



Faculty of Health, Social Care and Education

School of Nursing

Programme Specification

**Title of Course: Post Graduate Diploma Nursing /
Registered Nurse (Adult, Child, Mental
Health)**

Date Specification Produced: 21st January 2016

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This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Course Handbooks and Module Descriptors.

SECTION 1: GENERAL INFORMATION

Title:	Post Graduate Diploma Nursing / Registered Nurse (Adult, Child, Mental Health)
Awarding Institution:	Kingston University
Teaching Institution:	School of Nursing, Kingston University
Location:	Kingston Hill Campus
Programme Accredited by:	Nursing and Midwifery Council
Professional Qualifications:	

Field	Eligible to apply for entry to Professional Register Nursing and Midwifery Council (NMC)
Adult Nursing	Registered Nurse - Adult (Sub Part 1 - RNA)
Children's Nursing	Registered Nurse – Child (Sub Part 1 - RNC)
Mental Health Nursing	Registered Nurse - Mental Health (Sub Part 1 - RNMH)

SECTION2: THE PROGRAMME

A. Programme Introduction

This document sets out the curriculum designed to prepare nurses for entry onto the Nursing and Midwifery Council (NMC) register, in line with the NMC standards (NMC 2010). The three fields of nursing: Adult, Child and Mental Health Nursing are included. Successful completion will allow the students to enter as new registrants on Part 1 of the NMC professional register. The programme is directly informed by the NMC Standards for Pre-registration Nursing Education [NMC 2010] and is offered with Recognition of Prior Learning (RPL) as a two-year full-time programme that includes 2,300 hours of theoretical content and 2,300 hours of practice learning opportunities leading to the award of a Post Graduate Diploma (PgDip) Nursing/Registered Nurse.

The programme allows students to qualify in a specific field of nursing. The main features of the programme are:

- The programme will be delivered in partnership with health and social care practitioners, service users and representatives from the independent and voluntary sector;
- This programme involves mandatory placements in every year of the programme and will account for at least 50% of the annual learning activity. The placements are organised by the University and will be within the Health and Social Care Sectors (NHS, Local Authority, Private, Voluntary and Independent Health sectors) and include acute, primary and tertiary settings. There is also the potential for learning opportunities for students outside of their field, which can include national or international learning opportunities;
- The programme provides opportunities for students to share learning with others in related health and social care fields, e.g. medicine, physiotherapy, radiography, midwifery, pharmacy, paramedics and social work students. This will enhance interprofessional working and collaboration in practice;
- The modules within this programme are identified as either field specific or generic in line with Nursing and Midwifery programme requirements (NMC 2010). Generic modules enable students to share learning with students across all fields of nursing;

- Our award winning simulated learning, which enables students to apply learning to a range of different scenarios within simulated hospital and community settings using both role players and high fidelity mannequins.

Academic Credits Gained over the two years

- Year 1 (part one) 30 credits at Level 6 & 30 credits of practice at Level 6 (NMC Progression Point 1 end of semester 1, year one)
- Year 1 (part two) 60 Credits at Level 7 & 30 credits of practice at Level 6 (NMC Progression Point 2 end of semester 2, year one)
- Year 2 (part three) 90 Credits at Level 7 & 30 credits of practice at level 6 (NMC Progression Point for registration end of semester 2)

B. Aims of the Programme

Overarching Aim

Student nurses awarded the PgDip Nursing/Registered Nurse will demonstrate that they are able to fulfil the requisite competencies of the Nursing and Midwifery Council's Standards and Competencies (NMC 2010) enabling them to practise independently as a registered nurse.

The Programme Aims to:

- provide the post graduate student with a deep and systematic knowledge and critical understanding of the core elements of nursing over two years by achieving the learning outcomes as outlined in the NMC Standards for Pre-registration Nursing Education and the European Directive 2005/36/EC;
- provide all post graduate students with with a deep and systematic knowledge and critical understanding of the essential elements and wider context of nursing including written and oral communication skills;
- enable post graduate students to identify and appraise critically secondary and primary sources, evaluate evidence and synthesise innovative ideas as a basis for autonomous as a basis for independent study and research in year two;
- provide post graduate students with a range of opportunities to enable the proactive development of evidence-based nursing practice skills;
- prepare post graduate students for employment in nursing, research, further study and lifelong learning or further by developing their intellectual, problem solving, practical and key graduate (transferable) skills;
- provide post graduate students with the opportunity to work alongside other health and social care practitioners in order to develop skills, knowledge and experience for effective interprofessional working in complex and unpredictable contexts;
- extend the post graduate student's knowledge and skills to enable independence, flexibility and creativity within nursing practice.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Nursing and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

Programme outcomes are founded on the four domains of the NMC competency framework 2010.

