UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:	March 2017
Awarding institution	**Teaching institution**
University of York	University of York
Department(s)	
Health Sciences	
Award(s) and programme title(s)	**Level of qualification**
Postgraduate Diploma with Professional Registration in Nursing (Adult) / MSc in Nursing Practice	Level 7 (Masters)
Award(s) available *only* as interim awards	
Postgraduate Diploma with Professional Registration in Nursing (Adult) (successful completion of 200 credits—120 L7 plus 80 L6)	
Postgraduate Diploma in Care Related Studies (successful completion of 120 credits-at least 90 at L7)*	
Postgraduate Certificate in Care Related Studies (successful completion of 60 credits-at least 40 at L7)*	
*These are academic awards only and do not confer professional nursing status	
Admissions criteria	
Pre-registration nursing programmes approved by the Nursing and Midwifery Council (NMC) should normally be no less than three years. However, the use of NMC APL permits us to offer a programme of two years duration to those applicants who can show evidence of prior academic learning relevant to the programme. All applicants will need to apply using the APL processes at the University of York as part of the selection process. The potential candidates should normally have achieved a 2:1 honours degree in a health related subject and 600 hours of healthcare related experience. In addition, they must have GCSE A*-C grade Maths, English and Science or equivalent.	

Length and status of the programme(s) and mode(s) of study

Programme	Length (years) and status (full-time/part-time)	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode		
			Face-to-face, campus-based	**Distance learning**	**Other**
Postgraduate Diploma with Professional Registration in Nursing (Adult) / MSc in Nursing Practice*	2 years full time – [not less than 4600 hours total 2300 theory (including APL) and a minimum of 2300 practice] NMC 2010 to meet the requirements of the interim award	March 2017	Yes	No	Practice experience placements

	of PG Diploma and registration. Students have the option to top up to the MSc in Nursing Practice within 5 years of commencement of programme.				

Language of study	English

Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)
Approval by NMC to enable successful candidate registration on Part 1 of the Professional Register of the Nursing and Midwifery Council (NMC, 2004) (The specified field of practice awarded will be Adult Nursing only).

Educational aims of the programme

a) To provide students with a robust level of theoretical knowledge for the advancement of high quality personalised care. This will include; life sciences, pharmacology, social and leadership skills, advanced clinical and decision making skills, research knowledge, critical thinking skills and social and health sciences.

b) To enable students to be adaptable, flexible and highly responsive to the complex public health needs of diverse client groups, carers and communities. Students will facilitate patient/client self-management and promote independence.

c) To provide students with practice experiences designed to develop self-awareness, growing self-assurance and the confidence to practice and lead collaboratively across diverse health and social care settings, in partnership with other healthcare professionals, individuals, groups and agencies to identify shared priorities to improve patient outcomes and reduce health inequalities.

d) To create students who will promote, encourage and facilitate the learning of others through positive role modelling; skilled, thoughtful, compassionate evidence-based care to individuals in a range of complex health and social care settings.

e) To provide students with the skills and knowledge to work with provider organisations across health and social care to assess, plan, implement and lead the current and future health and well-being needs of the population which they serve.

Additionally for the Diploma and Professional Registration
a) To prepare students for admission to the NMC professional register through the development of in-depth knowledge, attitudes and cultivated professional and clinical decision-making skills that meet the statutory requirements.

b) To enable students to be adaptable, flexible and highly responsive to the complex public health needs of diverse client groups, carers and communities. Students will facilitate patient/client self-management and promote independence in a variety of unpredictable and rapidly changing circumstances.

c) To ensure students take account of the professional standards, ethics and legal requirements and responsibilities relevant to all aspects of their role leading to professional registration and beyond in Adult field of practice

d) To prepare registered nurses who are 'fit for purpose' and 'fit for practice' and who embody the knowledge, skills and attitudes to participate in, lead and contribute to the development of services through innovative and evidence-based care.

e) To develop skills of critical thinking, creative problem-solving and sound clinical judgement to raise the standard of care delivered to patients and communities. Students will develop and lead services through the application of evidence based policy to maintain safe services.	
f) To develop skills to manage their own learning through independent enquiry and enhance life-long learning and accountable, professional practice in collaboration with the research community	
g) To prepare students to engage with the development of local service improvement strategies and contribute to the identification and management of risk in order to raise the standard of care and services delivered to patient/clients and communities.	

