

Programme Specification for
Post Graduate Diploma Pathway
Adult Nursing



1. Programme title	Post Graduate Diploma Pathway Adult Nursing
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	The Nursing and Midwifery Council
5. Final qualification	Post Graduate Diploma with Registration - Adult
6. Year of validation Year of amendment	
7. Language of study	English
8. Mode of study	Full-time

9. Criteria for admission to the programme

Applicants to this programme pathway will be considered on an individual basis but will normally require a degree of 2.2 or above.

This programme pathway has been designed for graduates with health related degrees (e.g. health studies, biology, psychology, sociology); however, graduates in other degree subjects will also be considered. All applicants will need to go through the APL process (Accreditation of Prior Learning) through Middlesex University, as part of the recruitment and selection process. This is essential in order to complete the programme, with registration, in 2 academic years.

10. Aims of the programme

The programme aims to produce the nurse, who is able to provide safe and effective care, demonstrates personal insight, and willingly takes responsibility for self and when caring for others. Building on previously gained analytical skills, the nurse will exercise

significant judgment within a range of practice settings taking into account the social contexts of care.

She/he will demonstrate warmth and empathy and will develop emotional intelligence and cultural competence. She/he will be committed to working in partnership with service users and colleagues and demonstrate a personal commitment to life long learning.

Using critical and analytical skills the student will integrate their learning in theory and practice to critically evaluate concepts in nursing, utilising evidence.

With existing skills and competencies, they should be able to confidently engage in equal dialogue with health and social care professionals. He/she will be accountable for related decision-making, which is done in the interest of the patient/client/service user.

On completion of the programme they will be able to demonstrate the required nursing and midwifery competencies for registration as a nurse.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

The NMC domains

1. Leadership, management and teamwork.
2. Communication and interpersonal skills.
3. Professional values.
4. Nursing Practice and decision making.

Teaching/learning methods

Students gain knowledge and understanding through:

- seminar group work, lectures, tutorials;
- simulated learning;
- practice placements;
- e-learning;
- support from the Professional Development Tutor;
- guided independent study.

- 50% of learning occurring in the practice setting, and 50% theory based learning within the University.

Assessment methods

Students' knowledge and understanding is assessed by:

- a range of formative assessment techniques to prepare the students for summative assessment;
- specific assessment methods are

	<p>identified in each module narrative and tests all the learning outcomes;</p> <ul style="list-style-type: none"> • overall assessment methods are designed to challenge students further in order for them to justify clinical decision making. This is done through self, peers and group assessment, online assessment, and assessment by the Mentor in practice.
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Appraise the efficiency of theory and practice related to nursing. 2. Critically analyse concepts and principles related to nursing and underpinning theoretical perspectives derived from other disciplines. 3. Critically evaluate and utilise relevant and appropriate evidence from a range of sources, related to health and social care. 4. Justify the argument for a holistic approach to nursing. 5. Synthesize appropriate information to inform judgment in decision making. 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> • problem solving and appraisal; • debate; • critical reflection and role play, individually, and in groups, both, in the practice environment and in the University; • learning to apply knowledge and skills to nursing practice is facilitated via case studies, placement learning and simulated learning. Students are engaged in discussion of the key issues, in consideration of applying theoretical and practical concepts and undertake this orally, in writing and in practice. <p>Assessment methods</p> <p>Students' cognitive skills are assessed by:</p> <ul style="list-style-type: none"> • formative and summative assessment, using a variety of methods including: presentations, critical essay writing, care planning, report writing, written examination and practice assessment.
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate caring, compassion and empathy. 	<p>Teaching/learning methods</p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> • placement learning and simulated learning in collaboration with mentors and clinical placement facilitators;