Nursing & Midwifery Council's Four Domains:

- Professional Values
- Communication and Interpersonal Skills
- Nursing Practice and Decision Making
- Leadership, Management and Team working

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual skills		Subject Practical skills
	On completion of the course students will be able to demonstrate deep and systematic knowledge and understanding of:		On completion of the course students will be able to:		On completion of the course students will be able to:
A1	The physical, pathological, social and psychological origins of health and illness and the effects of change on the individual / communities / society.	B1	Act with initiative to solve complex problems in the provision and management of nursing based on critically appraised evidence and conceptual understanding, and prioritising the needs of individuals and groups.	C1	Perform professional behaviour as an accountable, reflective, adaptable, compassionate, skilled and confident registered nurse, demonstrating the ability to competently function within recognised professional, ethical and legal frameworks to meet evidence-based practice in health and social care.
A2	The professional, legal and ethical frameworks relating to health, social and nursing care and the development of therapeutic relationships.	B2	Critically analyse and appraise research and academic writing - evaluating complex, incomplete or contradictory data and synthesising innovative ideas.	C2	Demonstrate self-awareness through effective non-judgemental interpersonal communication skills in the development and maintenance of therapeutic, empowering and working relationships.
A3	Health and social disorders/conditions that contribute to a change in the service user's well being.	B3	Demonstrate critical skills and attributes of an autonomous and reflexive learner and a commitment to systematic professional development.	C3	Recognise and respond appropriately to complex and unpredictable situations in day-to-day clinical practice, demonstrating technical competence and expertise.
A4	Contemporary range of evidence based nursing inventions used in promoting the health and well being of the individual.	B4	Demonstrate critical research skills and knowledge as applied to nursing – autonomously solving nursing problems through critical use of contemporary evidence.	C4	Act with initiative to empower others and in complex and unfamiliar situations; manage risk and act as an advocate for service users, carers and their families.
A5	Management and organisation of health care systems within NHS, independent and voluntary sector.	B5	Demonstrate critical thinking, systematic thought at a high level of abstraction and draw reasoned conclusions when making decisions.		
A6	Leadership and inter-professional working in the maintenance and development of quality within health and social care.				

Key Skills					
	Self Awareness Skills		Communication Skills		Interpersonal Skills
AK1	Take responsibility for own learning and autonomously plan for and record own personal development	BK1	Express complex ideas clearly, systematically and unambiguously in writing and the spoken word	CK1	Work effectively with multiple teams as leader or member
AK2	Recognise own academic strengths and weaknesses, critically reflect on performance and progress and respond to feedback	BK2	Present, challenge and defend ideas and results effectively orally and in writing – including where uncertainty and complexity exists	CK2	Autonomously adapts performance to multiple contexts
AK3	Organise self effectively, autonomously agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	BK3	Actively listen, evaluate, synthesise and respond appropriately to ideas of others	CK3	Critically discuss and debate with others and effectively negotiate to reach agreement in complex and unfamiliar contexts
AK4	Work effectively with limited supervision in complex, unfamiliar and unpredictable contexts			CK4	Act with initiative to give, accept and respond to constructive feedback, evaluating own performance
				CK5	Show sensitivity and respect for diverse values and beliefs, including those that are contradictory and unfamiliar
	Research and information Literacy Skills		Numeracy Skills		Management & Leadership Skills
DK1	Systematically search for, select and evaluate relevant sources of information	EK1	Systematically collect data from a wide range of primary and secondary sources and use advanced methodological approaches to manipulate and critically analyse this data	FK1	Autonomously determine the scope of a task (or project)
DK2	Critically evaluate and appraise complex information and use it appropriately	EK2	Present and record complex, incomplete and contradictory data in a wide range of appropriate formats	FK2	Identify resources needed to undertake the task (or project) and to autonomously schedule and manage the resources
DK3	Critically apply the ethical and legal requirements in both the access and use of information	EK3	Critically analyse, synthesise and evaluate data to inform and justify arguments and suggest alternative approaches	FK3	Evidence confidence to successfully complete and evaluate a task (or project), autonomously revising the plan where necessary
DK4	Accurately cite and reference information from a wide range of sources	EK4	Act with confidence in the selection, accuracy and uncertainty in the collection and critical analysis of data	FK4	Act with initiative and confidence to motivate and direct others to enable an effective contribution from all participants
DK5	Use software and IT technology confidently and creatively				

Creativity and Problem Solving Skills					
GK1	Apply scientific and other knowledge to critically analyse, synthesise and evaluate information and data and to find innovative solutions to complex problems				
GK2	Autonomously work with complex ideas and justify judgements made through systematic and critical use of evidence				

Teaching/learning methods and strategies					
<p>The range of learning and teaching strategies include the following:</p> <p>Practice Based Learning; Mentorship in practice; Formal lectures with questions and discussion; Technology Enhanced Learning; Reflection; Problem Based Learning; Inter-professional Learning; Clinical skills teaching and simulation; Seminars and workshops (staff and student led); Peer review; Scenarios and patient narratives; Group work activities and Tutorials;</p>					
Assessment strategies					
<p>The assessment strategies employed include the following:</p> <p>Formative assessments; Essays; Online exam; Posters; Presentations; Reports; Integrated literature review; Practice assessment; Objective Clinical Skills Assessments (OSCA's)</p>					

D. Entry Qualifications

The minimum entry qualifications for the programme are:

First Degree: Normally a degree relevant to health and social care with a minimum award of 2:2

Plus: ALL candidates must also have at least five GCSEs at grade C or above including English language, maths and a science subject, or equivalent qualifications, together with evidence of academic study within the last five years.