Additionally for the Masters (if applicable):

a) To enable students to appreciate and understand the value of independent enquiry, thus enhancing the necessary skills for life-long learning and accountable, professional practice whilst participating in a research community and contributing to and leading the development of new knowledge as part of their local quality improvement strategy.

b) To prepare students to engage with and lead the development of local quality improvement strategies, using enhanced clinical judgement and decision making skills to identify and manage risk in order to raise the standard and safety of care delivered to patient/clients and communities.

Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes

This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:	*The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:*
A: Knowledge and understanding	
Knowledge and understanding of: *For the Certificate:* 1. Historical, social and philosophical perspectives that define the nature of nursing and professional caring relationships in the 21st century including professional requirements 2. The life sciences: anatomy, physiology, pathology, pharmacology, microbiology, genetics, nutrition and their application to the care of specific client groups. 3. Social, health and behavioural sciences: sociology, policy and politics, anti-discriminatory practice and their application to care. 4. Applied ethics, law and humanities relevant to practice: ethico-legal frameworks within care and related research, caring, compassion and spirituality. 5. The theory and evidence underpinning care 6. Management of self, reflective practice: working within a team and making decisions *For the Diploma and professional registration*	Learning/teaching methods and strategies (relating to numbered outcomes): • Lectures (1-11) • Seminars (1-15) • Clinical Simulation Unit practice (2,3,4,5,7) • Practice Placements (1-11) • Directed reading (1-15) • Use of the virtual learning environment (1-15) Types/methods of assessment (relating to numbered outcomes): • Essays (1,3,4,5) • Examinations (2, 8) • OSCEs(2) • Presentations (7,8,11)

7. Leadership, organisational and risk management and clinical governance applied to nursing.	• Practice portfolio 1-15)
8. The theory and evidence underpinning learning and promotion of client self-management and independence.	• Co-operative learning groups 1-15)
9. Leading teams and justifiable decision making.	• Service Improvement Project (11-15)
10. Concepts of nursing knowledge, the research process and evidence based practice.	

For the Masters

11. How to creatively use evidence and enquiry in the transformation of nursing practice.

12. How to instigate and inform dialogue around service improvement and the development of needs based services in collaboration with other practitioners, patients and agencies.

13. Critical understanding of, joint clinical decision making , showing originality in tackling and solving problems in complex and unpredictable professional environments.

14. Comprehensive understanding of leadership theory and awareness of contemporary nurse leadership within healthcare services.

15. Diverse interest groups and power bases within organisations and the wider community and the dynamic between them so as to lead health services more effectively.

B: (i) Skills - discipline related

Able to:	Learning/teaching methods and strategies (relating to numbered outcomes):
For the Certificate:	
1. Practice in accordance with the professional behaviour at each stage of the programme.	• Lectures (1-12)
	• Seminars (1-16)
2. Engage in, and disengage from, therapeutic and professional relationships through the use of effective interpersonal skills and the creative use of theories and research.	• Clinical Simulation Unit practice (2,3,4,5,7,12)
	• Practice Placements (1-12)
3. Undertake and document evidenced based, comprehensive, systematic and accurate assessments of the physical, psychological, social and spiritual needs of patients, clients and communities.	• Directed reading (1-16)
	• Use of the virtual learning environment (1-16)
4. Provide safe and sensitive care with the consent of users through the use of practical skills and knowledge of current best practice.	
5. Recognise potential risk and communicate this risk appropriately within a team.	Types/methods of assessment (relating to numbered outcomes):
For the Diploma and professional registration	

6. Critically analyse and interpret data and appraise the value for care planning, delivery and management.	• Essays (1-11)
7. Assess and manage risk to prevent, where possible, complications occurring within a clinical governance framework.	• Examinations (3,6-11) • OSCEs
8. Assess, monitor and update priorities in practice justifying changes using research evidence and communicate these effectively.	• Practice portfolio (1-16) • Co-operative learning groups (1-16)
9. Critically evaluate the effectiveness of clinical judgements and outcomes of interventions across a range of professional care contexts.	• Service Improvement Project (12-16)
10. Analyse and interpret relevant health education/promotion strategies and use this knowledge to devise health promotion plans to promote the health and wellbeing of clients.	
11. Implement strategies to promote and evaluate partnership working.	
For the Masters	
12. Demonstrate creative solutions to complex clinical problems across a range of healthcare settings with due regard to patient preference and choice.	
13. Demonstrate the strength of resolve to hold others to account for agreed targets and to be held accountable for delivering patient centred and compassionate care.	
14. Communicate the vision and rationale for change and conclusions clearly to specialist and non-specialist audiences.	
15. Demonstrate engagement and facilitation skills that enable others to work collaboratively to achieve real change	
16. Exercise initiative and personal responsibility for own learning facilitation of the teaching and learning of others.	

