered nurses provide leadership by acting as a role model for best practice in the delivery of nursing care. They 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. They play an active and equal role in the interdisciplinary team, collaborating and communicating effectively with a range of colleagues.

**6. Improving safety and quality of care:** Registered nurses make a key contribution to the continuous monitoring and quality improvement of care and treatment in order to enhance health outcomes and people's experience of nursing and related care. They assess risks to safety or experience and take appropriate action to manage those, putting the best interests, needs and preferences of people first.

**7. Coordinating care:** Registered nurses 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. They contribute to processes of organisational change through an awareness of local and national policies.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity,

depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf> (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work-place reflection and data drawn from scholarship and research in the field.

### **Programme Learning Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following:

#### **After 80 credits of study (PGCert) you will be able to demonstrate:**

**K1.** Theoretical knowledge, concepts and principles for nursing practice (professional studies; biological sciences; psychosocial sciences)

**K2.** An ability to interpret and apply core principles of nursing practice in providing high quality person-centered, holistic care and support for individuals and communities

**K3.** Knowledge and understanding of the concepts of evidence-based practice and research design and methods as applied to nursing practice

#### **After 120 credits of study (PGDip) you will be able to demonstrate:**

**K4.** Applied knowledge and a critical understanding of the principles of nursing practice in support of individuals and communities

**K5.** Applied knowledge and a critical understanding of the principles of nursing practice in various health and care settings and across organizational boundaries.

**K6.** Knowledge of the main methods of enquiry for nursing practice to be able to critically evaluate and utilise an appropriate evidence base for safe, current and future practice

**K7.** Critical understanding and application of knowledge to a range of clinical and care skills consistent with the roles, responsibilities and professional values whilst recognising limits of that knowledge

#### **After 180 credits of study (MSc) you will be able to demonstrate:**

**K8.** A detailed, coherent knowledge and a systematic understanding of the principles of nursing practice as applied to your chosen field of nursing

**K9.** Critical evaluation of the quality of the evidence-base and articulate challenges related to its implementation and application in complex clinical situations

**K10.** Appropriate management of change strategies for clinical practice settings, demonstrating a thorough critical evaluation of the underpinning literature.

The programme outcomes identified within the programme have been taken from the Descriptors outlined in the FHEQ (QAA 2014, available at <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>)

### **Programme Learning Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

#### **After 80 credits of study (PGCert) you will be able to:**

- S1.** Evaluate the appropriateness of different approaches to solving problems related to nursing practice
- S2.** Communicate the results of your studies accurately and reliably using structured, coherent arguments to demonstrate your knowledge and understanding
- S3.** Demonstrate skills, attitudes and behaviors that contribute to the safe delivery and monitoring of high quality person-centered, holistic care and support for individuals and communities.

#### **After 120 credits of study (PGDip) you will be able to demonstrate:**

- S4.** Critical analysis of information, research and guidance and utilisation of an appropriate evidence base to improve the quality of care and patient safety.
- S5.** Effective communication of information, arguments and analysis using a variety of forms with specialist and non-specialist audiences, demonstrating the ability to engage with a wide range of individuals
- S6.** Taking the initiative in a variety of situations and performing a range of clinical and care skills consistent with the roles, responsibilities and professional values whilst recognising limits of knowledge and boundaries of practice

#### **After 180 credits of study (MSc) you will be able to demonstrate:**

- S7.** The ability to practise competently according to NMC Standards
- S8.** Demonstrate clear leadership and management abilities through appropriate decision-making, resource allocation and delegation of staff
- S9.** Plan and be prepared to undertake research in practice, lifelong learning and professional development.

### **External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

QAA Subject benchmark statements: Nursing benchmarks referred to by the QAA are based on the Nursing and Midwifery Council Standards of Proficiency (NMC 2004) and have not been amended as per the NMC Standards For Proficiency (2019) therefore the most relevant subject benchmarks are those provided below.