Non-native speakers who do not have the equivalent of GCSE English at grade C (e.g. key skills Level 2 Literacy) require an IELTS score of 7.0 or equivalent.

Mature applicants who do not meet the academic entry criteria may be considered on an individual basis.

Candidates will have 500 hours of relevant health and social care experience with some of the essential skills that nurses require. These could include communication skills (e.g. from working with members of the public), team-working skills and the ability to work within a professional and ethical framework. Evidence in support of clinical skills development will again be required and you will need to provide specific examples of how you have achieved these skills prior to admission through Recognition of Prior Learning (RPL).

Admission is subject to occupational health screening and Disclosure Barring Service (DBS) enhanced check.

Currently, all applicants must meet the NHS funding residency requirements. No self-funding applicants can be considered. All suitable applicants are required to attend an interview and selection day. Candidates called for interview will be required to sit both Numeracy and Literacy tests.

Ideally, the UCAS personal statement should include:

1. How the applicant has researched the profession of nursing and the specific field they are applying for as a post graduate nursing student.
2. Their understanding/insight of the field of nursing for which they are applying
3. Examples of how the applicant has worked with vulnerable people or worked within teams where they may have developed skills which may be relevant to nursing
4. How the applicant has gained insight into the course (e.g., Open days, speaking to other people, working within a health and social care environment)
5. The applicant's personal qualities that they feel relate to nursing.
6. Normally a transcript of the awarded degree is essential.

RPL Arrangements

Recognition of Prior Learning will be possible for candidates who wish to access the programme and have prior learning from experience. This is normally anticipated prior to entry and may be presented at the interview or pre interview stage. When candidates present with prior learning they will need advice on the potential of a claim. For the purposes of facilitating RPL in the School of Nursing, for the Pre Registration nursing programmes the nominated RPL co-coordinator receives enquiries and adheres to the Academic and Quality Standards Handbook, Kingston University 2015/16 (see section H, in the handbook – Accreditation processes in giving advice).

E. Programme Structure

This programme is offered in full-time mode, and leads to the award of PgDip Nursing / Registered Nurse. Intake is normally in September.

E1. Professional and Statutory Regulatory Bodies

The programme is designed according to the Nursing and Midwifery Councils Standards for Pre Registration Nursing Education (NMC 2010). Students undertake 50% theory and 50% practice in accordance with these standards for Pre Registration Nursing Education. The programme has incorporated the required progression points identified within the NMC Standards for Pre Registration Nursing Education (NMC 2010) and are met at the end of each part.

Modules are designated to be either Field specific or Generic. This enables students undertaking a specific field to have a shared vision, skills and understanding of all fields of nursing, thereby ensuring they can identify holistic care needs for individuals within their chosen field of nursing practice.

The programme is designed to ensure students can successfully achieve the essential skills identified by the Nursing and Midwifery Council (NMC 2010). Students who complete the required minimum to achieve a PgDip Nursing/Registered Nurse with 270 credits and the required practice competencies will be eligible to apply for entry to the Nursing and Midwifery Council Professional Register.

E2. Work-based learning, including sandwich programmes

The programme is, by definition, work-based learning due to the integration of theory and practice detailed below.

E3. Outline Programme Structure

The programme meets the NMC Standards (2010) enabling you to achieve their requirements to register as a nurse in your chosen field. The theoretical component is delivered within the Kingston University Undergraduate/Postgraduate Regulations based on variation approved by the Academic Regulations Committee.

The programme includes generic and field specific modules delivered at Levels 6 and 7 to meet the theoretical and practical Nursing and Midwifery Council requirements. The programme requires completion of 120 credits at level 6 and 150 credits at level 7.

Students are required to progress through the different academic levels and must complete 60 credits at level 6, (part one), 30 credits a level 6 and 60 credits at level 7 (part two) and 30 credits at level 6 and 90 credits at level 7 (part three) over the 2-year period to achieve the final award. A final and an intermediate award are possible and are detailed below.

Full details of each module will be provided in module descriptors and student module guides.

All students will be provided with the Undergraduate/Postgraduate regulations online. The specific variants to the Undergraduate/Postgraduate Regulations are outlined in section J.

Programme Structure

Year One (Part One)					
Compulsory modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites
Introduction to Nursing for Graduates	NG6200	30	6	1	None
Practice Learning Part 1	NP6001	30	6	1	None
Progression to Part 2 requires 60 credits at level 6 and passing NMC requirements for progression point one.					
Year One (Part Two)					
*Nursing the Acutely Ill Adult	NA7101	30	7	2	Completion of Progression Point One
*Long Term Conditions in Adult Nursing	NA7102	30	7	2	As above (A/A)
*Care of the Acutely Ill Child	NC7101	30	7	2	A/A
* Contemporary Issues in Children's Nursing	NC7102	30	7	2	A/A
*The Care Process in Mental Health Nursing	NM7101	30	7	2	A/A
* Collaborative working in Mental Health	NM7102	30	7	2	A/A
Practice Learning Part 2	NP6002	30	6	2	A/A
* Students will study module according to chosen field of practice					
Intermediate award: Students exiting the programme at this point who have successfully completed a minimum of 60 credits at levels 6 or 7 of which 45 credits must be at Level 7 are eligible for the award of Postgraduate Certificate (PgCert) in Health and Wellbeing. (but cannot register under the NMC)					
Progression to Part three requires completion of parts one and part two and completion of NMC requirements for progression point two.					