B: (ii) Skills - transferable

Able to: *For the Certificate:* 1. Demonstrate the ability to access retrieve and collate information relevant to practice	Learning/teaching methods and strategies (relating to numbered outcomes): • Lectures (1-5)
2. Confidently present information orally, in writing and, where appropriate through the use of technology, to provide coherent and logical arguments in the support of decision-making.	• Seminars (1-9) • Clinical Simulation Unit practice (3,5) • Practice Placements (1-5) • Directed reading (1-9)

3. Demonstrate numerical ability in a variety of contexts	• Use of the virtual learning environment (1-9)
For the Diploma and registration 4. Demonstrate critical understanding of research-based knowledge and its application to practice. 5. Articulate and justify problem solving processes and decision-making *For the Masters* 6. Instigate and lead communication processes through collaboration with specialist and non-specialist audiences 7. Demonstrate the skills of negotiation in inter-professional and interagency environments. 8. Demonstrate insight into the remit of strategic planning and change. 9. Within a framework of clinical governance use quality indicators to help front line services to measure and monitor quality improvement by indicating where change is needed.	Types/methods of assessment (relating to numbered outcomes): • Essays (1-5) • Presentations (1,2,,4,5) • Practice portfolio (1-9) • Service Improvement Project (6-9) • Co-operative learning groups (1-9)

C: Experience and other attributes	
Able to: *For the Certificate:* 1. Manage oneself, one's practice, recognising one's own abilities and limitations. 2. Anticipate potential stressful situations and participate in minimising risk. 3. Demonstrate responsibility and accountability for nursing care delivered, taking into account social, spiritual, cultural, legal, political and economic factors.	Learning/teaching methods and strategies (relating to numbered outcomes): • Lectures (1-6) • Seminars (1-8) • Practice Placements (1-6) • Directed reading (1-8) • Use of the virtual learning environment (1-8)
For the Diploma and professional registration 4. Act autonomously and take responsibility for delegation to ensure safe and collaborative care in accordance with the NMC Code (2008). 5. Provide appropriate levels of guidance, role-modelling and support to others in the delivery of health care. 6. Actively consult and explore solutions and ideas with others to enhance care *For the Masters* 7. Be part of an intellectual practice community in which curiosity, rigour, creativity, intellectual honesty and scholarship are valued and cultivated. 8. Identify future career pathways.	Types/methods of assessment (relating to numbered outcomes): • Presentations (7,8) • Practice portfolio (1-8) • Co-operative learning groups (1-8) • Service Improvement Project (7-8)

Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory bodies)

Chief Nursing Officer for England (2016) Leading change adding value. https://www.england.nhs.uk/wp-content/uploads/2016/05/nursing-framework.pdf

Department of Health (2016) Care and Support Statutory Guidance. Revised Statutory Guidance to the Care Act 2014 – March 2016. https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance

Department of Health (2016) The Government's mandate to NHS England for 2016-2017. Department of Health Crown Copyright 2016. https://www.england.nhs.uk/wp-content/uploads/2015/12/05.PB_.17.12.15-Annex-A-Mandate-to-NHS-England.pdf

Department of Health (2016-2017) NHS Outcomes Framework
https://www.gov.uk/government/publications/nhs-outcomes-framework-2016-to-2017

Framework for Higher Education Qualifications
http://www.qaa.ac.uk/publications/informationandguidance/pages/the-framework-for-higher-education-qualifications-in-england-wales-and-northern-ireland.aspx

Francis Report (2013) Report of the Mid Staffordshire NHS Foundation Trust Public Enquiry, The Stationary Office, London

Health Education England (2014), Framework 15, Health Education England Strategic Framework 2014-2029. Available at: http://hee.nhs.uk/wp-content/uploads/sites/321/2014/06/ HEE_StrategicFramework15_final.pdf