Future Nurse Standards for Proficiency for Registered Nurses 2019 (includes platforms 1-7 and Annex A and B) <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/future-nurse-proficiencies.pdf>

Part 1: Standards Framework for nursing and midwifery education 2019 (including the requirement for RPL) <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/education-framework.pdf>

Part 2: Standards for student supervision and assessment 2019 <https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/>

Part 3: Standards for preregistration nursing programmes 2019 (including Annex 1 -Directive 2005/36/EC) <https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/>

NMC The code: <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

Part 3: Standards for prescribing programmes 2019  
[https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/programme-standards-prescribing.pdf? t\\_id=1B2M2Y8AsgTpgAmY7PhCfg%3d%3d& t\\_q=prescribing& t\\_tags=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bfb02644b38& t\\_ip=194.81.188.4& t\\_hit.id=NMC Web Models Media DocumentFile/ 4f251eed-4ea6-41dc-a9ca-1d8cbfa0b6f8& t\\_hit.pos=1](https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/programme-standards-prescribing.pdf? t_id=1B2M2Y8AsgTpgAmY7PhCfg%3d%3d& t_q=prescribing& t_tags=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bfb02644b38& t_ip=194.81.188.4& t_hit.id=NMC Web Models Media DocumentFile/ 4f251eed-4ea6-41dc-a9ca-1d8cbfa0b6f8& t_hit.pos=1)

NMC Guidance on Good Health and Good Character  
<https://www.nmc.org.uk/globalassets/sitedocuments/registration/guidance-on-health-and-character.pdf>

NMC Advice and supporting information for implementation of the standards

NMC Fitness to Practise:

[https://www.nmc.org.uk/globalassets/sitedocuments/annual\\_reports\\_and\\_accounts/ftpannualreports/nmc-annual-fitness-to-practice-report-2010-2011.pdf? t\\_id=1B2M2Y8AsgTpgAmY7PhCfg%3d%3d& t\\_q=fitness+to+practice& t\\_tags=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bfb02644b38& t\\_ip=194.81.188.4& t\\_hit.id=NMC Web Models Media DocumentFile/ a8b19df0-24a2-4808-ad40-c3409a397c8d& t\\_hit.pos=1](https://www.nmc.org.uk/globalassets/sitedocuments/annual_reports_and_accounts/ftpannualreports/nmc-annual-fitness-to-practice-report-2010-2011.pdf? t_id=1B2M2Y8AsgTpgAmY7PhCfg%3d%3d& t_q=fitness+to+practice& t_tags=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bfb02644b38& t_ip=194.81.188.4& t_hit.id=NMC Web Models Media DocumentFile/ a8b19df0-24a2-4808-ad40-c3409a397c8d& t_hit.pos=1)

NHS Knowledge and skills framework

European Community (EC) Second Nursing Directive 77/453/EEC (updated by 89/595/EEC)  
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CONSLEG:1977L0452:20070101:EN:PDF>

QAA Standards for work-based and placement learning (2019) <https://www.qaa.ac.uk/quality-code/advice-and-guidance/work-based-learning#>

UoC Strategic Plan <https://www.cumbria.ac.uk/about/publications/strategic-plan/>

UoC Learning, Teaching and Assessment Strategy <https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/LearningTeachingAssessmentStrategy.pdf>

UoC Academic Regulations and Academic Procedures and Processes  
<https://www.cumbria.ac.uk/about/organisation/professional-services/academic-quality-and-development/academic-regulations/>

UoC Placement Policy <https://www.cumbria.ac.uk/about/partnerships/placements/health/placement-policy-for-health-care-professionals/>

## Graduate Prospects

After successfully completing this 2-year programme you will be eligible to join the NMC Register, allowing you to practice as a nurse within your chosen field. Students have five years to register

their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training.

The need for qualified nurses is ever-expanding, so you can be confident that your qualification will open many doors for employment. You'll also be ready to take on additional post-registration courses to continue your professional development.

Nursing offers you the chance to make a difference, a high degree of flexibility and a career with excellent employment prospects. Our nursing programmes have an excellent record of graduate employment, 99% of our graduates are in work or further study within six months of graduating (DLHE 2017).

You may be employed in the UK within the NHS or other healthcare provider caring for a variety of service users. Nursing is changing and with the advent of digital health technologies and the emphasis on caring for service users in more community and outward facing services, the scope for a greater variety of settings in which nursing is delivered has increased.

Nursing graduates have an opportunity to work in a range of diverse health and social care settings from acute nursing to community settings or in education, research, and improvement.