Year Two (Part Three)					
Compulsory modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites
*Transition to Professional Practice in Adult Nursing	NA7103	30	7	1 & 2	Completion of Progression Point Two
*Transition to Professional Practice in Children's Nursing	NC7103	30	7	1 & 2	A/A
*Transition to Professional Practice in Mental Health Nursing	NM7103	30	7	1 & 2	A/A
Developing and Analysing Evidence-based Practice	NG7104	30	7	1 & 2	A/A
*Complexities of Adult Nursing	NA7105	30	7	1 & 2	A/A
* Complexities of Children's Nursing	NC7105	30	7	1 & 2	A/A
* Complexities of Mental Health Nursing	NM7105	30	7	1 & 2	A/A
Practice Learning Part 3	NP6003	30	6	1 & 2	A/A
* Students will study module according to chosen field of practice					
Intermediate Award: Students who fail to complete the programme but achieve a minimum of 120 credits at levels 6 or 7 of which at least 90 credits must be at level 7 are eligible for the award of Postgraduate Diploma (PgDip) in Health and Wellbeing, (but cannot register under the NMC)					

F. Principles of Teaching Learning and Assessment

The programme is designed as a continuous process where theory and practice are linked and inform each other. Students engage with a number of key relationships – Service Users and Families; Teachers and Mentors; The Learning Environment (University and Practice); Knowledge and Evidence. The four NMC Domains (Professional Values; Communication and Interpersonal Skills; Nursing Practice and Decision Making; Leadership, Management and Team-working) provide the main themes of the curriculum. The four areas of the NMC Code (Prioritise People; Practise Effectively; Preserve Safety; Promote Professionalism and Trust) further underpin student development. Additionally, The Chief Nursing Officer's '6Cs' (Care, Compassion, Competence, Communication, Courage, Commitment) provide a framework within which students will practice throughout the programme. Finally, a number of curriculum threads across all three fields of nursing are developed throughout the programme through a spiralling approach. These include Evidence-based Practice, Public health/health promotion, Numeracy, Pharmacology, Employability, Global health, Safeguarding and Academic skills.

Modules are organised in a staged approach throughout the academic year to maximise the opportunities for integrating theory and practice and to ensure a manageable workload. All students undertake Generic Modules which focus upon shared learning relevant to all fields of nursing. There is an emphasis on the relationship between physical and mental health, care throughout the lifespan and the wider influences on health and wellbeing. Students also undertake Field Specific modules which focus upon learning relevant to their chosen field, but which also consider cross-field issues.

Teaching and learning is delivered through the integration of a variety of face-to-face activities and Technology Enhanced Learning (TEL). Face-to-face teaching occurs in small and large groups and includes lectures, conferences, seminars, groupwork and problem-based learning. Technology Enhanced Learning includes online activities supported by the University's Virtual Learning Environment (VLE) and classroom-based technologies such as voting clickers.

Students undertake an individualised practice learning pathway which provides them with the opportunity to gain the breadth and depth of clinical experience relevant to their field. Students provide direct care to service users, families and carers under the guidance and supervision of qualified mentors and a variety of interprofessional colleagues. The post graduate diploma students gain clinical experience working within a clinical research placement to gain an insight into clinical trials and the role of clinical research within patient care. Students also undertake a wide range of clinical experiences in our award-winning Clinical Skills and Simulation Suite. Clinical skill acquisition is developed in a safe and supportive environment and there are numerous opportunities for undertaking simulated learning with role players representing all fields of practice. Clinical Skills and Simulation also utilises Technology Enhanced Learning through the use of patient simulators, live video streaming and Electronic Patient Records (EPR). Students also have the opportunity to undertake an International or National Learning Opportunity (elective) at the end of year 1.

The integration of theory and practice is achieved through learning, teaching and assessment strategies which require students to reflect on their experiences in practice. Nursing knowledge and evidence is applied to these experiences, with an increasing depth of discussion and analysis as students' progress through the academic levels. Furthermore, a wide variety of practice partners, service users and carers contribute to the delivery of the programme within the classroom. Each placement has a designated Link Tutor from the University who is available to provide guidance to mentors and students where required.

Research Informed Teaching (RIT) is delivered in a number of ways to ensure graduates achieve the appropriate skills and also to engage with evidence-based practice (EBP). Newell and Burnard's (2011) 5 stages of EBP are used as a framework to structure the curriculum:

1. Asking answerable questions from practice (Y1)
2. Find the best available evidence (Y1)
3. Appraising the evidence for validity and applicability (Y1)
4. Applying the results of appraisal to clinical practice (Y2)
5. Evaluate the effect of applying the evidence (Y2)

The Y2 module Developing Evidence-based Practice allows students to consolidate this learning through the development of an integrative literature review. Furthermore, the use of an enquiry-based approach to learning and teaching, particularly in Year 2, fosters the development of relevant skills. Research informed teaching is also delivered through the integration of the significant body of research generated through the Faculty, professors, visiting professors and course team.