Health Education England (2015) Shape of Caring Review
http://hee.nhs.uk/wp-content/blogs.dir/321/files/2015/03/2348-Shape-of-caring-review-FINAL.pdf
Health Education England (2016) Raising the Bar: Shape of Caring: Health education England's response.
https://www.hee.nhs.uk/sites/default/files/documents/Raising%20the%20Bar%20-%20Shape%20of%20Caring%20-%20HEE%27s%20response.pdf
Health Education England (2016) HEE commissioning and investment plan 2016/2017
https://hee.nhs.uk/sites/default/files/documents/HEE%20commissioning%20and%20investment%20plan%202016-17_0.pdf
NHS Employers (2010) Simplified Knowledge and Skills Framework
http://www.nhsemployers.org/SimplifiedKSF
NHS (2015) Five year forward view https://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf

NHS Leadership Academy (2013) The Healthcare Leadership Module; the Nine Dimensions of Leadership Behaviour http://www.leadershipacademy.nhs.uk/wp-content/uploads/dlm_uploads/2014/10/NHSLeadership-LeadershipModel-colour.pdf

NMC Standards for Pre-registration Nursing Education (2010)
https://www.nmc.org.uk/standards/additional-standards/standards-for-pre-registration-nursing-education/
QAA Benchmarks for Nursing (http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/nursing.pdf)

Skills for Health
http://www.skillsforhealth.org.uk/

University award regulations

To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements, programme information, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment, award requirements and degree classification. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Departmental policies on assessment and feedback

Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department's website:
https://www.york.ac.uk/healthsciences/student-intranet/

Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department's website:
https://www.york.ac.uk/healthsciences/student-intranet/

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules

Part One (to incorporate NMC progression point One)

Module	Term
Principles of Professional Identity (10 Credits L7)	Spring/Summer
Knowledge & Skills for Nursing Practice (10 credits L7)	Spring/Summer
Co-operative Learning Group 1 (10 Credits L7)	Spring/Summer
Professional Practice 1 (20 Credits L6)	Spring/Summer
	Total Theoretical Credits: 30
	Total Practice Credits: 20
	Part 1 Practice Experience Hours: 450

Part Two (to incorporate NMC progression point two)

Modules	Term
Caring for Individuals with Long Term Conditions (20 Credits L7)	Autumn
Co-operative Learning Group 2 (10 Credits L7)	Autumn
Professional Practice 2 (20 Credits L6)	Autumn
Safety & Risk in Adult Nursing Care (10 Credits L7)	Spring
Professional Practice 3 (20 Credits L6)	Spring/Summer
	Total Theoretical Credits: 40
	Total Practice Credits: 40
	Part 2 Practice Experience Hours: 1072.5

Part Three (to incorporate NMC progression point three)

Modules	Term
Co-operative Learning Group 3 (10 Credits L7)	Term 4/Autumn
Professional Practice 4 (20 Credits L6)	Term 4/Autumn
Individual & Public Health Policy (20 credits L7)	Autumn
Supporting the Individual with Acute & Complex Adult Care Needs (20 Credits L7)	Autumn
	Total Theoretical Credits: 50
	Total Practice Credits: 20
	Elective Practice Experience Hours: 150
	Part 3 Practice Experience Hours: 652.5
	Elective Practice Experience Hours: 150
	Total Practice Experience Hours: 2355

MSc in Nursing Practice (Optional Independent Study Module)

Autumn term	Spring term	Summer term
Service Improvement Project (60 credits L7)		
		Total Theoretical Credits: 60

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Programme commences March, annually.

Summer term	Summer vacation	Autumn term	Spring term	Date of final award board
Knowledge & Skills for Nursing Practice (10 credits L7) Principles of Professional Identity (10 Credits L7)	Professional Practice 1 (20 Credits L6) Co-operative Learning Group 1 (10 Credits L7)	*Progression confirmed at Undergraduate Exam Board*	Caring for Individuals with Long Term Conditions (20 Credits L7) Co-operative Learning Group 2 (10 Credits L7) Professional Practice 2 (20 Credits L6)	
Professional Practice 3 (20 Credits L6) Progression confirmed at subsequent Undergraduate Exam Board	Safety & Risk in Adult Nursing Care (10 Credits L7)	Individual & Public Health Policy (20 credits L7) Supporting the Individual with Acute & Complex Adult Care Needs (20 Credits L7) Co-operative Learning Group 3 (10 Credits L7)	Professional Practice 4 (20 Credits L6)	Spring/Summer

