Programme Specifications

Nursing, Midwifery and Physiotherapy

Session 11/12

Midwifery

Section A. Basic Information

1 Title
Midwifery

2 Course Code
1860

3 School(s) Responsible For Management Of The Course

Midwifery 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Midwifery (Pre-registration)

2 Course Code
B721

3 School(s) Responsible For Management Of The Course

Midwifery 100%

4 Type of Course
Single Subject

5 Mode of Delivery

Full time

6 Accrediting Body
NMC

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

To enable students with a wide range of qualifications and experiences to become competent practising midwives.

To produce midwives who are confident and proficient to provide wpman-centred midwifery care in any area of the maternity services or as an independent midwife practitioner.

To foster an environment that emphasises learning and personal development and prepares graduates who are able to critically analyse and evaluate best available evidence to underpin autonomous midwifery practice.

To enable students to be responsive to the changing context of midwifery practice and to work collaboratively with other health care professionals and agencies to provide seamless and appropriately targeted midwifery care.

To equip graduates with skills to participate in research and practice development.

Distingushing Features

Leads to eligibility to register as a Midwife with the Nursing and Midwifery Council.

Section C. Supplementary Regulations

1 Admission Requirements

All applications are received and offers made through the UCAS

It is not our policy to admit students to the course without an interview.

All applicants must be aged 17 ½ years or above on the date of course commencement

Entry criteria:
Applicants under the age of 21 years:

3 A levels at grade C or above (one of which must be a Science subject) plus GCSE English language and Mathematics at Grades A-C

Provisional offers may be made to applicants who have at least 8 GCSEs Grades A-C of which English, Mathematics and a Science subject must be included

Or

Successful completion of Lincoln University Certificate in Health Sciences plus GCSE English and Mathematics at Grades A-C

Applicants aged 21 years or above:

Applications from mature candidates are welcomed and equivalent qualifications may be considered (to include English, numeracy and a science component). They will be expected to show evidence of personal motivation and recent academic studies. There is no upper age limit, although selectors will bear in mind the length of the course and the expected length of service after qualification. We do not have a quota for mature applicants.

All applicants:

Successful candidates are expected to be able to demonstrate potential for academic progression, commitment to a career in midwifery and an understanding of the role of the midwife. They should be motivated and well-rounded people with interests outside midwifery, with integrity and stamina.

In all cases, evidence of recent academic study is essential.

All offers are subject to satisfactory health screening and criminal records bureau screening

English Language Requirements:

All students, whether British or international, must be able to show that they can communicate effectively in English. The course is given entirely in English, and all students must be able to understand written and spoken English, and take part in tutorials and group discussions.
If the applicant's first language is not English, and they have not already attained GCSE English at grade C or above, then they must show fluency and competence in English by passing an approved test before applying for the course. The test currently recognised is the British Council 'International English Language Testing Service' (IELTS) test. Website http://www.ielts.org/
An application will not be considered until the candidate has achieved the required standard in the IELTS general module, with a pass score of 6.5 overall, and no less than 5.5 in any one section.

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Module learning outcomes have been mapped against the Nursing and Midwifery Council and Quality Assurance Agency for Higher Education standards

Knowledge and Understanding

Use midwifery subject knowledge in an integrated way in specific and diverse midwifery practice contexts
Analyse the public health role of the midwife
Utilise knowledge of legal and ethical principles to provide non-discrimatory care to childbearing women and their families
Understand own responsibilty in relation to statutory midwifery supervision, clinical governance and risk management
Use knowledge and understanding of the research process to critically analyse and evaluate evidence to determine best midwifery practice and service provision

Intellectual Skills

Demonstrate intellectual, IT, and the specific skills needed for independent midwifery practice

Demonstrate an understanding of the importance of critiquing and using research to inform and develop midwifery practice

Demonstrate ability to make decisions as the lead midwife professional

Reflect on own practice, identify learning needs and develop action plans to enhance the midwifery care they offer to women and their families

Use a systematic review to demonstrate the ability to locate, interpret and critically evaluate information from a range of sources, articulate an argument and draw reasoned conclusions relating to an aspect of midwifery care or service provision

Conceptualise and defend independent analyses orally and in various written formats

Professional/Pracical Skills

Have achieved the required standards of proficiency determined by the professional regulatory body for registration as a midwife

Display team-working and team-building skills in order to function effectively in multi-disciplinary teams in the interest of child bearing women and their families

Demonstrate appropriate interpersonal and psychomotor skills to provide women centred care during pregnancy and childbirth

Demonstrate skills for health promotion and assessment of health needs of the client group

Be able to identify emergency situations and act within own limitations and scope of midwifery practice

Calculate dosages and administer medicines in accordance with local and statutory protocols

Disseminate professional knowledge and ideas to peers and collegues in a structure and articulate manner

Transferable/Key Skills

Demonstrate collaborative team/group working skills

Effectively communicate using a range of methods

Use problem based learning skills

Show appropriate application of number

Use personal reflection and assume responsibility for their own future learning and professional growth

Demonstrate retrieval and systematic scrutiny of published information

Demonstrate presentation skills

Use information technology

Teaching and Learning for all sections if summarised

Teaching methods are selected according to the content and learning outcomes of each module. They include:

• Problem-based learning - to enable students to identify their learning needs, to learn from each other and to enhance the depth of understanding and retention of information
• Lectures – particularly used by specialist speakers e.g. Consultant anaesthetist
• Discussion – to draw upon student knowledge and experience to explore topics such as approaches to health promotion
• Debate – to enable students to explore competing perspectives e.g. place of birth; health and social policy relating to inequalities in health
• Simulation – to provide exposure to situations that the student may not experience during practice placements e.g. vaginal breech birth
• Case-studies – to assist in the application of theory to practice and to encourage students to analyse a range of interventions that may be used in different Trusts / contexts e.g. management of pre-term labour
• Experiential learning – 50% of the curriculum hours are spent in practice, students are provided with opportunities on an individual and group basis to reflect and analyse experience
• Inter-professional learning – to enhance multi-professional team working
• Skills workshops - e.g. to explore active birth; to prepare students for emergencies in practice; to develop IT skills; to prepare for systematic reviews
• Student case-holding – the aim of this experience is to develop a student led approach to learning, to encourage user involvement in the delivery and evaluation of practice based learning and to provide experience of continuity of care giver
• Web-based learning – e.g. web-CT for biological science modules; application of number packages; K2 (fetal monitoring training system)
• Group tutorials – e.g. to share ideas and progress with dissertations

Students are encouraged to take responsibility for their own learning and to be active participants in the learning process

Assessment for all sections if summarised

A varied range of assessment procedures is included in the programme. Assessment methods are selected for their appropriateness in making judgements about achievement of module outcomes.
Methods include:

1) Electronic testing - DM1601
2) Critique of a research article - DM1601
3) Unseen written examinations (MCQs, SAQs, examinations) - module DM1602, DM2603 and DM2604
4) Case study - DM1603
5) Clinical skills record and workbook - DM1604
6) Objective Structured Clinical Examination - DM1604 and DM2604
7) Essays - DM3602 and DM3604
8) Critical incident analysis - DM3603
9) Completion of practice portfolio - DM1604, DM2601 and DM3601
10) Numeracy testing - DM1604, DM2601 and DM3601
11) Patchwork assessment - DM2602
12) Dissertation - DM3605

A tripartite approach to the assessment in practice process is used involving the student, midwife mentor and midwife teacher.

Section A. Basic Information

1 Title

Midwifery (Extended)

2 Course Code

B722

3 School(s) Responsible For Management Of The Course

Midwifery 100%

4 Type of Course

Single Subject

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Midwifery (Extended)

2 Course Code

B722

3 School(s) Responsible For Management Of The Course

Midwifery 100%

4 Type of Course

Single Subject

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Midwifery

2 Course Code
B724

3 School(s) Responsible For Management Of The Course

Midwifery 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The course aims to enable experienced midwives to deliver, develop and direct high quality midwifery services in a changing health care context. To achieve this, the Division will foster an environment that emphasises learning, personal development and enables students to develop further the qualities of reflection, critical, independent thought. The students will study in depth the art and science of midwifery and the ethical, political, legal, economic and multi-disciplinary context in which midwifery is practised.

Outline Description of Course

The Course is organised in conventional University Semesters. Part-time students will normally take one core module in each of the first year semesters plus one two-semester long module. In year two, semester one they will normally take one core and one optional module. The dissertation will commence in semester two in year two and will normally be completed by the end of the summer period semester.

<p>Full-time students in year one will normally take two core modules in semester one, one core module in semester two plus one two-semester long module. The optional module may be taken in semester one or two.</p>

<p>Two modules will normally be timetabled for the same day to reduce the travelling requirements for part-time students. Taught components will be at weekly intervals with 3 hours x 10 for a 30 credit module and 2 hours x 10 for a 20 credit module.</p>

<p>Candidates will normally be required to attend the full course of two, 30 credit modules and three, 20 credit modules for the Postgraduate Diploma.</p>

<p>The course will consist of 8 Modules from which students take four core modules and choose one elective module.</p>

<p>Duration, start/end dates and method of study</p>

<p>Start date, part-time option : October, minimum length of course 24 months for the Masters and 18 months for the part-time diploma.</p>

Start date, full-time option : October, minimum length of course 12 months for the Masters and 9 months for the full-time diploma.

Full-time students will normally be expected to complete the course in 24 months. Part-time students will normally complete the course within 4 years, having the option to complete within 24, 36 or 48 months.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Honours degree (usually 2:2 or above) or qualification and/or relevant experience deemed to be equivalent to a degree
Other Requirements	Applicants must be a registered midwife in current practice
IELTS Requirements	7.0 (with 7.0 in each element)
TOEFL Paper Based Requirements	600 (with TWE score of at least 5)

2 Course Structure

Year 2
Restricted
 Group 1

Students Must Take 30.00 credits from this group

Code	Title	Credits	Compensatable	Taught
A24CE7	Education Studies for Nurse/Midwife Teachers	30	Y	Spring
	Credit Total	**30**		

Additional Module Choice Information for Year 2

3 Assessment Criteria

Progression Information:

Part-time students shall be permitted to take modules in any order, subject to availability.

