

Programme Specification and Curriculum Map for Diploma Advanced Nursing Adult Branch with NMC professional registration

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| 1. Programme title | Diploma Advance Nursing Adult Branch |
| 2. Awarding institution | Middlesex University |
| 3. Teaching institution | Middlesex University |
| 4. Programme accredited by | Nursing and Midwifery Council |
| 5. Final qualification | Diploma Advanced Nursing leading to NMC Professional Registration (Adult) |
| 6. Academic year | 2009-10 |
| 7. Language of study | English |
| 8. Mode of study | Full Time |

9. Criteria for admission to the programme

Successful completion of the academic and practice components of the Common Foundation Programme

10. Aims of the programme

The programme aims to develop adult nurses who deliver patient centred care to individuals ranging from young adults to older people acknowledging their differing needs, values and beliefs and the ethnically diverse communities in which they live.

The programme aims to enable the student to:

- Establish therapeutic relationships working in partnership with the adult patient, respecting individuality and involving them in their care.
- Develop analytical and problem-solving approaches to the holistic assessment, planning and implementation of adult care illustrating understanding of the evidence informing the care of a multiplicity of adult health needs.
- Demonstrate an array of practical skills and techniques required in the implementation of care for adult patients in a variety of health care environments.
- Practice in a range of health care settings, caring for adults from primary, secondary and tertiary perspectives.
- Become a reflective practitioner.
- Develop the skills required for autonomous practice, decision making and team working in health and social care.
- Demonstrate competency in line with the Nursing and Midwifery Council Professional requirements for entry to the register as an adult nurse.
- Engage with life-long learning, develop transferable skills to enhance their nursing role and appreciate the value of education for health and society.

11. Programme outcomes - offers opportunities for students to achieve and demonstrate the following learning outcomes. The highest level at which these programme outcomes are to be achieved by all graduates is shown in the curriculum map section.

The programme aims to enable the student to develop a holistic approach to nursing integrating theory and practice, facilitating the transfer of learning to practice, and reflecting on practice to critically appreciate the learning achieved. These outcomes reflect the Standards of Proficiency for Pre-registration nursing education (NMC 2004).

A. Knowledge and understanding

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

1. Professional and ethical practice
2. Care delivery
3. Care Management
4. Personal and professional development

(As detailed in the NMC Standards of Proficiency)

Teaching/learning methods

The development of knowledge and understanding in this programme is developed with 50% of learning occurring in the practice setting and 50% theory based in the University.

Core knowledge and understanding is acquired from seminar group work, practical sessions, laboratory sessions, practice placements, lectures, tutorials, e-learning, support from the Professional Development Tutor and guided independent study.

The learner is encouraged to develop a deep approach to learning through year long modules that encourage independent reading alongside taught components. This approach assists with a broadening of knowledge and an understanding of subject matter.

Assessment Method

The programme endeavours to embed the concept of assessment as learning, not merely a source of measurement, thus a range of formative assessment techniques prepare the students for summative testing.

Assessment methods are specified in each module outline. All learning outcomes in a module are assessed and the mode of assessment is specified and mapped against each outcome. Modules are assessed using a combination of coursework, practice competency, presentations, viva and examination. The nature of coursework varies from module to module

B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

1. Practice within the regulations of the Nursing and Midwifery Council Code of Professional Conduct: Standards for Conduct, Performance and Ethics for Nurses and Midwives.
2. Explore concepts and principles related to nursing.
3. Recognise the need for a holistic approach to individualised nursing care.
4. Integrate theory and practice.
5. Adopt a reflective approach to practice, recognising reflection as a catalyst for change.
6. Understand and apply principles of inter-professional working

Teaching/learning methods

Intellectual skills are developed through problem solving, reflection and role modelling 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 and placement 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.

Assessment Method

Assessed formatively and summatively using a variety of methods including: coursework, practice assessment, skills assessments, examinations, group presentations, on-line assessments, care planning and report writing.

C. Practical skills

On completion of the programme the successful student will be able to:

1. Employ a range of appropriate and effective interpersonal and relationship skills.
2. Adopt a problem solving approach to the assessment, diagnosis, planning and implementation of nursing care.
3. Offer an evidence based rationale upon which nursing care is based.
4. Competently work as both an autonomous practitioner and an effective member of the inter-professional health and social care team.
5. Demonstrate proficiency in a range of essential nursing skills.
6. Participate in the evaluation of care.