In Year 2 of the programme, students undertake shared learning with their BSc (Hons) colleagues who are undertaking the Nursing/Registered Nurse programme. The concurrent

delivery of academic levels 6 and 7 in year 2 (part three) is facilitated through a mixture of joint and separate sessions for each group of students. This maximises the benefits of shared learning, but also ensures that appropriate learning and teaching strategies are employed.

Students benefit from a wide range of Interprofessional Learning (IPL) opportunities during the programme. The primary opportunity for IPL is during clinical placements where students learn from and with a variety of health and social care professionals. Furthermore, a number of learning activities are undertaken within practice, the classroom and within the Clinical Skills and Simulation Suite with different professional groups. Examples of professional groups that students learn with include medicine, physiotherapy, midwifery, pharmacy, social work, paramedics and radiography. Students also learn from and with service users through initiatives such as Heritage2Health and The Recovery College.

The assessment strategy is organised in a staged way throughout the academic year to ensure coherence and a manageable workload. Each assessment has both a formative and summative element which allows students to develop their ideas, seek feedback and maximise success at the final submission. Students are provided with feed forward at the formative and summative points, which clarifies what the student needs to do to develop their future assignments and academic skills and achieve their full potential. Assignments are assessed using a marking rubric to ensure transparency and facilitate feedback and feed forward. A range of assessment types are employed and include an exam, coursework and practical assessments. Theoretical assessments build upon experiences in practice and are used to demonstrate clear linkages between theory and practice. Students develop a portfolio of evidence throughout the programme and this is used to develop a capstone project in Year 2. Theory and practice have equal weighting within the programme. Students have to achieve a pass in both theory and practice to achieve their final award.

Students benefit from a wide range of activities which allows them to engage with opportunities both within and beyond the realms of the course. There is a very active Nursing Society which provides extra-curricular activities for students and has facilitated a number of collaborations with staff. The SNAP (Student Nurse Academic Partner) conference is a student led conference for students, staff and clinical partners. Students develop their work with a member of academic staff for presentation and publication. SADRAS (Student Academic Development Research Associate Scheme) is a Kingston University (KU) initiative which allows students to undertake a research project with an academic partner. KU Ambassador is a paid role in which students provide support for open days, welcome events and induction. There are numerous other opportunities for paid and unpaid roles through volunteering, sports and societies. The Kingston Award is a scheme that allows students to gain recognition for this work and can be used to enhance student CVs when applying for those all important first jobs.

G. Support for Students and their Learning

Personally and academically, a Post Graduate Diploma nursing programme is a demanding course, and in recognition of that, a strong emphasis is placed on student support. Students are supported by a number of roles which provide a matrix approach throughout the programme.

The primary means of support is provided through the Personal Tutor Scheme (PTS). A group of field specific students are allocated to a member of staff for the duration of the course. Regular personal tutor group (PTG) tutorials are timetabled to facilitate group support at key points. Students are also frequently timetabled for seminars and clinical skills

sessions in their PTG. Students have regular one to one meetings with their Personal Tutor to monitor their progression and development. Students are also able to contact their Personal Tutor for further academic and pastoral support, as required.

Two other key support roles are the Field Lead and Course Director. The Field Lead provides support and monitors student progression for a field specific cohort for the duration of the programme. The Field Lead is responsible for coordinating support across the cohort and works with the Personal Tutors. The Course Director is responsible for the organisation and management of the programme. They also coordinate support alongside the Field Lead and Personal Tutor and monitor student progression. Both roles focus on academic and pastoral support.

There is also a Faculty Student Support Officer which is a non-academic role, specifically providing pastoral support. Students can arrange a one to one meeting or attend drop in appointments. The Student Support Officer offers advice and support and is able to sign-post students to the wide range of services offered by the university-wide Student Services. These include Finance, Accommodation, Disability and Dyslexia (including mental health), Health and Wellbeing (including counselling), Faith and Spirituality, Union of Kingston University Students. Furthermore, there are a number of other key non-academic roles which provide support for students, such as Professional Support Staff and the Admissions Team.

Each module is led by a Module Leader and delivered by an academic team. The module team are responsible for planning, delivering and evaluating the module and enable students to achieve the module learning outcomes. The module team are the primary means of academic support for students undertaking the module assessment. They coordinate tutorial support for the formative and summative submissions and ensure appropriate feedback and feed forward is provided. There are also identified academic staff with the Course Director who are responsible for managing both the operational and the quality aspects of assessment for the programme.

Academic skills development is provided throughout the curriculum alongside the theory content and assessment tutorials. Support is tailored to the academic level undertaken to ensure students develop their skills appropriately. Students are directed to online resources to provide further support. Specific academic skills lecturers provide small group and one to one support in the Academic Skills Centres (ASCs). Learning Resources Centre (LRC) support staff also provides academic skills development both within the LRC and also integrated into module delivery. Numeracy skills development is supported through theory, practice and skills content. There are academic staff that specialise in offering numeracy support. Students are also directed to online support.