<ol style="list-style-type: none"> 2. Deliver care consistent with professional, ethical and legal values. 3. Practice safe and competent care based on evidence using generic and specialist skills. 4. Demonstrate effective management of themselves and others. 5. Utilise a range of skills which foster effective interpersonal relationships. 6. Adopt a problem solving approach to the nursing process. 	<ul style="list-style-type: none"> • role modelling plays a significant part in the student's skills development; • independent learning is provided as part of the skills section of the Practice Learning Document. This contains a number of activities which facilitate the student's understanding and development of nursing skills and serves as a tool for use with staff in their practice learning; • skills sessions will be taught and rehearsed throughout the programme in skill labs and in the clinical environment. <p>Assessment methods</p> <p>Students' practical skills are assessed by:</p> <ul style="list-style-type: none"> • formative and summative methods which include the use of Objective Structured Clinical Examination (OSCE) and the Practice Learning Document (PLD) to assess the student's progress in practice; • the student progresses from novice, advanced beginner and competent levels through the programme with practice being graded at advanced beginner and competent level; • the PLD will comprise Learning agreements, achievement of competencies to meet Progression points 1 and 2, and competencies for registration, and achievement of skills in clinical practice; • maintaining a Personal Professional Portfolio reflecting on practice learning will be a requirement for all students that will form part of the assessment of practice at the different points in the year to meet the requirements for ongoing record of achievement at progression. Evidence from the portfolio will be required for summative assessment in Year 3 of
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	the programme.
<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Communication 2. Teamwork 3. Personal and career development 4. Effective learning 5. Information technology 6. Numeracy 	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through:</p> <ul style="list-style-type: none"> • identifying and articulating existing graduate and transferrable skills and applying these within the context of this programme. These skills will be applied / used through APL, negotiated learning agreement and critical reflection. <p>Assessment methods</p> <p>Students' graduate skills are assessed by:</p> <ul style="list-style-type: none"> • formative and summative methods, including: portfolio development, critical reflective commentary, poster presentations, practice assessment, drug calculations, e-learning and report writing.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

The programme pathway comprises **2 academic years** each being 45 weeks in length, exclusive of annual leave. It is envisaged that the student will be APL'd against 90 credits at Level 6, at the point of recruitment and selection. Successful APL will allow the student to undertake this programme pathway in 2 years. The 2 year programme consists of **theory and practice**, (total of 4,600 hours with APL) which is necessary to meet the NMC competencies for registration. Theory and practice are integrated throughout the programme and reflected in the programme outcomes and learning outcomes for each module.

There is some shared learning with peers in Mental Health for the practice modules in **Year 1** of the taught programme and the generic module **NIP 4015**.

The programme pathway runs over the Autumn, Spring and Summer terms with all theoretical modules taken concurrently to ensure knowledge is built upon across the year. The programme will be delivered in alternating blocks of classroom based theory and clinical practice in a range of clinical practice placements. Clinical practice is undertaken each year to include 75 hours of simulated learning in **Year 1** of the taught

programme.

Progression from **Years 1 to 2** of the taught programme, is dependant on achievement of all credits and meeting the progression criteria at Progression point 1. Similarly, progression to Registration is dependant on achievement of all credits and meeting the progression criteria at Progression point 2. The latter is a professional requirement for this programme. (NMC 2010).

12.2 Levels and modules

Level 3 (6)

COMPULSORY

OPTIONAL

PROGRESSION
REQUIREMENTS

<p>Students demonstrate successful claim for APL for all the modules listed for Year 1:</p> <p>PHC 3005 (6) Health and Social Science Research Approaches <i>30 credits</i></p> <p>NIP 3090 (6) Demonstrating Graduate and Transferable Skills <i>30 credits</i></p> <p>NIP 3091 (6) Knowledge and Skills for Healthcare Practice <i>30 credits</i></p> <p>Year 2 (Year 1 of taught programme):</p> <p>The student must take all of the modules listed below (the student will take 120 credits in this academic year):</p> <p>NIP 4050 (7) Knowledge and Skills for Nursing Practice <i>30 credits</i></p> <p>NIP 1404 (4) Practice Learning 1 <i>30 credits</i></p>		<p>Progression from Year 1 of the taught programme to Year 2 is dependent on achievement of all credits at Level 6-7 for theory, meeting the Progression points. This is a professional requirement for this programme (NMC 2010).</p> <p>Students need to have met the attendance requirements for theory and clinical practice outlined in the attendance policy for the Pre-registration Nursing Programme.</p> <p>Students need to demonstrate good health and character and must declare this at the start of each year of study and must complete a self-declaration of good health and character each year of the programme.</p> <p>Students need to have attended all mandatory training sessions, simulated learning hours and structured sessions with their Personal and Professional Development Tutor, for each academic year of study.</p>
Level 4 (7)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

Year 2 (Year 1 of the taught programme continued):

NIP 4012 (7)