Graduates from our nursing provision (in adult and mental health nursing) have secured employment in hospitals and specialist units such as critical care/surgery/medicine; accident and emergency; renal unit, cardiothoracic care; community nursing; and hospice/palliative nursing. In mental health employment can include mental health in-patient units, community mental health teams, specialist teams such as adolescent mental health, drug and alcohol Services, forensic mental health in both the NHS, Private and Voluntary Sectors and prison nursing. There is also the potential to work internationally as a UK nursing qualification is recognised as respected benchmark of quality, and UK educated nurses are highly sought after.

Your programme, both the theory and practice components prepare you for the variety of settings in which you may eventually work by ensuring that you develop knowledge, experience and confidence to be able to work with service users as partners and with other healthcare professionals. The programme has been developed to take a thematic approach to nursing, articulated in the module content, but also to enable a national and international context within which these themes are set. Finally, the dissertation module provides an opportunity to link your dissertation topic with your future working environment. Past students have highlighted that this has proved very useful at job interviews.

## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating

### **Learning, Teaching and Assessment Strategies**

A variety of teaching and learning methods are used throughout the programme. Special consideration has been given to the Learning, Teaching and Assessment strategies of the future MSc candidates. Whilst we acknowledge their previous undergraduate experiences, these must be balanced against an entirely new subject area. The strategies used are designed to match the

learning outcomes and to provide every student with some experience of methods best suited to their own learning style, encouraging independent learning and acknowledging previous study. They are designed to:

- be student-centred, flexible and modern whilst being challenging and stimulating;
- support different learners' needs at different stages of development;
- be fully supported by, and integrated with, technological approaches such as the Blackboard virtual learning environment (VLE) and the electronic portfolio, PebblePad;
- actively ensure the linkage of theory with practice;
- explicitly consider, value and incorporate service user and carer perspectives, involving service users and carers directly, as per the Institute strategy;
- impart academic rigour to the teaching and learning processes;
- Further develop the student as independent and self-directed, inculcating the ethos of lifelong and reflective learning;
- develop the student's abilities to learn effectively and progress academically, performing academically at level 7 in terms of achieving the programme aims and outcomes through a variety of assessments, including an in-depth evidence-based dissertation as well as leadership, change management and service innovation.

### **Teaching and learning methods**

Teaching and learning methods will include discourse, discussion, debate, small group work, seminar presentations, reflection-on and in-practice, context-based learning (also referred to as problem-based learning), and flexible, distributed learning (FDL) using Blackboard. Each module will facilitate the further development of literacy and I.T. skills, as well as the development of other key lifelong learning skills, and both tutors and students will monitor and evaluate this development via a Personal and Professional Development Profile (PPDP) encouraging the use of Pebblepad.

### **Types and Methods of Assessment**

A full range of assessment methods has been selected in order to enhance student learning and to help students to demonstrate the extent to which they have achieved all the module learning outcomes, and, overall, the programme aims. Each module's learning outcomes relate to the module assessment item(s). Students have an opportunity across the programme to self-reflect on their progression and their development. These self-reflections contribute to and are evidenced in assessments through a variety of means.

Types and methods of assessment will include group seminars and presentations; essays; portfolio of evidence (achievement of clinical competences and written evidence); viva, examination; OSCE/practical skills assessments; map of patient/client experience; reflective essay; community health profile; reflective incident recording; poster presentation; dissertation

### **Development of NMC Standards for Proficiency and Annexe A and B through simulation**

This normally takes place within a designated skills laboratory, facilitated by specifically trained staff, using specialist equipment. Simulation provides safe learning opportunities in basic as well as potentially complex situations and helps students acquire important skills before going into a placement environment. Simulation will also be facilitated using role play, workshops and a variety of digital media.

### **NMC Standards for Proficiency in Clinical Practice**

There is a longitudinal practice module each year taking place over 2 to 3 placements per year. All placements are summative and must normally be passed to progress on the programme, and to enable registration with the NMC. A failed placement will be allowed one further attempt to recoup the fail. Failure of a second attempt at practice assessment will normally mean discontinuation from the programme. Qualified practice assessors assess students' acquisition of skills and achievement of

the NMC proficiencies in clinical practice. Practice assessors alongside academic assessors will confirm students are proficient to progress to NMC registration.

Students' professionalism, attitudes, good health and character are vital aspects of this assessment. University Link Lecturers and Placement Education Facilitators support both students and assessors in the placements. Most of the theoretical work is linked to practice in some way and assessors will explore students' underpinning knowledge, and how their personal and professional characteristics impact on their performance.