In clinical practice, students are supported by qualified mentors and a range of other nursing and interprofessional staff. Students are always allocated to a registered mentor in each placement who is available to the student for at least 40 percent of the time during periods of practice learning. Further specific support may also be available such as Practice Educators and student placement coordinators. Each clinical area is supported by a Link Tutor: a member of Faculty staff who is available to provide support to students and clinical staff if required. Academic Zone Leads are responsible for liaising with each organisation and coordinating support provided by Link Tutors. Senior practitioners are also available to mentor postgraduate students to discuss the student's practice pathway and career options. We have a very close relationship with practice partners which maximises students' opportunities for gaining employment at the end of the course.

H. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Staff Student Consultative Committee
- Faculty Forum
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies
- NMC/QAA Major Review of Nursing and Midwifery approved programmes
- Health Education South London Quality Contract Performance Monitoring
- National Student Survey
- University Level 4 and 5 Surveys
- Consultation with practice partners and service users

I. Employability Statement

As a vocational programme, which results in both academic and professional qualifications, this course is highly oriented towards employment. In addition, the architecture of the course, but particularly aspects of the final year, is designed as direct preparation for employability. Careers Advice is also made available to students in their final year by the KU Careers & Employability Service - KU Talent.

98% of our postgraduate students are working in professional or managerial posts 6 months after the end of the course. The average salary of postgraduates 6 months after completing the course is £25,000.

J. Approved Variants from the Undergraduate Regulations/Post Graduate Regulations

- In order to comply with our professional body's requirements for minimum hours of theory and practice, the Post Graduate Diploma in Nursing/Registered Nurse Programme will exceed the required credits under Kingston University's Post Graduate Regulations (150 credits at level 7 and 30 credits at level 6, plus 90 credits for practice at level 6).
- Students must have completed all Nursing & Midwifery progression outcomes within 12 weeks of progressing into the next 'part/year' of the programme. This is clearly identified within the student's course plan. Failure to have completed all outcomes within this time period will mean that the student will be discontinued/interrupted from their programme of study.
- Students are only permitted two attempts at the practice assessment document

Awards

Students undertaking the postgraduate programme who successfully complete all requirements are eligible for the award of Post Graduate Diploma in Nursing/Registered

Nurse from Kingston University and are eligible to apply to the NMC for registration on Sub Part 1 of the Professional Register for Nurses and Midwives.

Students who terminate their studies before the end of the programme are eligible for a statement of credit for any passed modules.

A student who is registered for a Post Graduate Diploma in Nursing will be considered eligible for the intermediate award of **Post Graduate Certificate in Health and Well Being** on completion of a minimum of 60 credits at levels 6 or 7 of which 45 must be at Level 7 or for the intermediate award of **Postgraduate Diploma (PgDip) in Health and Wellbeing** if they have achieved a minimum of 120 credits at levels 6 or 7 of which at least 90 credits must be at level 7. These awards are an exit award and do not enable the student to register with the NMC.

Students who complete 120 credits at Level 6 (90 at pass/fail), and 150 credits at Level 7 and complete all practice assessments and meet NMC requirements for theory and practice hours are eligible for the award of **Post Graduate Diploma in Nursing/Registered Nurse** and to register as a Registered Nurse with the NMC subject to satisfactory reports of good health and good.

Postgraduate Classification

Students will achieve 90 credits at Level 6 for practice modules which are graded pass/fail and do not contribute to the classification. In addition, they will achieve graded theory modules as follows: 30 credits at level 6 and 150 credits at level 7.

The award of Postgraduate Diploma Nursing/Registered Nurse requires that all credit is passed.

With commendation - To be eligible for the qualification of a Postgraduate Diploma with commendation, a student must have achieved the award and achieved an average score of 60-69% across the best of 120 credits at level 7.

With distinction - To be awarded a Postgraduate Diploma with distinction, a student must have achieved the award and achieved an average score of 70% or above across the best of 120 credits at level 7.

Registration

Students must register on an approved pre-registration nursing programme, of study leading to a Post Graduate Diploma in Nursing in order to apply to enter Sub Part 1 of the Nursing & Midwifery Council Professional Register.

The minimum period of registration on the Post Graduate Diploma in Nursing/Registered Nurse Programme is two years. The maximum period of registration on the 2-year full-time Post Graduate Diploma in Nursing/Registered Nurse programme is four years within the minimum and maximum period of registration on the programmes students must fulfil the course requirements of Kingston University and the NMC for registration on Sub Part 1 of the Professional Register for Nurses and Midwives.

Duration of the Programme and Student Attendance

The full-time programme is designed to be completed in two years of full-time study with integrated nursing practice experience and is designed to equip the student with generic and field specific skills. The student must complete 120 credits at level 6 (90 at pass/fail), and 150 credits at level 7 to achieve a Post Graduate Diploma in Nursing/Registered Nurse.

Students must attend all elements of academic and practice modules in order to fulfil the statutory requirements of the NMC for Registration on Sub Part 1 of the Professional Register for Nurses, Midwives and Health Visitors and the requirements of Kingston University.