Teaching/learning methods

Emphasis is placed throughout the programme on the development of practical skills. Practical skills are promoted through placement learning, in collaboration with clinical mentors and clinical placement facilitators. Role modelling plays a significant part in the student's skills development.

Independent learning is provided as part of the Skills Workbook component of the Practice Learning Document. This facilitates the student's understanding and development of nursing skills and serves as a tool for use with staff in their practice learning. Formal practice skill sessions are offered throughout the programme in skill labs and in the clinical environment.

Assessment Method

Assessed formatively and summatively. Practice assessment includes the use of the Practice Learning Document (PLD) to assess the student's progress in practice. The PLD comprises of a formative skills workbook, summative skills component, learning contract and practice assessment tools. The student uses 1 PLD per year at novice, advanced beginner and competent levels.

Theoretical assessment adopts a variety of methods including: reflective logs, presentation of seminars, professional /learning development planning activities, practice assessment and viva voce examination.

The student will also see their Professional Development Tutor a minimum of twice a year to discuss their overall progress. This will be documented in the student's professional portfolio and PLD. The professional portfolio is formatively assessed on these occasions and summatively assessed twice during the programme.

D Graduate Skills

On completion of this programme the successful student will be able to demonstrate a range of graduate skills including:

1. Communication
2. Teamwork
3. Personal and Career Development
4. Effective Learning
5. Information Technology
6. Numeracy

Teaching/learning methods

Students have a structured approach to the development of graduate, transferable and employability skills throughout their programme, with these skills embedded in the modules across year 1 of the programme and explicit modules in the form of: NIP2002 (Approaches to Health and Social Care Research).

These skills are also applied and developed progressively through the remaining modules.

Assessment Method

Assessed formatively and summatively using a variety of methods including: portfolio development, individual and group presentations, coursework, 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 adult branch component comprises years 2 & 3 of the Pre-qualifying and Undergraduate Nursing Framework. It is ninety weeks in duration exclusive of annual leave. Each year of the branch programme runs over the autumn, spring and summer terms. Students undertake all theoretical components of the modules concurrently, so ensuring knowledge is built upon across the year. Practice attached to the modules is undertaken across a total period of 20 weeks. Each module has its distinct formative and summative assessment in theory and in practice.
- In year 1 of the branch programme, students will undertake two 30-credit modules (at level 2) and one 60-credit branch-specific module, which run over the academic year. These modules are integrated (theory and practice) and meet the NMC hours requirements for Pre Registration Nursing. In year 2 of the branch programme, students will undertake one 60-credit branch-specific module (at level 2) and two 30-credit modules (at level 3), which run over the academic year. All modules in this year (at level 2 and level 3) are integrated (theory and practice) and meet the hours requirements for Pre Registration Nursing. On successful completion of the adult branch programme, students will have achieved 180 credits at level 2 and 60 credits at level 3.

12.2 Levels and modules Year 2 & 3

Level 2

| COMPULSORY Students must take all of the following: | OPTIONAL | PROGRESSION REQUIREMENTS |
|--|---------------------|--|
| <p>IPH 2730 Interprofessional Working 2 (30 credits)</p> <p>NIP 2002 Approaches to Health and Social Care Research (30 credits)</p> <p>NIP 2510 Fundamentals of Adult Nursing Practice (60 credits)</p> <p>NIP 2520 Complex care needs in Adult Nursing Practice (60 credits)</p> | No optional modules | <p>The practice components of all modules is non-compensatable. Modules that directly reflect skills in practice are non-compensatable. Attendance at mandatory training in Years 2 and 3 is compulsory. Failure to attend will affect student progression/completion at the end of the academic year</p> <p>Compensation can be applied to 30 credits within the Adult Branch Pathway</p> <p>No self-deferral permitted.</p> <p>Students need to have met the attendance requirements for theory and practice outlined in the attendance policy for the Pre-Qualifying and Undergraduate Nursing Framework. Students may be discontinued/defer if they accumulate sickness or absence exceeding 10 days in each year of the programme</p> |
| Level 3 | | |
| COMPULSORY Students must take all of the following: | OPTIONAL | PROGRESSION REQUIREMENTS |
| <p>NIP 3636 Reflection & Preparation for Professional Practice (30 credits)</p> <p>IPH 3730 Inter-professional Working 3 (30 credits)</p> | No optional modules | As above |

| 12.3 Non-compensatable modules | |
|--------------------------------|-------------------|
| Module level | Module code |
| 2 | NIP 2510, NIP2520 |
| 3 | NIP 3636 |

| 13. A curriculum map relating learning outcomes to modules |
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| See Curriculum Map pages 20-21 |