Degree Information:

<p>These regulations shall be subject to, and shall be read in the light of, the University Regulations for Taught Postgraduate Degrees, Diplomas and Certificates.</p>

<p>The regulations governing the Postgraduate Diploma in Midwifery are as follows:</p>
<p>Assessment for each module shall be as specified in the course handbook and in the assessment guidelines provided for each candidate.</p>

<p>Candidates must submit work for formal module assignments in accordance with the times and conditions determined by the Course Leader.</p>

<p>Candidates who fail to satisfy the examiners in any part of a module's assessment will normally be allowed to re-sit that part.</p>

<p>The pass mark in each module will be 40% for the Postgraduate Diploma.</p>

<p>Candidates who fail to achieve the requirements of regulation 10 will be permitted to compensate for one failed module for the Diploma or Degree, provided that they have achieved:</p>

<p>i) an overall average mark for all the modules of at least 40% for the postgraduate diploma (where the individual's marks contributing to that average are weighted according to the number of credits attributed to each module).</p>

<p>ii) a mark of at least 30% in the failed module for the award post graduate diploma.</p>

<p>Award of Qualification</p>

<p>To qualify for the award of Postgraduate Diploma in Midwifery, candidates must meet the requirements of the University Regulations and these Supplementary Regulations.</p>

<p>Merit and Distinction</p>

<p>Merit and Distinction will be awarded to candidates who meet the criteria set out in the University Regulations</p>

<p>Summary of marks and their interpretation for the Postgraduate Diploma/ Master of Science in Midwifery Award </p>

<p>Marks Interpretation:</p>

<p>A = 70%   Distinction. An exceptional standard.</p>

<p>B = 60 – 69% Merit. High standard of work, above average.</p>

<p>C = 50 – 59% Average standard of work.</p>

<p>D = 40 – 49%. Adequate standard of work</p>

<p>E = 0 – 39%. An unsatisfactory standard of work.<p>

<p>Role of External Examiners</p>

<p>External examiners undertake the following activities:</p>
<p>•Examine a selection of assessed work and have the right to see any or all assessed work.</p>
<p>•Attend the Board of Examiners meetings.</p>
<p>•Provide module/course reports.</p>
<p>•Ensure the award is comparable in standard to those in similar subjects in other universities.</p>
<p>•Ensure procedures for marking and moderating work are observed.</p>
<p>•Advise in cases of disagreement over marking and classification.</p>
<p>•Provide an end of appointment report.</p>

4 Other Regulations

Section D. Learning Outcomes

The course provides the opportunity for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Knowledge and Understanding

Introduction

Students will be able to:

Demonstrate advanced levels of problem-solving and clinical expertise in midwifery in order to raise standards of care for the benefit of childbearing women and their families.

Reflect on diverse conditions and complications in relation to childbearing and demonstrate further development of knowledge and its application to practice

Evaluate the physiological, psychological, cultural, sociological and epidemiological aspects of conditions and complications of pregnancy and childbirth

Debate current management of midwifery services and identify strategies for improving care to childbearing women and their families

Intellectual Skills

Introduction

Students will be able to:

Interpret, evaluate and apply a wide range of literature and evidence from professional practice.

Respond insightfully to the dynamic tension between theoretical perspectives and practice based issues.

Formulate research proposals.

Plan, conduct and evaluate a substantial systematic study related to midwifery practice.

Critically analyse the legal, ethical, political, socio-economic and organisational influences on their role.

Critically evaluate and apply the concepts of autonomy and accountability to the role of the midwife

Professional/Pracical Skills

Introduction

Students will be able to:

Demonstrate significant leadership skills within the multi-disciplinary context of care.

Contribute to the generation of new knowledge and innovations in midwifery practice.

Evaluate their own and others' practice to enhance professional growth and development.

Maintain and develop their personal professional portfolio.

Critically reflect on the concept of lifelong learning in order to maintain and further develop their professional portfolio

Transferable/Key Skills

Introduction

Students will be able to:

Communicate effectively in writing and by oral presentation.

Utilise critical appraisal skills.

Utilise leadership and decision making skills

Utilise problem solving skills

Retrieve information from databases and the internet.

Utilise skills of reflection, self awareness, self evaluation

Further develop evaluative skills

Teaching and Learning for all sections if summarised

The programme learning outcomes specified within sections A - D will be achieved through the following teaching and learning methods and strategies.

The contact study time will comprise group discussions with peers and medical staff, student presentations and multidisciplinary forums. Where appropriate, outside lecturers with particular expertise will be used in addition to School staff. A variety of forums will be accessed for example, school seminars, perinatal meetings, audit meetings etc.

Achievement of the learning outcomes will also be achieved through directed study time and independent study.

Fixed resource sessions will be arranged determined by the group to meet individual learning needs for example, skill development in relation to Information Technology eg databases, powerpoint presentations etc.

The teaching practice element of the programme will emphasise the specific role with each student being provided with two named mentors.

Assessment for all sections if summarised

A variety of assessment strategies are utilised throughout the programme for example:
<p>•Formative and summative case presentations followed by a viva voce examination.</p>

<p>•A reflective log will be compiled by students to aid reflection on practice and contribute to the maintenance and development of their personal professional portfolio.</p>
<p>•A management report detailing a proposed innovation / change in midwifery practice.</p>

<p>•Written research protocol (formative assessment).</p>

<p>•A viva voce examination (A small number of students may be required to attend for a viva voce examination for external examining purposes).</p>

Students will be assessed by the end of the semester in which the modules are delivered with the exception of the two-semester long module. Assessment for this module will include a formative case presentation at the end of the first semester and a summative assessment at the end of the second semester.

Section A. Basic Information

1 Title
Midwifery

2 Course Code
B724

3 School(s) Responsible For Management Of The Course

Midwifery 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

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<p>Candidates will normally be required to attend the full course of two, 30 credit modules and three, 20 credit modules for the Postgraduate Diploma.</p>

<p>The course will consist of 8 Modules from which students take four core modules and choose one elective module.</p>

<p>Duration, start/end dates and method of study</p>

<p>Start date, part-time option : October, minimum length of course 24 months for the Masters and 18 months for the part-time diploma.</p>

Start date, full-time option : October, minimum length of course 12 months for the Masters and 9 months for the full-time diploma.

Full-time students will normally be expected to complete the course in 24 months. Part-time students will normally complete the course within 4 years, having the option to complete within 24, 36 or 48 months.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Honours degree (usually 2:2 or above) or qualification and/or relevant experience deemed to be equivalent to a degree
Other Requirements	Applicants must be a registered midwife in current practice
IELTS Requirements	7.0 (with 7.0 in each element)
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2 Course Structure

3 Assessment Criteria

Progression Information:

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<p>Award of Qualification</p>

<p>To qualify for the award of Postgraduate Diploma in Midwifery, candidates must meet the requirements of the University Regulations and these Supplementary Regulations.</p>

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Students will be able to:

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Contribute to the generation of new knowledge and innovations in midwifery practice.

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Maintain and develop their personal professional portfolio.

Critically reflect on the concept of lifelong learning in order to maintain and further develop their professional portfolio

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Utilise leadership and decision making skills

Utilise problem solving skills

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Utilise skills of reflection, self awareness, self evaluation

Further develop evaluative skills

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The programme learning outcomes specified within sections A - D will be achieved through the following teaching and learning methods and strategies.

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Achievement of the learning outcomes will also be achieved through directed study time and independent study.

Fixed resource sessions will be arranged determined by the group to meet individual learning needs for example, skill development in relation to Information Technology eg databases, powerpoint presentations etc.

The teaching practice element of the programme will emphasise the specific role with each student being provided with two named mentors.

Assessment for all sections if summarised

A variety of assessment strategies are utilised throughout the programme for example:
<p>•Formative and summative case presentations followed by a viva voce examination.</p>

<p>•A reflective log will be compiled by students to aid reflection on practice and contribute to the maintenance and development of their personal professional portfolio.</p>

<p>•A management report detailing a proposed innovation / change in midwifery practice.</p>

<p>•Written research protocol (formative assessment).</p>

<p>•A viva voce examination (A small number of students may be required to attend for a viva voce examination for external examining purposes).</p>

Students will be assessed by the end of the semester in which the modules are delivered with the exception of the two-semester long module. Assessment for this module will include a formative case presentation at the end of the first semester and a summative assessment at the end of the second semester.

Section A. Basic Information

1 Title
Midwifery

2 Course Code
B725

3 School(s) Responsible For Management Of The Course

Midwifery 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The course aims to enable experienced midwives to deliver, develop and direct high quality midwifery services in a changing health care context. To achieve this, the Division will foster an environment that emphasises learning, personal development and enables students to develop further the qualities of reflection, critical, independent thought. The students will study in depth the art and science of midwifery and the ethical, political, legal, economic and multi-disciplinary context in which midwifery is practised.

Outline Description of Course

The Course is organised in conventional University Semesters. Part-time students will normally take one core module in each of the first year semesters plus one two-semester long module. In year two, semester one they will normally take one core and one optional module. The dissertation will commence in semester two in year two and will normally be completed by the end of the summer period semester.

<p>Full-time students in year one will normally take two core modules in semester one, one core module in semester two plus one two-semester long module. The optional module may be taken in semester one or two. The dissertation is undertaken in the summer period semester.</p>

<p>Two modules will normally be timetabled for the same day to reduce the travelling requirements for part-time students. Taught components will be at weekly intervals with 3 hours x 10 for a 30 credit module and 2 hours x 10 for a 20 credit module.</p>

<p>Candidates will normally be required to attend the full course of two, 30 credit modules and three, 20 credit modules for the Postgraduate Diploma and submit a dissertation on a topic relevant to midwifery practice for the Masters Degree (60 credits). The topic of the dissertation is to be agreed by the Course Leader or Head of Division.</p>

<p>The course will consist of 8 Modules from which students take four core modules and choose one elective module.</p>

<p>Duration, start/end dates and method of study</p>

<p>Start date, part-time option : October, minimum length of course 24 months for the Masters and 18 months for the part-time diploma.</p>

Start date, full-time option : October, minimum length of course 12 months for the Masters and 9 months for the full-time diploma.