Interruptions during the course

Interruptions during the course will be viewed as a continuous period inclusive of the first day of absence regardless of any single or composite reason. Where the interruption is more than 21 days but less than six weeks, practice should be completed before the next progression point of the programme.

Should it be necessary for a student to interrupt attendance on the programme for a period of more than six weeks, either in composite periods of leave, or in a single period of leave, the student may be discontinued from the programme. Where the period of interruption is more than six weeks in total, students may be allowed to re-register and re-join the programme at an appropriate point, subject to School policy and availability of practice learning opportunities. The Head of Programmes will consider the individual circumstances of each student: pre-registration nursing.

Assessment

The assessment regulations are as specified in the Kingston University, Academic Regulations 2: Undergraduate Regulations. (2015-16) and Academic Regulations 3: Post Graduate Regulations (2015-16)

The regulations conform to the regulations of the NMC.

The Nursing & Midwifery Council delegates authority for the assessment of performance in nursing practice to the School of Nursing. Such assessments will be conducted by *practice supervisors*, who have undertaken an NMC mentor approved programme of preparation in teaching and assessing in clinical practice, or its equivalent, NMC (2010).

If unsatisfactory performance in achieving the required standard of proficiency results in failure, a student may be only re-assessed once in each assessment of nursing practice. Failure to pass the standard of proficiencies required by the NMC will result in discontinuation from the Post Graduate Diploma in Nursing/Registered Nurse Programme.

Compensation for failure

In accordance with NMC requirements set out in the Standards for Pre-registration Nursing Education (NMC, 2010) no compensation for assessments is permitted.

K. Other sources of information that you may wish to consult

- QAA Benchmark Statement for Nursing:
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/nursing.pdf>
- NMC (2010) Standards for pre-registration nursing education:
<http://standards.nmc-uk.org/Pages/Welcome.aspx>

Development of Programme Learning Outcomes in Modules

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes.

Programme Learning Outcomes	PART ONE		PART TWO							PART THREE							
	LEVEL 6		LEVEL 7 (PRACTICE MODULE = LEVEL 6)							LEVEL 7 (PRACTICE MODULE = LEVEL 6)							
Knowledge and Understanding	NG6200	NP6001	NA7101	NA7102	NC7101	NC7102	NM7101	NM7102	NP6002	NA7103	NC7103	NM7103	NG7104	NA7105	NC7105	NM7105	NP6003
A1.	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S					F/S	F/S	F/S	F/S
A2.	F/S	F/S	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
A3.		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S					F/S	F/S	F/S	F/S
A4.		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S				F/S	F/S	F/S	F/S	F/S
A5.	F/S	F/S							F/S	F/S	F/S	F/S		F/S	F/S	F/S	F/S
A6.					F/S		F/S	F/S	F/S	F/S	F/S	F/S		F/S	F/S	F/S	F/S
Intellectual skills:	NG6200	NP6001	NA5105	NA5106	NC5105	NC5106	NM5105	NM5106	NP5000	NA6107	NC6107	NM6107	NG6108	NA6109	NC6109	NM6109	NP6000
B1.	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S		F/S	F/S	F/S	F/S
B2.	F/S									F/S	F/S	F/S	F/S	F/S	F/S	F/S	

B3.	F/S	F/S																					
B4.	F/S	F/S																					
B5.	F/S	F/S																					
Subject Practical skills:	NG6200	NP6001	NA5105	NA5106	NC5105	NC5106	NM5105	NM5106	NP5000	NA6107	NC6107	NM6107	NG6108	NA6109	NC6109	NM6109	NP6000						
C1.	F/S	F/S	F/S		F/S	F/S			F/S	F/S	F/S												
C2.		F/S		F/S	F/S		F/S	F/S	F/S	F/S	F/S			F/S	F/S	F/S							
C3.									F/S														
C4.	F/S	F/S		F/S	F/S	F/S	F/S	F/S	F/S					F/S	F/S	F/S							

S indicates where a summative assessment occurs.
F where formative assessment/feedback occurs.

Key Skills	PART ONE		PART TWO						PART THREE								
	LEVEL 6		LEVEL 7 (PRACTICE MODULE = LEVEL 6)						LEVEL 7 (PRACTICE MODULE = LEVEL 6)								
Self Awareness Skills	NG6200	NP6001	NA7101	NA7102	NC7101	NC7102	NM7101	NM7102	NP6002	NA7103	NC7103	NM7103	NG7104	NA7105	NC7105	NM7105	NP6003
AK1.	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
AK2.	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
AK3.	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
AK4.																	F/S
Communication Skills:	NG6200	NP6001	NA7101	NA7102	NC7101	NC7102	NM7101	NM7102	NP6002	NA7103	NC7103	NM7103	NG7104	NA7105	NC7105	NM7105	NP6003
BK1.	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
BK2.	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
BK3.	F	F/S	F	F	F	F	F	F	F/S	F	F	F	F	F	F	F	F/S
Interpersonal Skills:	NG6200	NP6001	NA7101	NA7102	NC7101	NC7102	NM7101	NM7102	NP6002	NA7103	NC7103	NM7103	NG7104	NA7105	NC7105	NM7105	NP6003
CK1.		F/S							F/S	F/S	F/S						F/S