Nursing Care of the Adult Patient
30 credits

NIP 4015 (7)

Working in Partnership in Healthcare
15 credits

NIP 2404 (5)

Practice Learning 2
30 credits

Year 3 (Year 2 of the taught programme):

Students must take all of the following modules (the student will take 90 credits over this academic year):

NIP 4013 (7)

Managing Patients with Complex Needs
30 credits

NIP 4016 (7)

Preparation for Professional Practice in Adult Nursing
15 credits

NIP 3404 (6)

Practice Learning 3
30 credits

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
Level 1 (4)	NIP 1404
Level 2 (5)	NIP 2404
Level 3 (6)	NIP 3005, 3090, 3091, 3404
Level 4 (7)	NIP 4050, 4012, 4013, 4015, 4016

13. Curriculum map

See attached.

14. Information about assessment regulations

Assessment regulations follow Middlesex University's Academic Regulations. In addition the Programme requires that:

- This programme does not allow students to re-take modules. All modules are compulsory and non compensatable.
- Within modules, where there is more than one component to a module assessment, the marks are aggregated and a grade given using the Middlesex University 20 point scale.
- Practice modules will be graded using the University 20 point scale at Advanced Beginner and Competent levels.
- Students must achieve a pass grade for all the modules within the programme, to progress.
- Students must meet the attendance and mandatory training requirements of the programme. Students accumulating sickness or absence exceeding 10 days per year may be discontinued or deferred.
- Infringement of assessment regulations/academic misconduct (section F1) - may require Fitness for Practice Panel.
- CRB and Occupational Health clearance is required prior to commencing clinical placement.
- Automatic deferral is not permitted for students on these programmes.

15. Placement opportunities, requirements and support (if applicable)

Students must satisfy the NMC requirements to have achieved a minimum of 2300 hours in practice during the whole of their programme, in order to gain professional registration with the NMC. In the Adult field, 75 hours have been allocated for Simulated Practice

Learning across Year 1 of the programme pathway to facilitate placement learning. All Adult students must also meet the requirements for clinical supervision set out by the EU directive 2005/36/EC.

Practice experiences can take place in an approved learning environment in any of the NHS Trusts that are part of NHS London and in the independent and Private Sector.

Staff within the School of Health and Social Sciences work in partnership with practice placement providers to ensure that the practice learning environment is conducive to meeting the individual learning needs of the student and a robust process of quality monitoring of the learning environment is in place.

Students are given notification of their allocated placement in advance and it is their responsibility to contact the placement as instructed, for details of their duty rota. Contact details are made available prior to placements.

Nursing is a profession that is required to work 37.5 hours throughout the 24 hour period over any days of the week, including weekends. Duty rotas will reflect this and will include early, late, night, weekend and Bank Holiday shift patterns.

All students will be given an induction at the start of each new learning experience and support and guidance will be given to students with diverse needs.

Each practice area has an allocated link lecturer and practice placement information folder to further support practice learning and to guide students and mentors on key policy documents such as the attendance policy and complaints procedure Practice learning is assessed using the Practice Learning Document.

Students are required to work under direct or indirect supervision and have access to a mentor for 40% of their assessed learning period in practice. Students must work with a qualified mentor for a minimum of 4 weeks towards the end of Progression point 1 and 2 and be supervised and assessed by a sign-off mentor during a 12 week period of continuous practice at the end of Year 2 of the taught programme.

Meetings with Personal and Professional Development Tutor at regular intervals will further support practice learning.

16. Future careers (if applicable)

On successful completion of the programme students are eligible to enter the professional register for Nursing.

Students will receive career guidance within Personal and Professional Development groups. Workshops to discuss jobs within the various trusts is organised during the final year of the programme.

Successful graduates will be able to progress to top up to Masters Level including the MSc Nursing & MSc Nursing Studies. They also have the opportunity to undertake work based learning studies at PHD level in the future.