Full-time students will normally be expected to complete the course in 24 months. Part-time students will normally complete the course within 4 years, having the option to complete within 24, 36 or 48 months.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	2.2
IELTS Requirements	7.0 (with at least 7.0 in each element)
TOEFL Paper Based Requirements	600 (with TWE score of at least 5)

2 Course Structure

Year 1
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74EHS	Evidence for Health & Social Care	20	N	Autumn
DM4AMP	Advancing Midwifery Practice	30	N	Full Year
	Credit Total	**50**		

Additional Module Choice Information for Year 1

Year 2
Restricted
 Group 1

Students Must Take 30.00 credits from this group

Code	Title	Credits	Compensatable	Taught
DM3IFN	Infant Feeding and Nutrition	30	N	Autumn
DM3HDC	High Dependency Care of the Childbearing Woman	30	N	Summer
DM3EON	Examination of the Neonate for Health Care Practitioners	30	N	Autumn
DM3ESM	Effective Supervision of Midwives	30	N	Autumn
DM3CIM	Counselling in Midwifery	30	N	Autumn
DM3ANS	Antenatal Screening	30	N	Full Year
	Credit Total	**180**		

 Group 2

AND 10.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74EIS	Evaluating Interventions, Services and Policy in Health and Social Care	10	N	Spring
B74CSR	Principles and Process of Comprehensive Systematic Review	10	N	Spring
B74PPR	Project Proposal	10	N	Spring
	Credit Total	**30**		

Additional Module Choice Information for Year 2

3 Assessment Criteria

Progression Information:

Part-time students shall be permitted to take modules in any order, subject to availability.

<p>Candidates who achieve a pass mark of 50% for each module, or the
requirements of regulation 11, will be permitted to proceed to the dissertation semester.</p>
Degree Information:

These regulations shall be subject to, and shall be read in the light of, the University Regulations for Taught Postgraduate Degrees, Diplomas and Certificates.

The regulations governing the Postgraduate Diploma in Midwifery / Master of Science in Midwifery are as follows:

Assessment for each module and the dissertation shall be as specified in the course handbook and in the assessment guidelines provided for each candidate.

Candidates must submit work for formal module assignments in accordance with the times and conditions determined by the Course Leader. The dissertation will be not more than 17,000 words nor less than 15,000 words and may include a viva voce examination.

Candidates who fail to satisfy the examiners in any part of a module's assessment will normally be allowed to re-sit that part.

The pass mark in each module will be 40% for the Postgraduate Diploma. The pass mark for each module and for the overall dissertation mark will be 50% for the Master's Degree.

Candidates who fail to achieve the requirements of regulation 10 will be permitted to compensate for one failed module for the Diploma or Degree, provided that they have achieved:

i) an overall average mark for all the modules of at least 50% for the award of the masters qualification and 40% for the postgraduate diploma (where the individual's marks contributing to that average are weighted according to the number of credits attributed to each module).

ii) a mark of at least 40% in the failed module for the award of the masters qualification or 30% in the case of the post graduate diploma.

Award of Qualification

To qualify for the award of Postgraduate Diploma in Midwifery, candidates must meet the requirements of the University Regulations and these Supplementary Regulations.

To qualify for the award of Master of Science in Midwifery, candidates must meet the requirements of the University Regulations and these Supplementary Regulations.

Candidates for the Masters degree who fail to reach the required standard for the award of the Masters degree may be awarded a diploma, provided that they have satisfied the Examiners with an overall average mark of at least 40% in 120 credits of which at least 80 must be at level M.

Merit and Distinction

Merit and Distinction will be awarded to candidates who meet the criteria set out in the University Regulations

Summary of marks and their interpretation for the Postgraduate Diploma/ Master of Science in Midwifery Award

Marks Interpretation:

A = 70%   Distinction. An exceptional standard.

B = 60 – 69% Merit. High standard of work, above average.

C = 50 – 59% Average standard of work.

D = 40 – 49%. Adequate standard of work

E = 0 – 39%. An unsatisfactory standard of work.

Role of External Examine

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

Introduction

Students will be able to:

Demonstrate advanced levels of problem-solving and clinical expertise in midwifery in order to raise standards of care for the benefit of childbearing women and their families.

Reflect on diverse conditions and complications in relation to childbearing and demonstrate further development of knowledge and its application to practice

Evaluate the physiological, psychological, cultural, sociological and epidemiological aspects of conditions and complications of pregnancy and childbirth

Debate current management of midwifery services and identify strategies for improving care to childbearing women and their families

Select and use appropriate qualitative and quantitative methods of research for the health services.

Identify new/additional skills or knowledge needed to implement any recommendations rising out of the study.

Intellectual Skills

Introduction

Students will be able to:

Interpret, evaluate and apply a wide range of literature and evidence from professional practice.

Respond insightfully to the dynamic tension between theoretical perspectives and practice based issues.

Formulate research proposals.

Plan, conduct and evaluate a substantial systematic study related to midwifery practice.

Critically analyse the legal, ethical, political, socio-economic and organisational influences on their role.

Critically evaluate and apply the concepts of autonomy and accountability to the role of the midwife

Read and evaluate research papers/reviews in midwifery, obstetric   and neonatal practice.

Analyse data.

Interpret data.

Present a well-constructed dissertation of relevance to the midwifeâ€™s role of practice.

Professional/Pracical Skills

Introduction

Students will be able to:

Demonstrate significant leadership skills within the multi-disciplinary context of care.

Contribute to the generation of new knowledge and innovations in midwifery practice.

Evaluate their own and othersâ€™ practice to enhance professional growth and development.

Maintain and develop their personal professional portfolio.

Critically reflect on the concept of lifelong learning in order to maintain and further develop their professional portfolio

Design investigations in midwifery practice.

Transferable/Key Skills

Introduction

Students will be able to:

Communicate effectively in writing and by oral presentation.

Utilise critical appraisal skills.

Utilise leadership and decision making skills

Utilise problem solving skills

Retrieve information from databases and the internet.

Utilise skills of reflection, self awareness, self evaluation

Further develop evaluative skills

Develop project design skills

Utilise data analysis skills

Further develop interpretative skills

Utilise skills of reflection

Further develop computer skills

Teaching and Learning for all sections if summarised

The programme learning outcomes specified within sections A - D will be achieved through the following teaching and learning methods and strategies.

<p>The contact study time will comprise group discussions with peers and medical staff, student presentations and multidisciplinary forums. Where appropriate, outside lecturers with particular expertise will be used in addition to School staff. A variety of forums will be accessed for example, school seminars, perinatal meetings, audit meetings etc.</p>

<p>Achievement of the learning outcomes will also be achieved through directed study time and independent study.</p>

<p>Fixed resource sessions will be arranged determined by the group to meet individual learning needs for example, skill development in relation to Information Technology eg databases, powerpoint presentations etc.</p>

<p>The teaching practice element of the programme will emphasise the specific role with each student being provided with two named mentors.</p>

Assessment for all sections if summarised

A variety of assessment strategies are utilised throughout the programme for example:
<p>•Formative and summative case presentations followed by a viva voce examination.</p>
<p>•A reflective log will be compiled by students to aid reflection on practice and contribute to the maintenance and development of their personal professional portfolio.</p>
<p>•A management report detailing a proposed innovation / change in midwifery practice.</p>
<p>•Written research protocol (formative assessment).</p>
<p>•A dissertation.</p>
<p>•A viva voce examination (A small number of students may be required to attend for a viva voce examination for external examining purposes).</p>

<p>Students will be assessed by the end of the semester in which the modules are delivered with the exception of the two-semester long module. Assessment for this module will include a formative case presentation at the end of the first semester and a summative assessment at the end of the second semester.</p>

Section A. Basic Information

1 Title

Midwifery

2 Course Code

B725

3 School(s) Responsible For Management Of The Course

Midwifery 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The course aims to enable midwives to develop, deliver and direct high quality midwifery services within the context of the national and international drive towards improving maternity / health outcomes for the childbearing woman and her family. The students will study in depth the art and science of midwifery and the ethical, political, legal, economic, multi-professional and global context in which midwifery is practised. It also aims to equip midwives with the knowledge and skills required to operate at senior levels in today's midwifery and health care services. To achieve this, the Academic Division of Midwifery offers a learning environment that facilitates the development of reflective, analytical and critical thinking and the ability to lead and manage change.

<p>The MSc in Midwifery is designed to enable students to:
 consolidate and extend theoretical knowledge and practical skills in the delivery of maternity and health care;
 develop self-direction and originality in tackling and solving problems;
 contribute to the improvement of maternity and health care services locally, nationally and internationally;
 achieve mastery in the critical analysis of research, policy and scholarship relevant to their field of practice;
 prepare for leadership roles in maternity and health care.

Outline Description of Course

The MSc in Midwifery provides a framework within which students undertake four compulsory / Core modules and one optional module pertinent to their area of practice / personal interest which can be selected from a menu of modules in order to achieve a total of 120 credits. Students may exit at this point with a Postgraduate Diploma in Midwifery.

A further 60 credits may be obtained by undertaking the dissertation module to achieve the MSc in Midwifery: the criteria being that the student has achieved a satisfactory academic standard for postgraduate study: i.e. a weighted course average of at least 50%.

Distingushing Features

The Divisions of Nursing and Physiotherapy have now joined the Academic Division of Midwifery to form a new School which provides an opportunity for developing inter-professional working and learning with colleagues and students across all three Divisions. The revisions to this course have been in consultation with colleagues from all three Divisions, such that students on this course will undertake two Core modules with students from nursing and physiotherapy. This will enhance future inter-professional working, training and supervision with students benefiting from the opportunity to learn from each others' experiences and professional perspectives.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements   2.2
IELTS Requirements   7.0 (with at least 7.0 in each element)
TOEFL Paper Based Requirements   600 (with TWE score of at least 5)

Applicants to the course will be expected to demonstrate a commitment to the practice of midwifery and health care through their current professional / practitioner role and in addition to the University Regulations must:

<p>i   hold a degree (usually 2:2 or above) or qualification and / or relevant experience deemed to be equivalent to a degree;

<p>ii   be a registered practising midwife in current practice.

<p><i>Accreditation for Prior Learning and Experiential Learning:</i>
Candidates may apply for exemption from all or part of any module up to a maximum of 40 credits for the postgraduate diploma and 60 credits for the MSc in Midwifery degree.

<p><i>International Students: </i>
International students whose first language is not English are normally required to have an overall average score of 7 (out of a possible 9) in the British Councilâ€™s International English Language Testing System (IELTS) or equivalent.