14. Information about assessment regulations

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

- Within level 2 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. At level 3 a pass must be achieved in each component of assessment.
- Practice will be graded a 'Y' (ungraded) pass. Failure will be graded a 19 (non-compensatable). Non-submission a grade 20 (non-compensatable). Programme progression committee may at its discretion compensate one module in the Common foundation programme and one module in the branch programme. Modules which are totally assessed by practice or modules where the practice component has been failed cannot be compensated.
- Automatic deferral is not permitted for students on these programmes.
- In order to progress to the next year of the programme all students must meet the attendance requirements of the programme. Students accumulating sickness or absence exceeding 10 days per year may be discontinued or deferred.
- All CFP outcomes are to have been achieved and confirmed within 12 weeks of entering the branch programme.

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

- As part of a pre-qualifying and undergraduate nursing programme, all 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 register as a professional nurse with the NMC.
- Practice experiences can take place in any of the NHS Trusts that are part of NHS London and in the Voluntary and Private Sector in the North London area.

- 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 throughout the 24 hour period. Duty rotas will reflect this and will include early, late, night, weekend and Bank Holiday shift patterns. This was discussed in your interview

Each practice area has an allocated link lecturer and practice placement information to further support clinical learning. Practice placements are assessed using the Practice Learning Document. Students are expected to work with their assigned mentor/assessor two to three times per week. The remainder of their time, they may work with other qualified members of staff.

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 from their professional development tutor. A workshop to discuss jobs within the various trusts is organised during the final semester

17. Particular support for learning (if applicable)

- Clinical Placement Folders
- Student Handbook for Practice Placement
- Clinical learning supported by named mentor within clinical areas and an allocated link lecturer for each placement area

- Professional Development Tutor (Registered nurse)
- Clinical Skills laboratories at Archway and North Middlesex Campuses
- ELLS English language & Learning Support Service
- School Learning Development Unit housing suite of transferable, graduate and employability skills modules
- Oasis (Web based learning)
- Disability Unit and special learning needs support

18. JACS code (or other relevant coding system)

NMAS code: Adult 3060

19. Relevant QAA subject benchmark group(s)

Health Care Programmes
Subgroup: Nursing

20. Reference points

A First Class Service – Quality in the New NHS (DoH 1998)
 Critical Review of Pre-Registration Nursing Provision at Middlesex University 2000-2004
 Evaluation Projects Steering Group (EPSE): 2002-2005
 Education in Focus (ENB 2000)
 Essence of Care (DoH 2001)
 Fitness for Practice (UKCC 1999)
 Healthcare Futures (UKCC 1998)
 Inter-professional Capability Framework (CUILU 2004)
 Knowledge and skills Framework (DoH 2003)
 Making a difference (DoH 1999)
 Middlesex University (2006/7) Learning and Quality Enhancement Handbook, London, MU
 Middlesex University (2006/7) Guide and Regulations, London, MU
 Middlesex University (2006) The Learning Framework, London, MU
 Modernising Mental Health Services: Safe, Sound and Secure (DoH 1998)
 National Service Framework (DoH 1999, 2000, 2001, 2004)
 Placements in Focus (ENB 2001)
 Quality Assurance Agency (2001) Subject benchmark statement for nursing, London : QAA
 Quality Assurance Agency (2001) Code of practice on placement learning, London : QAA
 Quality Assurance Agency (2000) Framework for Higher Education Qualifications, 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)
 School of HSSC Learning, Teaching and Assessment policy and strategy, (2002/5)
 Statutory Regulations of NMC and Code of Professional Conduct Standards: standards for conduct, performance and ethics (NMC 2004)
 Standards of Proficiency for Pre-Registration Nursing Education (NMC 2004)
 The Children Act 2004
 The New NHS Modern and Dependable (DoH 1997)
 The NHS Plan (DoH 2000)
 The Ten Essential Shared Capabilities (DoH, 2004)
 University Student Charter

21. Other information

Nursing Standards of Education to Achieve the NMC Standards of Proficiency
See appendix 1