Our learning and teaching strategy is based on the philosophy that nurses occupy a privileged position within society. Patients, clients and members of the public have the right to expect the highest standards of professional behaviour. Training to be a nurse, whilst working and studying for this highly valued qualification is a challenging and stimulating process, on both personal and professional levels. The programme is designed to ensure that theory and practice are clearly linked throughout in order to enhance patient care. This includes the requirement for students to demonstrate the appropriate professional attitudes, values and character throughout their written work, their time on placement, and conduct on the programme.

Service user and carer involvement is viewed as an integral part of the programme and we are actively continuing to develop their involvement in curriculum development and delivery. Practice assessors involve service users, seeking their opinions when assessing students on placement contributing to the overall decision regarding the achievement of proficiencies.

### **Summative and Formative Assessment**

Modules use formative and summative assessment so that students' progress through a module in a structured and constructive way and build knowledge for practice in a coherent and logical way. Formative assessments are designed so that feedback on the individual student's performance is provided prior to the submission of the final, summative assessment – though this does not contribute to the final module mark or the credit awarded. The wordage – or equivalent – for both formative and summative assessments is counted towards the whole module assessment wordage.

## **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

To prepare you for being a registered nurse you will learn to be more self-directed as you move through the programme enabling you to feel more empowered to begin your career within a professional for whom life-long learning is essential to remain current.

### **Induction**

New students are provided with an induction within Welcome Week (Week 1) of their programme for student commencing in year 1. This includes orientation to the programme and the university, an introduction to key staff, Library, VLE and Timetable introduction. Students will be introduced to the range of academic and pastoral support available to them during their studies including the Student



Union and nursing unions. Students will also have an induction to the field of nursing that they are entering.

Induction week will also include workshops looking at specific types of assessment, such as writing at level 7. Additionally, there will be a recap of key academic skills such as referencing.

Modules will be introduced, and the assessment outlined as part of the overview of the module at the commencement of each individual module. Students are signposted to continuously review the feedback given to them and to build on that feedback along with reference to the University Grade Descriptors, the module learning outcomes, guidance within the module guide and assessment tutorials.

### **Personal Tutoring**

You will also be allocated a Personal Tutor on the first day of the course. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your 2 years at the University. The role of the PT is to provide pastoral support as well as to monitor academic, professional and personal progress. Tutorials are held at regular intervals and attendance is compulsory. Students may also book ad-hoc tutorials with their Personal Tutor when this is needed. Evaluation of the student's progress is supported using a record of personal, academic and professional development which builds into an end of programme profile.

Contact with the PT may be via a variety of means, including e-mail, telephone, Microsoft TEAMS or face-to-face tutorial (group and / or individual) to a total of 2 hours total per student per year of study. Additional contact with the PT is available for students requiring more support.

### **Student Support Services**

**Accommodation**: Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via instagram: [UoC Accommodation](#)

**Careers and Employability**: The Careers and Employability team is here to help you with all things career-related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk) or visit [www.cumbria.ac.uk/careerahead](http://www.cumbria.ac.uk/careerahead) for more information.

**Chaplaincy**: Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

**Disability and Specific Learning Needs**: The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments

- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

**Health and wellbeing:** Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and well being service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

**UoC Active:** Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

**International Student Support:** Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: [intss@cumbria.ac.uk](mailto:intss@cumbria.ac.uk)

**Money Advice:** The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

**Further support and guidance, including EDI and Safeguarding:** We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

### **Student Voice**

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

### **University Cumbria Students' Union (UCSU) Student Support**

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at [www.ucsu.me/support](http://www.ucsu.me/support).

### **Personal Development Planning**

Students on the programme develop personally and professionally. Their development is shaped, not just by the programme but by a range of activities which are additional to the programme. Examples of these include:

- The opportunity to represent the University as Student Quality Ambassadors or Student Representatives.
- Engagement in professional conferences such as Positive Choices, the Dementia Day, the Health and Wellbeing Conference and the Royal College of Nursing Conference.
- The Careers Day providing an opportunity to meet employers and network professionally
- The Enrichment Experience in the final year which provides an opportunity for students to choose a different kind of placement experience to those that would usually be available to them.