Applicants from certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements:
http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc

2 Course Structure
PG I
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
DM4DMM	Dissertation	60	N	Summer
DM4AMP	Advancing Midwifery Practice	30	N	Full Year
B74EHS	Evidence for Health & Social Care	20	N	Autumn
DM4PLA	Professional Leadership and Accountability in Maternity Care	30	N	Autumn
		Credit Total	**140**	

Restricted
 Group 1

Students Must Take 10.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74CSR	Principles and Process of Comprehensive Systematic Review	10	N	Spring
B74EIS	Evaluating Interventions, Services and Policy in Health and Social Care	10	N	Spring
B74PPR	Project Proposal	10	N	Spring
		Credit Total	**30**	

 Group 2

AND 30.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74TLH	Teaching and Learning in Health and Social Care	30	N	Full Year
DM3SLA	Supporting Learning and assessment in practice: preparation for sign-off mentors.	30	N	Autumn
DM3ANS	Antenatal Screening	30	N	Full Year
DM3EON	Examination of the Neonate for Health Care Practitioners	30	N	Autumn
DM3HDC	High Dependency Care of the Childbearing Woman	30	N	Summer
DM3IFN	Infant Feeding and Nutrition	30	N	Autumn
DM3NCE	Normal Childbirth: Empowering Women and Midwives	30	N	Spring
DM3BPC	Best Practice in Perineal Care	30	N	Summer
DM4IFN	Infant Feeding and Nutrition	30	N	Autumn
DM4SLA	Supporting Learning and Assessment in Health and Social Care Practice	30	N	Intensive Block
		Credit Total	**300**	

Additional Module Choice Information for PG I

Accreditation for prior learning for Level 3 /4 modules undertaken at other institutions may also be considered for example the Preparation of Supervisors of Midwives course currently provided by the Universities of Leeds and Sheffield.

If any of the above modules have already contributed to an academic award e.g. BSc (Hons) in Midwifery Studies, then accreditation for prior learning cannot be used again towards another award such as the Postgraduate Diploma / MSc in Midwifery Award.

3 Assessment Criteria

Progression Information:

This programme complies with the University postgraduate taught assessment regulations which can be found at:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm

<p>Students progressing to the MSc must have passed the taught stage of the programme with a weighted course average of at least 50%.
Degree Information:

<p>Marking Criteria:Level 4 marking criteria will be available within the Course Handbook, and can be obtained from the School (as standardised across all programmes).

<p>The MSc in Midwifery and Postgraduate Diploma in Midwifery will be awarded with Merit to students who achieve a final credit-weighted mark of at least 60% and with Distinction to students who achieve a final credit-weighted mark of at least 70% as set out in the University Regulations.

<p>A borderline Distinction will be considered for students achieving a weighted course average of 68 or 69%, and a Merit for students achieving a weighted course average of 59%. To achieve a Distinction or Merit, at least 80 credits (Postgraduate Diploma) and 120 credits (MSc) must be passed at the higher level.

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

Introduction
Students who complete this course will demonstrate knowledge and understanding of:

Demonstrate advanced levels of problem-solving and clinical expertise in midwifery in order to raise standards of care for the benefit of childbearing women and their families.

Reflect on diverse conditions and complications in relation to childbearing and demonstrate further development of knowledge and its application to practice

Evaluate the physiological, psychological, cultural, sociological and epidemiological aspects of conditions and complications of pregnancy and childbirth

Debate current management of midwifery services and identify strategies for improving care to childbearing women and their families

Select and use appropriate qualitative and quantitative methods of research for the health services.

Identify new/additional skills or knowledge needed to implement any recommendations arising out of the study.

Intellectual Skills

Introduction
Students will be able to:

Interpret, evaluate and apply a wide range of literature and evidence from professional practice.

Respond insightfully to the dynamic tension between theoretical perspectives and practice based issues.

Formulate research proposals.

Plan, conduct and evaluate a substantial systematic study related to midwifery practice.

Critically analyse the legal, ethical, political, socio-economic and organisational influences on their role.

Critically evaluate and apply the concepts of autonomy and accountability to the role of the midwife

Read and evaluate research papers/reviews in midwifery, obstetric   and neonatal practice.

Analyse data.

Interpret data.

Present a well-constructed dissertation of relevance to the midwife's role of practice.

Professional/Pracical Skills

Introduction
Students will be able to:

Demonstrate significant leadership skills within the multi-disciplinary context of care.

Contribute to the generation of new knowledge and innovations in midwifery practice.

Evaluate their own and others' practice to enhance professional growth and development.

Maintain and develop their personal professional portfolio.

Critically reflect on the concept of lifelong learning in order to maintain and further develop their professional portfolio

Design investigations in midwifery practice.

Transferable/Key Skills

Introduction
Students will be able to:

Communicate effectively in writing and by oral presentation.

Utilise critical appraisal skills.

Utilise leadership and decision making skills

Utilise problem solving skills

Retrieve information from databases and the internet.

Utilise skills of reflection, self awareness, self evaluation

Further develop evaluative skills

Develop project design skills

Utilise data analysis skills

Further develop interpretative skills

Utilise skills of reflection

Further develop computer skills

Teaching and Learning for all sections if summarised

The programme learning outcomes specified within sections A - D will be achieved through the following teaching and learning methods and strategies.

The contact study time will comprise group discussions with peers and medical staff, student presentations and multidisciplinary forums. Where appropriate, outside lecturers with particular expertise will be used in addition to School staff. A variety of forums will be accessed for example, school seminars, perinatal meetings, audit meetings etc.

Achievement of the learning outcomes will also be achieved through directed study time and independent study.

Fixed resource sessions will be arranged determined by the group to meet individual learning needs for example, skill development in relation to Information Technology eg databases, powerpoint presentations etc.

The teaching practice element of the programme will emphasise the specific role with each student being provided with two named mentors.

Assessment for all sections if summarised

A variety of assessment strategies are utilised throughout the programme for example:
<p>•Formative and summative case presentations followed by a viva voce examination.</p>

<p>•A reflective log will be compiled by students to aid reflection on practice and contribute to the maintenance and development of their personal professional portfolio.</p>

<p>•A management report detailing a proposed innovation / change in midwifery practice.</p>

<p>•Written research protocol (formative assessment).</p>

<p>•A dissertation .</p>

<p>•A viva voce examination (A small number of students may be required to attend for a viva voce examination for external examining purposes).</p>

Students will be assessed by the end of the semester in which the modules are delivered with the exception of the two-semester long module. Assessment for this module will include a formative case presentation at the end of the first semester and a summative assessment at the end of the second semester.

Section A. Basic Information

1 Title

Midwifery

2 Course Code

B726

3 School(s) Responsible For Management Of The Course

Midwifery 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Midwifery

2 Course Code

B726

3 School(s) Responsible For Management Of The Course

Midwifery 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Midwifery

2 Course Code

B726

3 School(s) Responsible For Management Of The Course

Midwifery 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Midwifery

2 Course Code
B726

3 School(s) Responsible For Management Of The Course

Midwifery 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Nursing

Section A. Basic Information

1 Title

Postgraduate - No Award

2 Course Code

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Graduate Entry Nursing - Adult

2 Course Code

3010

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

Single Subject

5 Mode of Delivery

Full time

6 Accrediting Body

NMC

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The aims and outcomes of the course have been developed in line with the NMC Standards of Proficiency for Pre-registration Nursing Education (NMC 2008), the QAAHE Subject Benchmark Statements for Nursing (QAA 2001), the NHS Knowledge and Skills Framework (NHS 2004) and the University of Nottingham Qualification Framework. They are designed to ensure that, on completion of the course, practitioners will be â€˜Fit for Practice, Fit for purpose, Fit for Award and Fit for Professional Standingâ€™ (NMC 2008). This programme prepares students to the standards required by the Nursing & Midwifery Council for Adult Nursing practice.

To develop the knowledge, skills and values required for competent, confident and safe person-centred care delivery in circumstances requiring sound judgement, personal responsibility and initiative.

To enable students to achieve registration in their chosen branch of nursing through a programme of study that acknowledges and builds on their previous academic achievements.

To promote collaborative working relationships with service users, carers, families, colleagues, lay people and wider community networks in a way that respects and values diversity.

To develop the critical, analytical and evaluative powers of the students to enable them to deliver and research evidence based health care.

To enable students to become accountable, innovative practitioners who are committed to taking responsibility for their lifelong learning.

To prepare students to take on leadership roles in nursing.

Outline Description of Course

The Postgraduate Diploma in Nursing Studies is a course for graduate entrants. It is a two year full-time programme that leads to a nursing registration in Care of the Adult. There is an option to progress to a Masters award following a short period of post-registration nursing experience subject to satisfactory completion of the Postgraduate Diploma in Nursing Studies course requirements.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Applicants will be expected to have an honours degree (2:2 or above)
Including	a minimum of 5 GCSEs including Maths and English at grade C or above
Other Requirements	We would ask that students without a biological sciences background will undertake pre-course preparation with workbook support and submit this prior to commencement of studies. This course is only available to EU students.

2 Course Structure

3 Assessment Criteria

Progression Information:

<p>This programme will comply with the University Postgraduate taught assessment regulations which can be found at:
<p>PG = http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm
<p>Whilst the programme complies with these regulations, there is the supplementary requirement that there is no compensation available on this course.
<p>The marking criteria provide students with clear guidance on the performance required to obtain marks at various levels (i.e. 70%+, 60-69, 50-59, 40-49). The minimum pass mark for the Postgraduate Diploma in Nursing Studies is 40% for EACH module. Students normally have two attempts to attain this standard and pass the module. The indicative mark awarded for all successful re-submissions is 40% at level 4 although it is the first attempt mark that is taken to calculate the course average. Studentâ€™s actual mark will also be made available. Credits for practice will be graded as pass/fail.
Degree Information:

<p>Postgraduate Diplomas will be awarded with Merit to students who achieve a final credit-weighted mark of at least 60% taken from first attempt results and with Distinction to students who achieve a final credit-weighted mark of at least 70% from first attempt results. The borderline threshold is specified as 59% for a Merit and 68% for a Distinction. Borderline students will be discussed at exam board and their whole academic profile will be taken into consideration when deciding whether to put them up to the next level. As a general rule, students who are consistently performing at that higher level will be considered for a higher award. All students are expected to complete their course within 4 years from initial registration.