EK1.	F	NG6200	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	F/S	NP6001	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	F/S	NA7101	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	F	NA7102	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	F/S	NC7101	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	F	NC7102	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	F	NM7101	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	F	NM7102	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	F/S	NP6002	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		NA7103	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		NC7103	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		NM7103	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	F/S	NG7104	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		NA7105	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		NC7105	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		NM7105	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
	F/S	NP6003	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
CK5.	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
CK4.	F		F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
CK3.	F		F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
CK2.																			
Research and Information Literacy Skills:																			
DK5.	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
DK4.	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
DK3.	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
DK2.	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
DK1.	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S

EK2.		F/S							F/S									
EK3.		F/S							F/S									
EK4.		F/S							F/S									
Management and Leadership Skills:	NG6200	NP6001	NA7101	NA7102	NC7101	NC7102	NM7101	NM7102	NP6002	NA7103	NC7103	NM7103	NG7104	NA7105	NC7105	NM7105	NP6003	F/S
FK1.										F/S	F/S	F/S						F/S
FK2.										F/S	F/S	F/S						F/S
FK3.										F/S	F/S	F/S						F/S
FK4.										F/S	F/S	F/S						F/S
Creativity and Problem Solving Skills:	NG6200	NP6001	NA7101	NA7102	NC7101	NC7102	NM7101	NM7102	NP6002	NA7103	NC7103	NM7103	NG7104	NA7105	NC7105	NM7105	NP6003	F/S
GK1.	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
GK2.			F/S	F/S	F/S	F/S	F/S	F/S		F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S

S indicates where a summative assessment occurs.
F where formative assessment/feedback occurs.

Indicative Module Assessment Map

This map identifies the elements of assessment for each module. Course teams are reminded that:

- There should be no more than three elements of assessment per module
- There should be no more than one formal examination per module.
- Synoptic assessments that test the learning outcomes of more than one module are permitted

Module					Assessment Method		
Level	Module Name	Module code	Credit value	Core/ option	Type	Word length/ Duration	Weighting %
6	Introduction to Nursing for Graduates	NG6200	30	Core	Written Examination	2 Hrs	100%
6	Nursing Practice (Part 1)	NP6001	30	Core	Practical Exam	N/A	100%
Part Two							
7	*Nursing the Acutely Ill Adult	NA7101	30	Core	Coursework	3500	100%
7	Long Term Conditions in Adult Nursing	NA7102	30	Core	Coursework	3500	100%
7	*Care of the Acutely Ill Child	NC7102	30	Core	Coursework	3500	100%
7	*Contemporary Issues in Children's Nursing	NC7102	30	Core	Coursework	3500	100%
7	*The Care Process in Mental Health Nursing	NM7101	30	Core	Coursework	3500	100%
7	* Collaborative working in Mental Health	NM7102	30	Core	Coursework	3500	100%
6	Nursing Practice (Part 2)	NP6002	30	Core	Practical Examination	N/A	100%
Part Three							
7	*Transition to Professional Practice in Adult Nursing	NA7103	30	Core	Coursework	3500	100%
7	*Transition to Professional Practice in Children's Nursing	NC7103	30	Core	Coursework	3500	100%
7	*Transition to Professional Practice in Mental Health Nursing	NM7103	30	Core	Coursework	3500	100%
7	Developing and Analysing Evidence Based Practice	NG7104	30	Core	Coursework	4000	100%
7	*Complexities of Adult Nursing	NA7104	30	Core	Coursework	1500	100%

7	* Complexities of Children's Nursing	NC7104	30	Core	Coursework	1500	100%
7	* Complexities of Mental Health Nursing	NM7104	30	Core	Coursework	1500	100%
6	Nursing Practice (Part 3)	NP6003	30	Core	Practical Examination	N/A	100%

Key

Type: Specify whether coursework, written examination, practical etc.

* Students will study the relevant module according to chosen field of practice

Technical Annex

Final Award(s):	Post Graduate Diploma in Nursing/Registered Nurse; (Adult, Child, Mental Health)
Intermediate Award(s):	Post Graduate Diploma in Health and Well-being (PgDip) Post Graduate Certificate in Health and Well-being (PGCert)
Minimum period of registration:	2 years
Maximum period of registration:	4 years
FHEQ Level for the Final Award:	Post Graduate Diploma Nursing/Registered Nurse
QAA Subject Benchmark:	Nursing
Modes of Delivery:	Full-time
Language of Delivery:	English
Faculty:	Health, Social Care and Education
School:	Nursing
JACS Codes:	B741 Adult Nursing (PgDip/AN) B731 Children's Nursing (PgDip/CN) B766 Mental Health Nursing (PgDip/MHN)
UCAS Codes:	B741 PgDip/Adult Nursing B731 PgDip/Children's Nursing B766 PgDip/Mental Health Nursing
Course Code:	KNUKPPH2F
Route Code:	KPADNU (Adult) KPCHNU (Child) KPMHNU (Mental Health)