These opportunities take students outside of their usual experience and bring them into contact with situations that challenge them, provide experiences on which to reflect on their skills and knowledge and foster their own creativity.

### **Library Services and Academic Skills**

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- [Workshops](#)
- Email: [skills@cumbria.ac.uk](mailto:skills@cumbria.ac.uk)
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and

support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

In addition to the range of guidance above, you can further develop your personal, academic and professional skills by taking part in several initiatives coordinated and delivered by professional services advisers:

### **Preparing for Postgraduate Study**

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

**Programme Curriculum Map Adult Nursing Pathway**

<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
7	NMSG7001	Concepts, Theories and Practice in Professional Nursing	20	Core	K1, K2, S1, S2, S3, IPL1
7	NMSG7002	Pathophysiology and Nursing Assessment Across the Lifespan	20	Core	K1, S1, S2, S3
7	NMSA7003	The Evidence Base for Adult Nursing Practice	20	Core	K1, K2, K3, S1, S2, S3
7	NMSG7005	Public Health and Nursing in Communities	20	Core	K4, K5, K6, K7, S4, S5, S6
7	NURP9001	Part 1 Practice Assessment (Year 1)	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K1, K2, K3, S1, S2, S3
7	NURP9002	Part 2 Practice Assessment (Year 1)	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K1, K2, K3, S1, S2, S3
<b>YEAR 2</b>					
7	NMSG7004	Pharmacology for Contemporary Nursing Practice	20	Core	K4, K5, K7, S4, S6
7	NMSA7006	Managing Complexity in Adult Nursing Practice	20	Core	K4, K5, K6, K7, K8, K9, K10, S5, S6 S7, S8, S9
7	NMSG7007	Transforming Care in Nursing	60	Core	K8, K9, K10, S7, S8, S9

7	NURP9003	Part 3 Practice Assessment (Year 2)	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K4, K5, K6, K7, S4, S5, S6 K8, K9, K10, S7, S8, S9, IPL2
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### Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Nursing and Midwifery Council

- There is no condonement or compensation in assessments across theory and practice learning.
- The practice assessor and academic assessor must agree the student's suitability for progression for each part of the programme.

Module pass mark: 50%. Final numeracy assessment to be passed at 100% (NMC, 2018)

All modules must be passed to be eligible to apply for NMC registration. After completing the programme, students will have five years in which to register or record a qualification leading to a mark on the NMC register.

\*A failed student will not be permitted to re-register on the same module.

### \* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

<b>Programme Curriculum Map Mental Health Nursing Pathway</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
7	NMSG7001	Concepts, Theories and Practice in Professional Nursing	20	Core	K1, K2, S1, S2, S3, IPL1
7	NMSG7002	Pathophysiology and Nursing Assessment Across the Lifespan	20	Core	K1, S1, S2, S3
7	NMSM7003	Advancing Mental Health Across the Healthcare Spectrum	20	Core	K1, K2, K3, S1, S2, S3
7	NMSG7005	Public Health and Nursing in Communities	20	Core	K4, K5, K6, K7, S4, S5, S6
7	NURP9001	Part 1 Practice Assessment (Year 1)	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K1, K2, K3, S1, S2, S3
7	NURP9002	Part 2 Practice Assessment (Year 1)	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K1, K2, K3, S1, S2, S3
<b>YEAR 2</b>					
7	NMSG7004	Pharmacology for Contemporary Nursing Practice	20	Core	K4, K5, K7, S4, S6
7	NMSM7006	Contemporary Approaches to Mental Health Care	20	Core	K4, K5, K6, K7, K8, K9, K10, S5, S6 S7, S8, S9

7	NMSG7007	Transforming Care in Nursing	60	Core	K8, K9, K10, S7, S8, S9
7	NURP9003	Part 3 Practice Assessment (Year 2)	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K4, K5, K6, K7, S4, S5, S6 K8, K9, K10, S7, S8, S9, IPL2

### Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Nursing and Midwifery Council

- There is no condonement or compensation in assessments across theory and practice learning.
- The practice assessor and academic assessor must agree the student's suitability for progression for each part of the programme.

Module pass mark: 50%. Final numeracy assessment to be passed at 100% (NMC, 2018)

All modules must be passed to be eligible to apply for NMC registration. After completing the programme, students will have five years in which to register or record a qualification leading to a mark on the NMC register.

\*A failed student will not be permitted to re-register on the same module.