4 Other Regulations

4. Other Regulations
<p>Progression
<p>Common Foundation Programme (CFP)
1.Candidates who (a) achieve a pass mark in both CFP modules (including mandatory sessions as specified in the programme Student Handbook) and (b) are graded satisfactory in assessments of specified practice outcomes shall be permitted to proceed to the branch programme.
2.Candidates who fail the requirement of regulation 1(a) and therefore are not permitted to proceed to the branch programme shall normally have the right to one further opportunity to satisfy the examiners. Candidates shall be reassessed in all the modules which they have failed.
3.Candidates who fail to satisfy the requirement of regulation 1(b) and are prevented from proceeding solely by failure in assessments of practice competencies shall be required to undertake one further period of clinical experience, and achieve satisfactory grading on reassessment. There is a period of annual leave built into the programme after each progression point that candidates can utilise for this purpose.
<p>Professional Behaviour
<p>Candidates whose general conduct indicates their unsuitability for future professional training, by placing patients at risk or bringing the profession and/or the university into disrepute, will be immediately suspended from the course of study by the Head of School of Nursing pending a hearing before the Fitness for Practice Committee.

Section D. Learning Outcomes

A student who completes this programme successfully should be able to demonstrate:

Knowledge and Understanding

A1.A holistic approach to the individual and their experience of health and illness
A2.The importance of effective communication in providing optimal health care
A3.The importance of continuous personal development in order to provide high quality care.
A4.The structure and functioning of the human body, together with a knowledge of dysfunction and pathology
A5.The importance of high quality evidence based nursing practice
A6.The philosophical and theoretical underpinnings of nursing practice
A7.The role of the nurse in the promotion of health and health education, safety and security
A8.The legislation, professional and statutory codes of conduct that affect health and nursing practice
A9.The international, national and local policies that affect nursing, health and the delivery of health care services.
A10.The role of nursing within a multidisciplinary and multi-professional context
A11.The legal and ethical underpinnings of service provision
A12.The evolving role of the nurse in the leadership and management of change
Teaching and Learning and Assessment for above section

A range of learning and teaching strategies will be used to achieve the learning outcomes. These methods will take account of the

Intellectual Skills

B1.The ability to gather and evaluate critically evidence and information from a wide range of sources;
B2.Think logically, systematically and critically about health and nursing practice;
B3.Draw reasoned conclusions or reach sustainable judgements related to nursing practice;
B4.Use methods of enquiry to collect and interpret data in order to provide information that would inform or benefit practice;
B5.Evaluate new and existing health technologies and applications;
B6.derive solutions to problems based on the collection, interrogation, interpretation and synthesis of information and data;
B7.Draw on established analytical techniques in the field of nursing, health and social care;
B8.Take responsibility for their own lifelong learning and continuing professional development, based on critical awareness of the need for self assessment and improvement
Teaching and Learning and Assessment for above section

The acquisition of intellectual skills (B1 â€" B8) will take place through a combination of learning strategies that build on the

Professional/Pracical Skills

C1.Demonstrate proficiency and creativity in the assessment, planning, implementation and evaluation of care and treatment interventions for people with diverse health care needs
C2.Exercise accountability and responsibility in nursing practice;
C3.Communicate effectively, diversely and sensitively with clients, carers and health care workers;
C4.Work effectively within multi-disciplinary teams by virtue of a knowledge in team working and team building;
C5.Demonstrate the potential to become nurse leaders in the future.
C6.Practice in an anti-discriminatory way acknowledging the differences in beliefs and cultural practices of individuals and groups;
C7.Perceive themselves as agents of change capable of using flexible and proactive approaches to enhancing and expanding the scope of nursing practice.
C8.Additionally, in order to register with the NMC, students must also achieve the statutory clinical proficiencies laid down in the NMC Requirements for Pre-registration nursing education (Nursing & Midwifery Council 2008 Standards of proficiency for pre-registration nursing education. NMC London)
Teaching and Learning and Assessment for above section

C1 to C7 and all the NMC standards of proficiency will be acquired through a combination of practice-based and school-based learning

Transferable/Key Skills

D1.Collaborative team/group working skills

D2.Communicate effectively with a wide range of individuals using a variety of means

D3.Use problem solving and enquiry based learning skills

D4.Self reflection on their own progress, strengths, limitations and areas for development

D5.Effective and efficient use of information technology

D6.Application of number

D7.Leadership and change agent skills

D8.Self management, organisation and workload management skills

Teaching and Learning and Assessment for above section

Transferable skills are an essential component of the whole programme and are acquired incrementally and continuously. Learning

Section A. Basic Information

1 Title

Nursing - Adult

2 Course Code

3060

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Nursing - Adult - Extended Programme

2 Course Code

3070

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Graduate Entry Nursing - Mental Health

2 Course Code

3110

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

Single Subject

5 Mode of Delivery

Full time

6 Accrediting Body

NMC

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The aims and outcomes of the course have been developed in line with the NMC Standards of Proficiency for Pre-registration Nursing Education (NMC 2008), the QAAHE Subject Benchmark Statements for Nursing (QAA 2001), the NHS Knowledge and Skills Framework (NHS 2004) and the University of Nottingham Qualification Framework. They are designed to ensure that, on completion of the course, practitioners will be â€˜Fit for Practice, Fit for purpose, Fit for Award and Fit for Professional Standingâ€™ (NMC 2008). This programme prepares students to the standards required by the Nursing & Midwifery Council for Mental Health Nursing practice.

To develop the knowledge, skills and values required for competent, confident and safe person-centred care delivery in circumstances requiring sound judgement, personal responsibility and initiative.

To enable students to achieve registration in their chosen branch of nursing through a programme of study that acknowledges and builds on their previous academic achievements.

To promote collaborative working relationships with service users, carers, families, colleagues, lay people and wider community networks in a way that respects and values diversity.

To develop the critical, analytical and evaluative powers of the students to enable them to deliver and research evidence based health care.

To enable students to become accountable, innovative practitioners who are committed to taking responsibility for their lifelong learning.

To prepare students to take on leadership roles in nursing.

Outline Description of Course

The Postgraduate Diploma in Nursing Studies is a course for graduate entrants. It is a two year full-time programme that leads to a nursing registration in Care of the Person with Mental Health Problems. There is an option to progress to a Masters award following a short period of post-registration nursing experience subject to satisfactory completion of the Postgraduate Diploma in Nursing Studies course requirements.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Applicants will be expected to have an honours degree (2:2 or above)
Including	a minimum of 5 GCSEs including Maths and English at grade C or above
Other Requirements	We would ask that students without a biological sciences background will undertake pre-course preparation with workbook support and submit this prior to commencement of studies. This course is only available to EU students.

2 Course Structure

3 Assessment Criteria

Progression Information:

<p>This programme will comply with the University Postgraduate taught assessment regulations which can be found at:
<p>PG = http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm
<p>Whilst the programme complies with these regulations, there is the supplementary requirement that there is no compensation available on this course.
<p>The marking criteria provide students with clear guidance on the performance required to obtain marks at various levels (i.e. 70%+, 60-69, 50-59, 40-49). The minimum pass mark for the Postgraduate Diploma in Nursing Studies is 40% for EACH module. Students normally have two attempts to attain this standard and pass the module. The indicative mark awarded for all successful re-submissions is 40% at level 4 although it is the first attempt mark that is taken to calculate the course average. Studentâ€™s actual mark will also be made available. Credits for practice will be graded as pass/fail.
Degree Information:

<p>Postgraduate Diplomas will be awarded with Merit to students who achieve a final credit-weighted mark of at least 60% taken from first attempt results and with Distinction to students who achieve a final credit-weighted mark of at least 70% from first attempt results. The borderline threshold is specified as 59% for a Merit and 68% for a Distinction. Borderline students will be discussed at exam board and their whole academic profile will be taken into consideration when deciding whether to put them up to the next level. As a general rule, students who are consistently performing at that higher level will be considered for a higher award. All students are expected to complete their course within 4 years from initial registration.

4 Other Regulations

4. Other Regulations
<p>Progression
<p>Common Foundation Programme (CFP)
1.Candidates who (a) achieve a pass mark in both CFP modules (including mandatory sessions as specified in the programme Student Handbook) and (b) are graded satisfactory in assessments of specified practice outcomes shall be permitted to proceed to the branch programme.
2.Candidates who fail the requirement of regulation 1(a) and therefore are not permitted to proceed to the branch programme shall normally have the right to one further opportunity to satisfy the examiners. Candidates shall be reassessed in all the modules which they have failed.
3.Candidates who fail to satisfy the requirement of regulation 1(b) and are prevented from proceeding solely by failure in assessments of practice competencies shall be required to undertake one further period of clinical experience, and achieve satisfactory grading on reassessment. There is a period of annual leave built into the programme after each progression point that candidates can utilise for this purpose.
<p>Professional Behaviour
<p>Candidates whose general conduct indicates their unsuitability for future professional training, by placing patients at risk or bringing the profession and/or the university into disrepute, will be immediately suspended from the course of study by the Head of School of Nursing pending a hearing before the Fitness for Practice Committee.

Section D. Learning Outcomes

A student who completes this programme successfully should be able to demonstrate:

Knowledge and Understanding

A1.A holistic approach to the individual and their experience of health and illness
A2.The importance of effective communication in providing optimal health care
A3.The importance of continuous personal development in order to provide high quality care.
A4.The structure and functioning of the human body, together with a knowledge of dysfunction and pathology
A5.The importance of high quality evidence based nursing practice
A6.The philosophical and theoretical underpinnings of nursing practice
A7.The role of the nurse in the promotion of health and health education, safety and security
A8.The legislation, professional and statutory codes of conduct that affect health and nursing practice
A9.The international, national and local policies that affect nursing, health and the delivery of health care services.
A10.The role of nursing within a multidisciplinary and multi-professional context
A11.The legal and ethical underpinnings of service provision
A12.The evolving role of the nurse in the leadership and management of change

Teaching and Learning and Assessment for above section

A range of learning and teaching strategies will be used to achieve the learning outcomes. These methods will take account of the

Intellectual Skills

B1.The ability to gather and evaluate critically evidence and information from a wide range of sources;
B2.Think logically, systematically and critically about health and nursing practice;
B3.Draw reasoned conclusions or reach sustainable judgements related to nursing practice;
B4.Use methods of enquiry to collect and interpret data in order to provide information that would inform or benefit practice;
B5.Evaluate new and existing health technologies and applications;
B6.derive solutions to problems based on the collection, interrogation, interpretation and synthesis of information and data;
B7.Draw on established analytical techniques in the field of nursing, health and social care;
B8.Take responsibility for their own lifelong learning and continuing professional development, based on critical awareness of the need for self assessment and improvement

Teaching and Learning and Assessment for above section

The acquisition of intellectual skills (B1 â€" B8) will take place through a combination of learning strategies that build on the