17. Particular support for learning (if applicable)

- Personal and Professional Development Tutor (PPDT)
- Personal and Professional Development Groups (PPDG)
- Link Tutor/Mentors in clinical practice
- Clinical Placement Facilitators
- Clinical Skills laboratories at Archway and North Middlesex Campuses
- Learning Development Unit
- Disability Unit and special learning needs support
- Use of My Learning for directed learning activities
- Learning Resources

18. JACS code (or other relevant coding system)

B740 (Adult)

19. Relevant QAA subject benchmark group(s)

Nursing

20. Reference points

- Critical Review of Pre-Registration Nursing Provision at Middlesex University 2005-2010
- Department of Health (2010) Equity and excellence: Liberating the NHS
- European Union Directive 2005/36/EC Recognition of professional qualifications
- Inter-professional Capability Framework (CUILU 2004)
- Knowledge and skills Framework (DoH 2004)
- Middlesex University (2006) The Learning Framework, London, MU
- Middlesex University (2010/11) Regulations, London, MU
- Middlesex University (2010/11) Learning and Quality Enhancement Handbook, London, MU
- National Service Framework (DoH 1999, 2000, 2001, 2004)
- National Institute for Health and Clinical Excellence (www.nice.org.uk)
- Nursing Midwifery Council (2007) Essential Skills Clusters for Pre-registration Nursing programmes
- Nursing and Midwifery Council (2008) Standards to support learning and

assessment in practice

- Nursing and Midwifery Council (2008) The code: Standards of conduct, performance and ethics for nurses and midwives
- Nursing and Midwifery Council (2009) Guidance on professional conduct for nursing and midwifery students
- Nursing and Midwifery Council (2010) Standards for pre-registration nursing education
- Quality Assurance Agency (2000) Framework for Higher Education Qualifications, London : QAA
- Quality Assurance Agency (2001) Code of practice on placement learning, London : QAA
- Quality Assurance Agency (2001) Subject benchmark statement for nursing, London : QAA
- School of HSSC (2002/5) Maintenance and enhancement of quality and standards, HSSC
- School of HSSC Curriculum policy and strategy framework (2002/5)
- University Student Charter
- UCEA (2009) Health and safety guidance for the placement of higher education students

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Appendix 2: Curriculum map for the Post Graduate Nursing Pathway Adult

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Knowledge and understanding		Practical skills	
A1	Demonstrate leadership, management and team-working skills	C1	Demonstrate caring, compassion and empathy
A2	Utilise effective communication and inter-personal skills	C2	Deliver care consistent with professional, ethical and legal values
A3	Demonstrate appropriate professional values	C3	Practice safe and competent care based on evidence using generic and specialist skills
A4	Critically reflect on all aspects of nursing practice and decision making	C4	Utilise a range of skills which foster effective interpersonal relationships
		C5	Demonstrate effective management of themselves and others
		C6	Adopt a problem solving approach to the nursing process
Cognitive skills		Graduate Skills	

B1	Appraise the efficiency of theory and practice related to nursing	D1	Communication
B2	Critically analyse concepts and principles related to nursing and underpinning theoretical perspectives derived from other disciplines	D2	Teamwork
B3	Critically evaluate and utilise relevant and appropriate evidence from a range of sources, related to health and social care	D3	Personal and career development
B4	Justify the argument for a holistic approach to nursing	D4	Effective learning
B5	Synthesize appropriate information to inform judgment in decision making	D5	Information technology
		D6	Numeracy

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Programme outcomes																				
A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Highest level achieved by all graduates																				
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	

		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Demonstrating Graduate and Transferable skills	NIP 3090		X											X		X	X		X	X		
Health and Social Science Research Approaches	PHC 3005						X			X											X	X
Knowledge & Skills for Health Care Practice	NIP 3091	X	X														X	X				
Knowledge & skills for Nursing Practice	NIP 4050			X		X	X			X						X						
Practice Learning 1	NIP 1404		X	X					X		X	X	X	X		X	X	X		X	X	X
ADULT Year 2 (Yr 1 of taught programme) Managing Care of the Adult Patient	NIP 4012		X	X	X	X		X	X		X					X	X	X		X		

Working in partnership in Healthcare	NIP 4016	X	X	X		X			X	X					X	X	X					
Practice Learning 2	NIP 2404		X	X					X		X	X	X	X	X	X	X		X	X	X	
ADULT Year 3 (Yr 2 of taught programme) Managing care of the Patient with Complex Care Needs	NIP 4013	X				X	X	X		X	X	X			X							X

Preparation for Professional Practice in Adult Nursing	NIP 4016	X	X	X	X										X		X	X	X	X	X	
Practice Learning 3	NIP 3404	X	X	X	X	X		X	X		X	X	X	X		X	X	X	X	X	X	X