### \* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)



Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme
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<b>Programme Delivery Structure: Adult Nursing Pathway – Full time</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long</b>		
NMSG7001	Concepts, Theories and Practice in Professional Nursing	Spring	20-minute Viva Voce	July
NMSG7002	Pathophysiology and Nursing Assessment Across the Lifespan	Year-Long	3-hour exam	November
NMSA7003	The Evidence Base for Adult Nursing Practice	Year-Long	Written Case Study	November
NMSG7005	Public Health and Nursing in Communities	Year Long	4,000-word Community Profile	January
NURP9001	*Part 1 Practice Assessment	Spring	292 hours placement (in addition to the 500 verified hours required prior to commencing the course)	June
NURP9002	*Part 2 Practice Assessment	Summer & Autumn	600	November – February
<b>Students exiting at this point with 80 credits would receive a PG Cert in Health Studies</b>				
NMSG7004	Pharmacology for Contemporary Nursing Practice	Year-Long	3-hour written exam	October
NMSA7006	Managing Complexity in Adult Nursing Practice	Year-Long	1hour Practical Skills Assessment + 3,000-word Case Study	October

NURP9003	*Part 3 Practice Assessment	Year-Long	900 hours placement	Year Long
<b>Students exiting at this point with 120 credits would receive a PGDip in Health Studies</b>				
NMSG7007	Transforming Care in Nursing	Year-Long	10,000-word Dissertation	February
<b>Students exiting at this point with 180 credits would receive a MSc in Health Studies</b>				
<b>Students exiting with both 180 credits and successful completion of Qualificatory Practice Modules would receive a MSc in Adult Nursing and would be eligible for progression to the NMC Register as an Adult Nurse</b>				

<b>Programme Delivery Structure: Mental Health Nursing Pathway – Full time</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long</b>		
NMSG7001	Concepts, Theories and Practice in Professional Nursing	Spring	20-minute Viva Voce	July
NMSG7002	Pathophysiology and Nursing Assessment Across the Lifespan	Year-Long	3-hour exam	November
NMSM7003	Advancing Mental Health Across the Healthcare Spectrum	Year-Long	Written Assessment	November
NMSG7005	Public Health and Nursing in Communities	Year Long	4,000-word Community Profile	January
NURP9001	*Part 1 Practice Assessment	Spring	292 hours placement (in addition to the 500 verified hours required prior to commencing the course)	June
NURP9002	*Part 2 Practice Assessment	Summer & Autumn	600 hours placement	November – February
<b>Students exiting at this point with 80 credits would receive a PG Cert in Health Studies</b>				
NMSG7004	Pharmacology for Contemporary Nursing Practice	Year-Long	3-hour written exam	October
NMSM7006	Contemporary Approaches to Mental Health Care	Year-Long	20-minute Poster Presentation	October

NURP9003	*Part 3 Practice Assessment	Year-Long	900 Hours Placement	Year Long
<b>Students exiting at this point with 120 credits would receive a PGDip in Health Studies</b>				
NMSG7007	Transforming Care in Nursing	Year-Long	10,000-word Dissertation	February
<b>Students exiting at this point with 180 credits would receive a MSc in Health Studies</b>				
<b>Students exiting with both 180 credits and successful completion of Qualificatory Practice Modules would receive a MSc in Mental Health Nursing and would be eligible for progression to the NMC Register as a Mental Health Nurse</b>				

## Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Nursing and Midwifery Council

- There is no condonement or compensation in assessments across theory and practice learning.
- The practice assessor and academic assessor must agree the student's suitability for progression for each part of the programme.
- Module pass mark: 50% (Postgraduate).
- Final numeracy assessment to be passed at 100% (NMC, 2018)
- All modules must be passed to be eligible to apply for NMC registration. After completing the programme, students will have five years in which to register or record a qualification leading to a mark on the NMC register.

\*A failed student will not be permitted to re-register on the same module.

## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation
- Module/Programme/Personal tutorials
- Meetings with External Examiners

### Date of Programme Specification Production:

March 2020

### Date Programme Specification was last updated:

N/A

**For further information about this programme, refer to the programme page on the University website**

**The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK**

**Is the placement requirement more than 50% of the programme?**

No

**If yes, what % of the programme is the placement requirement?**

N/A

**If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?**

N/A