Professional/Pracical Skills

C1.Demonstrate proficiency and creativity in the assessment, planning, implementation and evaluation of care and treatment interventions for people with diverse health care needs
C2.Exercise accountability and responsibility in nursing practice;
C3.Communicate effectively, diversely and sensitively with clients, carers and health care workers;
C4.Work effectively within multi-disciplinary teams by virtue of a knowledge in team working and team building;
C5.Demonstrate the potential to become nurse leaders in the future.
C6.Practice in an anti-discriminatory way acknowledging the differences in beliefs and cultural practices of individuals and groups;
C7.Perceive themselves as agents of change capable of using flexible and proactive approaches to enhancing and expanding the scope of nursing practice.
C8.Additionally, in order to register with the NMC, students must also achieve the statutory clinical proficiencies laid down in the NMC Requirements for Pre-registration nursing education (Nursing & Midwifery Council 2008 Standards of proficiency for pre-registration nursing education. NMC London)

Teaching and Learning and Assessment for above section

C1 to C7 and all the NMC standards of proficiency will be acquired through a combination of practice-based and school-based learning

Transferable/Key Skills

D1.Collaborative team/group working skills

D2.Communicate effectively with a wide range of individuals using a variety of means

D3.Use problem solving and enquiry based learning skills

D4.Self reflection on their own progress, strengths, limitations and areas for development

D5.Effective and efficient use of information technology

D6.Application of number

D7.Leadership and change agent skills

D8.Self management, organisation and workload management skills

Teaching and Learning and Assessment for above section

Transferable skills are an essential component of the whole programme and are acquired incrementally and continuously. Learning

Section A. Basic Information

1 Title

Nursing - Mental Health

2 Course Code

3160

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :

Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Nursing - Mental Health - Extended Programme

2 Course Code

3170

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Nursing - Learning Disabilities

2 Course Code

3260

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :

Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Graduate Entry Nursing - Child Branch

2 Course Code

3310

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

Single Subject

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

NMC

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The aims and outcomes of the course have been developed in line with the NMC Standards of Proficiency for Pre-registration Nursing Education (NMC 2008), the QAAHE Subject Benchmark Statements for Nursing (QAA 2001), the NHS Knowledge and Skills Framework (NHS 2004) and the University of Nottingham Qualification Framework. They are designed to ensure that, on completion of the course, practitioners will be â€˜Fit for Practice, Fit for purpose, Fit for Award and Fit for Professional Standingâ€™ (NMC 2008). This programme prepares students to the standards required by the Nursing & Midwifery Council for Childrenâ€™s Nursing practice.

To develop the knowledge, skills and values required for competent, confident and safe person-centred care delivery in circumstances requiring sound judgement, personal responsibility and initiative.
To enable students to achieve registration in their chosen branch of nursing through a programme of study that acknowledges and builds on their previous academic achievements.
To promote collaborative working relationships with service users, carers, families, colleagues, lay people and wider community networks in a way that respects and values diversity.
To develop the critical, analytical and evaluative powers of the students to enable them to deliver and research evidence based health care.
To enable students to become accountable, innovative practitioners who are committed to taking responsibility for their lifelong learning.
To prepare students to take on leadership roles in nursing.

Outline Description of Course

The Postgraduate Diploma in Nursing Studies is a course for graduate entrants. It is a two year full-time programme that leads to a nursing registration in Childrenâ€™s Nursing. There is an option to progress to a Masters award following a short period of post-registration nursing experience subject to satisfactory completion of the Postgraduate Diploma in Nursing Studies course requirements.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Applicants will be expected to have an honours degree (2:2 or above)
Including	a minimum of 5 GCSEs including Maths and English at grade C or above
Other Requirements	We would ask that students without a biological sciences background will undertake pre-course preparation with workbook support and submit this prior to commencement of studies. This course is only available to EU students.

2 Course Structure

3 Assessment Criteria

Progression Information:

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4. Other Regulations
<p>Progression
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<p>Professional Behaviour
<p>Candidates whose general conduct indicates their unsuitability for future professional training, by placing patients at risk or bringing the profession and/or the university into disrepute, will be immediately suspended from the course of study by the Head of School of Nursing pending a hearing before the Fitness for Practice Committee.

Section D. Learning Outcomes

A student who completes this programme successfully should be able to demonstrate:

Knowledge and Understanding

A1.A holistic approach to the individual and their experience of health and illness
A2.The importance of effective communication in providing optimal health care
A3.The importance of continuous personal development in order to provide high quality care.
A4.The structure and functioning of the human body, together with a knowledge of dysfunction and pathology
A5.The importance of high quality evidence based nursing practice
A6.The philosophical and theoretical underpinnings of nursing practice
A7.The role of the nurse in the promotion of health and health education, safety and security
A8.The legislation, professional and statutory codes of conduct that affect health and nursing practice
A9.The international, national and local policies that affect nursing, health and the delivery of health care services.
A10.The role of nursing within a multidisciplinary and multi-professional context
A11.The legal and ethical underpinnings of service provision
A12.The evolving role of the nurse in the leadership and management of change
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B2.Think logically, systematically and critically about health and nursing practice;
B3.Draw reasoned conclusions or reach sustainable judgements related to nursing practice;
B4.Use methods of enquiry to collect and interpret data in order to provide information that would inform or benefit practice;
B5.Evaluate new and existing health technologies and applications;
B6.derive solutions to problems based on the collection, interrogation, interpretation and synthesis of information and data;
B7.Draw on established analytical techniques in the field of nursing, health and social care;
B8.Take responsibility for their own lifelong learning and continuing professional development, based on critical awareness of the need for self assessment and improvement
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C2.Exercise accountability and responsibility in nursing practice;
C3.Communicate effectively, diversely and sensitively with clients, carers and health care workers;
C4.Work effectively within multi-disciplinary teams by virtue of a knowledge in team working and team building;
C5.Demonstrate the potential to become nurse leaders in the future.
C6.Practice in an anti-discriminatory way acknowledging the differences in beliefs and cultural practices of individuals and groups;
C7.Perceive themselves as agents of change capable of using flexible and proactive approaches to enhancing and expanding the scope of nursing practice.
C8.Additionally, in order to register with the NMC, students must also achieve the statutory clinical proficiencies laid down in the NMC Requirements for Pre-registration nursing education (Nursing & Midwifery Council 2008 Standards of proficiency for pre-registration nursing education. NMC London)
Teaching and Learning and Assessment for above section
C1 to C7 and all the NMC standards of proficiency will be acquired through a combination of practice-based and school-based learning

Transferable/Key Skills

D1. Collaborative team/group working skills

D2. Communicate effectively with a wide range of individuals using a variety of means

D3. Use problem solving and enquiry based learning skills

D4. Self reflection on their own progress, strengths, limitations and areas for development

D5. Effective and efficient use of information technology

D6. Application of number

D7. Leadership and change agent skills

D8. Self management, organisation and workload management skills

Teaching and Learning and Assessment for above section

Transferable skills are an essential component of the whole programme and are acquired incrementally and continuously. Learning

Section A. Basic Information

1 Title

Nursing - Child

2 Course Code

3360

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Master of Nursing

2 Course Code

B700

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements   BCC

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Master of Nursing Science

2 Course Code
B700

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course
Single Subject

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Benchmarks for nursing programmes as laid down by the Quality Assurance Agency for Higher Education (http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/nursing.pdf)

Section B. General Information

Educational Aims

The MNursSci team believes that this degree provides students with opportunities and challenges in a particular combination not found elsewhere. The requirement of academic skills development from (usually) GCSE â€˜Aâ€™ level to Level 4, in one learning curve over four years, is demanding and requires a particular commitment from students and staff. The four year period also offers the opportunity for students to develop and consolidate the wide range of skills essential to safe and effective practice, giving time for individuals to mature and evolve in their professional capacity. This produces newly qualified staff who are not only fit for practice, fit for purpose and fit for academic award (NMC 2004), but who bring additional skills necessary to the ongoing development of NHS services, and the realisation of the NHS vision as defined in 'The NHS Plan: a plan for investment, a plan for reform' (DH 2000) and 'Choosing Health' (DH 2004).

Outline Description of Course

The Master of Nursing Science degree is a four-year course. It comprises an 18 month Common Foundation Programme (CFP) which introduces students to the study of nursing and its cognate disciplines (biological sciences, social science, and behavioural science), followed by a 2Â½ year branch programme in which students study their preferred nursing specialty: Care of the Adult; Care of the Person with Mental Health Problems; or Care of the Child.

During the first 18 months students gain nursing practice experience as 'participant observers' in a range of hospital and community-based settings. From year 2, semester 4 students learn about nursing theory and practice in their chosen specialty and gain nursing experience as 'supervised participants', â€˜participantâ€™ and â€˜assistant to the Registered Nurseâ€™   A third-year optional elective module provides an opportunity for students to gain experience in health service provision either in the UK or overseas.

Distingushing Features

The Master of Nursing Science is unique in the UK in offering students opportunity to study to undergraduate Mastersâ€™ level whilst gaining first level registration in nursing. The course is designed to provide students with a greater breadth, depth and synthesis of knowledge than a Bachelor of Nursing degree. Throughout the course the emphasis is on developing students' intellectual skills and their understanding of research, and its implication in nursing and health care.
A four-year research based teaching programme underpins the development of students' critical analysis skills, and a fourth-year masters level dissertation provides students with an opportunity to integrate their research skills with other knowledge developed during the course.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements   BCC

1.   Before commencing a course of study for this degree:
     a)   candidates shall have passed Biological Sciences and two other subjects at General Certificate of Education Advanced Level, except General Studies. Candidates may offer 2 subjects at Advanced Supplementary level, in lieu of one of the unspecified A Levels.

     b)   Candidates must hold passes in Mathematics and English Language at General Certificate of Education Ordinary Level, or General Certificate of Secondary Education at grade C or above, if not offering the subjects at A or AS level.

2.   Candidates with a General National Vocational Qualification, Scottish Certificate of Sixth Year Studies, or a qualification from an overseas Examining Board shall be regarded as equally acceptable on the approval of the Head of School of Nursing and the Board of the Faculty of Medicine and Health Sciences.

3.   The right to refuse admission to the course shall be reserved to the Head of School of Nursing, and the Board of the Faculty of Medicine and Health Sciences.