Overview of modules

Core module table –NMC Progression Point One

Module title	Module code	Credit level[1]	Credit value[2]	Prerequisites	Assessment rules[3]	Timing (term and week) and format of main assessment[4]	Independent Study Module?[5]
Principles of Professional Identity	HEA00085M	7	10		NC	SuT – Essay	No
Knowledge & Skills for Nursing Practice	HEA00084M	7	10		NC	SuT – Exam	No
Professional Practice 1	HEA00133H	6	20		P/F	SuT/SuVac – Portfolio	No
Co-operative Learning Group 1	HEA00080M	7	10		NC	SuT/SuVac – Presentation with abstract	No

Core module table – NMC Progression Point Two

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing (term and week) and format of main assessment	Independent Study Module?
Caring for Individuals with Long Term Conditions	HEA00079M	7	20		NC	AuT – Essay	No
Professional Practice 2	HEA00134H	6	20		P/F	AuT/SpT – Portfolio	No
Co-operative Learning Group 2	HEA00081M	7	10		NC	AuT/SpT – Poster presentation	No
Safety & Risk in Adult Nursing Care	HEA00086M	7	10		NC	SuT – Essay	No
Professional Practice 3	HEA00135H	7	20		P/F	SuT – Portfolio	No

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[1] The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

[2] The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

[3] **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

[4] AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

[5] **Independent Study Modules** (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

Core module table – NMC Progression Point Three

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing (term and week) and format of main assessment	Independent Study Module?
Supporting the Individual with Acute & Complex Adult Care Needs	HEA00087M	7	20		NC	AuT – Exam	No
Co-operative Learning Group 3	HEA00082M	7	10		NC	AuT – Seminar presentation	No
Individual & Public Health Policy	HEA00083M	7	20		NC	AuT – Essay	No
Professional Practice 4	HEA00136H	6	20		P/F	AuT – Portfolio & First Aid certificate	No

MSc in Nursing Practice Optional Independent Study Module

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing (term and week) and format of main assessment	Independent Study Module?
Service Improvement Project	HEA00074M	7	60		NC	AuT/SpT – 16,000 word service improvement project	Yes

Transfers out of or into the programme

Students who successfully complete 60 credits (at least 40 of which are at L7) may exit the programme with a Postgraduate Certificate in Care Related Studies. This certificate carries no professional award.

Students who successfully complete 120 credits (at least 90 of which are L7) but do not successfully complete all accredited L6 practice modules and therefore do not meet the requirements for professional registration may exit the programme with a Postgraduate Diploma in Care Related Studies. This diploma carries no professional award.

In accordance with NMC requirements (NMC 2010) students transferring from another institution or returning after a lengthy break will be checked for Good Health and Character.

Students wishing to transfer from other institutions will be dealt with on a case by case basis through the APL route.

Students successfully completing the Postgraduate Diploma with Professional Registration (Adult) may, at a later stage, top up their qualification to an MSc in Nursing Practice through the APL route, using the Postgraduate Diploma credit to enable them to access the 60 credit L7 Service Improvement Project ISM in the Undergraduate Integrated Masters in Nursing (MNursing).

Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	**Date approved**
NMC (2010) Good Health and Good Character: Guidance for Educational Institutions http://www.nmc-uk.org/	March 2014
In accordance with NMC assessment requirements (NMC QA framework 2013 annex 1) compensation is not permitted for this programme of study. http://www.nmc-uk.org/Educators/Quality-assurance-of-education/Quality-assurance-framework/	March 2014

Quality and Standards

The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.

Quality assurance and enhancement processes include:
- The academic oversight of programmes within departments by a Board of Studies, which includes student representation
- The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector
- Annual monitoring and periodic review of programmes
- The acquisition of feedback from students by departments.

More information can be obtained from the Academic Support Office:
http://www.york.ac.uk/about/departments/support-and-admin/academic-support/

Date on which this programme information was updated:	10 August 2017
Departmental web page:	http://www.york.ac.uk/healthsciences/

Please note

The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.

Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.