2 Course Structure

3 Assessment Criteria

Progression Information:

6.   In order to satisfy the professional requirements the course of study is based on a minimum of 2300 hours of supervised practice and a minimum of 2300 hours of theory. Candidates whose attendance is unsatisfactory may be required to undertake such remedial activities as determined by the Head of School of Nursing.

7.   Where a student fails a unit of assessment within a module they may be required to re-submit this unit - however the mark awarded at first attempt is that which will count towards year average and/or degree classification.

8.   In order to progress, students must pass all assessments that examine practice competence, attend all mandatory sessions and have achieved:

    a) in the Qualifying Year
i)   an overall average mark of at least 40% at first attempt;
ii)   pass marks in modules totalling at least 90 credits.
    iii)   a mark of at least 30% in all units of assessment;

    b) in Part l
i)   an overall average mark of at least 50% at first attempt;
ii)   pass marks in modules totalling at least 100 credits.
    iii)   a mark of at least 30% in all units of assessment;

    c) in Part II
i)   an overall average mark of at least 50% at first attempt;
ii)   pass marks in modules totalling at least 100 credits.
iii)   a mark of at least 30% in all units of assessment.

9.   A Practice Outcomes and Mandatory Sessions Progression Board will meet towards the end of the CFP programme to ensure that candidates have achieved CFP practice outcomes and attended all mandatory sessions and may therefore progress on to Branch programmes. Candidates who have failed to satisfactorily complete practice outcomes and attend all mandatory sessions by the end of CFP will be given, where possible, opportunity within the first twelve weeks of Branch to attain these.
Students not successfully achieving all CFP practice competencies and mandatory sessions by week twelve of semester 4 will not be permitted to continue on their Branch programme.

10. A Theory Outcomes Progression Board will meet in week twelve of semester 4, to ensure that candidates have achieved pass results in all CFP modules, and so may continue on the Branch programmes.
Students not successfully achieving all Theory Outcomes by week twelve of semester 4 will not be permitted to continue on their Branch programme.

11. Candidates who fail to complete satisfactorily practice competence as set out in the practice outcomes specified for year 3 of the course may nevertheless be permitted to proceed at the discretion of the Examination Board provided assessment of failed practice outcomes is possible during the following semester.

12. Candidates who fail to progress to Part III may be awarded a BSc in Health Sciences. In arriving at the final degree classification for the BSc (Hons) in Health Sciences the Board of Examiners shall attribute the weighting 40:60 to Parts I and II respectively
Degree Information:

To qualify for the degree of MNursSci candidates shall:

a)   achieve pass marks in modules attracting 100 Level 4 credits, achieving a mark of at least 30% in all units of assessment in the 4th year. Students may be required to re-submit failed units of assessment, however the mark awarded at first attempt is that which will count towards degree classification.

b)   satisfy the designated hours of theory and practice;

c)   satisfy practice proficiency as set out in the School of Nursing practice
    proficiency documents.

Candidates who fail to satisfy supplementary regulations a) or b) above may be permitted to extend their course of study and/or re-submit failed units of assessment at the discretion of the Faculty Board.

Candidates who still fail to satisfy regulation a) but satisfy regulations b) & c) above, and who have achieved 360 credits may, at the discretion of the Faculty Board, be awarded a Bachelor of Nursing Science with professional registration.

Candidates who fail to satisfy regulation b) may be awarded a BSc in Health Sciences without professional registration.

Candidates who fail to satisfy regulation c) may, at the discretion of the Faculty Board, be permitted to extend their course of study and be thereby provided with a final opportunity for assessment of failed placement proficiencies; or be awarded a BSc in Health Sciences without professional registration
Course Weightings % :
Part I: 20
Part II: 40
Part III: 40
Degree Calculation Model: Arithmetic Mean

4 Other Regulations

The degree of Master of Nursing Science (MNursSci) may be awarded in the First Class, the Second Class Division I or II, or the Third Class in accordance with the University First Degree regulations.

No Ordinary degree of Master of Nursing Science will be available

Section D. Learning Outcomes

Knowledge and Understanding

know and understand the structure and function of the human body and the patho-physiology associated with a range of conditions

Apply a knowledge of social and behavioural sciences to understand the context and experience of health and healthcare delivery

Know and understand how a range of theory contributes to effective nursing practice

Know and understand the ethical and legal framework within which professional practice operates

Assess the nursing needs of an individual and deliver/co-ordinate services appropriately

Intellectual Skills

Locate and recognise the best available evidence to inform their own and others' practice

Derive solutions to problems by interrogating, interpreting, and synthesising information

Apply research and other evidence appropriately and sensitively in dealing with clinical problems

Critically reflect on own and others' practice to improve own practice and contribute towards better health care delivery

Identify and meet own learning needs (improving learning, career management)

Professional/Pracical Skills

Provide effective nursing care to individuals and groups in a range of healthcare settings

Exercise accountability and responsibility in nursing practice

Communicate effectively, and sensitively with clients, carers, and healthcare workers

Demonstrate competence in a range of clinical skills necessary to function effectively as a first level nurse

Act as an advocate for a client who's ability to access and negotiate health services may be impaired by poor health or other factors

Work in partnership with individuals and groups to promote health and facilitate lifestyle change

Transferable/Key Skills

Demonstrate a logical and systematic approach to solving problems, drawing reasoned conclusions and sustained judgements (so

Communicate effectively using a variety of means with clients, colleagues and other professional groups (writing skills, oral comm

Work as part of a team with a shared purpose (working with others)

Effectively access and use electronic and other information (IT skills, information skills)

Understand, manipulate, interpret and present numerical data (working with numbers)

Section A. Basic Information

1 Title

Palliative and End of Life Studies

2 Course Code

B701

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Palliative and end of life care are now recognised as public health priorities, with attention directed to needs across the lifespan in all age groups. Increases in long term conditions in the developed world, and the AIDS pandemic in the developing world, are particular challenges. These challenges require a change in focus from a concern with the last weeks and days of life to the impact of all serious and long term illnesses on patients and families from the time of diagnosis.

Based upon the principles of collaboration, co-operation and enhancement of team working, this course provides opportunities to develop critical thinking skills and specialist knowledge to inform and develop multi- professional practice, policy and research, thus contributing to the goal of advancing the quality of palliative and end of life care for all in need. Students will be able to focus on the needs of their own sphere of professional practice through choices available within the course.

This modular course aims to provide students with opportunities to explore multi -professional perspectives on practice, policy and research in palliative and end of life care. Students will advance their knowledge, attitudes and skills relating to critical reflection and synthesis, problem solving, leadership and research through a programme of in depth study reflecting their own interests. The programme is designed to enable students to:
 develop advanced knowledge and understanding of the principles, practice and policies of palliative care and end of life within diverse cultures and contexts;
 critically reflect on clinical practice and policy thus enhancing skills for professional leadership to advance palliative and end of life care;
 develop advanced understanding of issues relating to change, transition and diversity in palliative end of life care: historically, culturally and in different practice and policy contexts across all life limiting illnesses;
 develop skills in critical appraisal of existing research and in the design and execution of rigorous research, audit and practice development projects.

Section C. Supplementary Regulations

1 Admission Requirements

Other Requirements	When assessing an application for taught postgraduate study, the School of Nursing will normally consider applicants who hold a good first degree with at least a second class honours, or an equivalent qualification and evidence of relevant personal, professional and educational experience.
	Because of the intensity of study, particularly the research component, applicants for the full-time programme must hold a first or second class honours degree in a relevant topic. Applicants for the part-time programme will usually hold a Bachelor's degree, or qualifications and experience deemed to be equivalent.
	There is no specific quota for international students and each application is assessed on merit.
IELTS Requirements	6.0 (no less than 5.0 in any element)
TOEFL Paper Based Requirements	550 (no less than 4 in TWE)

2 Course Structure

PG I
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74EPP	Policy, Ethical and Psychosocial Perspectives in Palliative and End of Life Care	20	N	Autumn
B74EHS	Evidence for Health & Social Care	20	N	Autumn
B74PPE	Principles of Palliative and End of Life Care	20	N	Autumn
B74DPE	Dissertation Project (Palliative and End of Life Studies)	60	N	Full Year
	Credit Total	**120**		

Restricted
 Group 1

Students Must Take 40.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74APM	Pain and Symptom Management	20	Y	Spring
B74CCA	Palliative and End of Life Care in Childhood and in Transition to Adulthood	20	Y	Spring
	Credit Total	**40**		

 Group 2

AND 20.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74DCL	Professional Development for Clinical Leadership	10	Y	Autumn
B74PPR	Project Proposal	10	Y	Spring
B74CSR	Principles and Process of Comprehensive Systematic Review	10	Y	Spring
B74EIS	Evaluating Interventions, Services and Policy in Health and Social Care	10	Y	Spring
B74RDP	Research Design and Practice	10	Y	Autumn
	Credit Total	**50**		

Additional Module Choice Information for PG I

3 Assessment Criteria

Progression Information:

The MSc and Postgraduate Diploma in Palliative and End of Life Studies are governed by the University's regulations for taught postgraduate programmes:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm
Degree Information:

The marking criteria is a set out in the course handbook.

A borderline distinction will be considered for students achieving an overall average mark of 68 and 69%. The mark profile of the student will be looked at when considering a borderline distinction.

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

Introduction

A student who completes this course successfully will demonstrate knowledge and understanding of:

A1 theoretical, ethical and policy frameworks shaping palliative and end of life care, in the context of public health and the distribution of resources internationally;
A2 key issues and best practice with regard to palliative and end of life care for patients with long term conditions and their families or informal carers;
A3 the historical development and contemporary implementation of palliative and end of life care;
A4 the actual and potential contribution of advanced professional practice to improving standards of palliative and end of life care service delivery;
A5 the process of developing a research question, with regard to epistemology, methods and application;

A6 ways in which established techniques of research and enquiry are used to create and interpret knowledge for advancing practice.

Intellectual Skills

Introduction

A student who completes this course successfully will be able to:

B1 critically reflect on previous experiential learning in a systematic and structured fashion;

B2 identify systematically, evaluate and critically appraise research and other forms of evidence informing advanced professional practice in palliative and end of life care;

B3 synthesise knowledge gained through experiential learning and scholarly activities to evaluate own and others' practice;

B4 apply theoretical and practical learning relevant to leadership for advancing palliative and end of life care practice within a professionally relevant sub-role (for example, expert practice, education, research or clinical leadership);

B5 make autonomous clinical and/or managerial decisions based on the evaluation of appropriate research and clinical evidence.

In addition, a student who completes the MSc successfully will be able to:

B6 demonstrate self-direction and originality in tackling and solving problems through completing a substantial research or practice improvement project.

Professional/Pracical Skills

Introduction

A student who completes this course successfully will be able to:

C1 plan, develop and evaluate a well-justified plan to take a lead role in advancing palliative and end of life care practice or policy within their own specialist area, whether clinical, management or research oriented;

C2 critically reflect on issues involved in applying and disseminating research findings in advanced palliative and end of life care practice;

C3 review critically the use of interpersonal and clinical skills in the provision of appropriate interventions for the advancement of care delivery for seriously ill patients, their carers and bereaved carers;

C4 critically reflect on professional, organisational and legal aspects of leadership in palliative and end of life care;

C5 develop a project that will contribute towards improving service delivery within health and social care;

C6 take a lead role in practice improvement projects and processes within their employing organisations.

Transferable/Key Skills

Introduction

A student who completes this course successfully will be able to:

D1 critically analyse their personal, professional and educational learning objectives and evaluate their own professional developme

D2 communicate effectively in writing and through oral presentation;

D3 use appropriate and effective information and communication technologies;

D4 effectively manage their time and work to deadlines;

D5 exercise initiative and personal responsibility when making decisions in complex and unpredictable situations;

D6 demonstrate the independent learning ability required for continuing professional development.

Teaching and Learning for all sections if summarised

Teaching and learning methods: lectures, group discussion, student and tutor-led seminars, Web CT, distance learning, web based discussion boards, tutor-led group tutorials, individual tutorials and academic supervision.

Assessment for all sections if summarised

Methods of assessment: written assignments, evidence-based portfolios, oral presentation, research dissertation. See Annexe A for curriculum map, detailing when and where learning objectives are assessed.

Section A. Basic Information

1 Title

Palliative and End of Life Studies

2 Course Code

B701

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

Other Requirements	When assessing an application for taught postgraduate study, the School of Nursing will normally consider applicants who hold a good first degree with at least a second class honours, or an equivalent qualification and evidence of relevant personal, professional and educational experience.
	Because of the intensity of study, particularly the research component, applicants for the full-time programme must hold a first or second class honours degree in a relevant topic. Applicants for the part-time programme will usually hold a Bachelor's degree, or qualifications and experience deemed to be equivalent.
	There is no specific quota for international students and each application is assessed on merit.
IELTS Requirements	6.0 (no less than 5.0 in any element)
TOEFL Paper Based Requirements	550 (no less than 4 in TWE)

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Health Sciences

2 Course Code

B702

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Outline Description of Course

Fall Back award for MNurSci

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Research Methods (Health Studies)

2 Course Code

B704

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The aim of this inter-disciplinary programme is to equip students with the theoretical understandings and practical skills required to carry out independent research using a variety of methodological approaches and research techniques.
 <p>1) be familiar with the range of methods used by researchers in health, social sciences and social work </p>
 <p>2) Understand the theoretical and methodological underpinnings of these methods</p>
 <p>3) Be able to make an informed choice between which methods are appropriate for answering particular questions</p>
 <p>4) Be competent to design and carry out research using a range of different methods of data collection and analysis</p>

Outline Description of Course

<p> The inter-disciplinary programme is taught by colleagues from the Schools: Nursing, Midwifery and Physiotherapy and Sociology and Social Policy. It has grown out of long-standing collaborations between staff in the these schools, who have been involved in joint research and teaching for a number of years. It provides students with the opportunity to work closely alongside those from the other subject areas.</p>
<p> It provides broad based training that stands alone as an MA in research methods but also provides an ESRC recognised â€˜1â€™ in a â€˜1+3â€™ route to a PhD.</p>

Distingushing Features

<p> The taught component of the programme consists of 120 credits taken over one year for full time students and two years for part-time students. All students take six core modules which account for 80 credits. In addition, they take two 20 credit subject-specific modules which are relevant to their specific pathway. Students also undertake a 60 credit dissertation.</p>

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	2.1
IELTS Requirements	6.5 (no less than 6.0 in any element)
TOEFL Paper Based Requirements	573 with 4.5 in TWE

2 Course Structure

PG I
Compulsory
  Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74RMD	Dissertation for MA in Research Methods (Nursing)	60	N	Spring
L34AQM	Applied Qualitative Methods	20	Y	Spring
B74RDP	Research Design and Practice	10	Y	Autumn
B74SSC	Philosophy of Research	10	Y	Autumn
L34999	Research Management and Personal Development Skills	10	Y	Full Year
B74HCP	Investigating Health Care Organisation Policy and Practice	20	Y	Spring
B74QRM	Qualitative Research Issues and Methods	10	Y	Spring
L34094	Quantitative Methods and Data Analysis with SPSS	20	Y	Autumn
	Credit Total	**160**		

Restricted
  Group 1

Students Must Take 20.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74EPP	Policy, Ethical and Psychosocial Perspectives in Palliative and End of Life Care	20	Y	Autumn
B74DCL	Professional Development for Clinical Leadership	10	Y	Autumn
B34P04	Evidence-based Practice	10	Y	Full Year
B74EHS	Evidence for Health & Social Care	20	Y	Autumn
B74LTC	Contemporary Issues in Long Term Conditions	20	Y	Spring
B74CCA	Palliative and End of Life Care in Childhood and in Transition to Adulthood	20	Y	Spring
B74APM	Pain and Symptom Management	20	Y	Spring
B74PPE	Principles of Palliative and End of Life Care	20	Y	Autumn
B74CSR	Principles and Process of Comprehensive Systematic Review	10	Y	Spring
B74EIS	Evaluating Interventions, Services and Policy in Health and Social Care	10	Y	Spring
B74TFN	Theoretical Foundations for Advanced Nursing	20	Y	Autumn
	Credit Total	**180**		

Additional Module Choice Information for PG I

3 Assessment Criteria

Progression Information:

<p>Completion of the MA programme requires a minimum of one full-time year of supervised study or two years part time supervised study.

<p>The degree of Master of Arts in Research Methods (variant) will be conferred on candidates who have completed the taught programme and submitted a thesis in the form and of a standard outlined in the module regulations. Each module must normally be passed with a mark of 50% or above and candidates must achieve a course average of 50% or above.</p>
Degree Information:

<p>Marginal fails (40%-49%) in either one 20 credit module OR up to two 10 credit modules may be compensated where the candidate has an overall course average of 50% or above. A fail in the dissertation may not be compensated.</p>

<p>A distinction will be awarded to a candidate who achieves an overall course average of 70% or above.</p>

<p>The qualification of postgraduate Diploma in Research Methods may be awarded to a candidate who registers for the MA, but who wishes to withdraw early from the programme, provided that the candidate has passed modules amounting to 120 credits and has achieved an overall average in those modules of 40%. The Postgraduate Diploma in Research Methods may also be awarded to a candidate who has passed modules amounting to 120 credits and achieved an overall average of 40% but who has failed the dissertation at resit.</p>

<p>Award of Diploma in Research Methods</p>

<p>The Diploma in Research Methods (variant) will be conferred on candidates who have completed the taught programme outlined above. Each module must normally be passed with a mark of 40% or above and candidates must achieve a course average of 40% or above.</p>

<p>Marginal fails (30%-39%) in EITHER one 20 credit module OR up to two 10 credit modules may be compensated where the candidate has an overall course average of 40% or above.</p>

<p>A distinction will be awarded to a candidate who achieves an overall course average of 70% or above.</p>

<p>Re-assessment</p>

<p>Candidates who fail to satisfy the Examiners in one or more of the requirements of the assessment may be re-examined. Candidates may normally be re-examined on one occasion only. </p>

<p>Candidates for the Diploma who fail to satisfy the Examiners in one or more of the requirements of the assessment may be re-examined. Candidates may normally be re-examined on one occasion only. Upon successful re-examination a pass mark of 40% only will be recorded.</p>

<p>Transfer from Diploma to MA in Research Methods</p>

<p>Students who initially register for the Diploma in Research Methods and who meet the requirements (below) may be considered for transfer to the MA in Research Methods Programme. Such transfers are at the discretion of the Head of School.</p>
<p>Such students must normally have passed each module with a mark of 50% or above and have achieved a course average of 50% or above. In exceptional circumstances, marginal fails (40%-49%) in EITHER one 20 credit module OR up to two 10 credit modules may be compensated where the candidate has an overall course average of 50% or above. For the purpose of these calculations, candidates who have been successfully re-examined in a module which they had initially failed, will be deemed to have achieved a mark of 50%.</p>

<p> The qualification of Postgraduate Diploma in Research Methods may be awarded to a candidate who fails to gain enough marks of 50% or above to qualify for the MA, but have obtained at least 40% in 120 credits worth of modules including the Dissertation. </p>

<p> A student who fails one or more modules for the taught stage of the course will still complete that stage and so be awarded the total credit for that stage provided that; they have passed modules worth at least 80 credits, and have a weighted average for the taught stage of at least 50% with no module marks of less than 40%. Module marks for up to 20 credits can be below 40% and be compensated if the student has passed modules worth at least 80 credits and has a weighted average of at least 50%. </p>

4 Other Regulations

Section D. Learning Outcomes

Reference to the ESRC Postgraduate Training Guidelines are identified by (E). In all cases they have been modified to reflect the particular nature of the degree programme.

Knowledge and Understanding

Introduction

Al. a critical and reflexive understanding of the research that is carried out within health, social sciences and social work (E).

Knowledge and understanding of:
<p> A2. the theories that have shaped and continue to shape the specific discipline (E).
<p> A3. alternative epistemological positions within the disciplines that provide the context for theory construction, research design, and the selection of appropriate analytical techniques. (E)
<p> A4 the principles of research design and strategy within health, education and the social sciences (E)
<p> A5 the kinds and, where appropriate, mix of data that are needed to address specific research questions within the disciplines (E)
<p> A6 the ethical and political concerns that are implicit in a range of methodological approaches (E).

Teaching and Learning and Assessment for above section

<p> Teaching and learning methods that enable the learning outcomes to be achieved:

Intellectual Skills

Introduction

<p> B1 ability to formulate researchable problems (E)

Teaching and Learning and Assessment for above section

Teaching and learning methods that enable the learning outcomes to be achieved:

Professional/Pracical Skills

<p> Cl ability to define and formulate research problems and questions (E).
<p> C2 capabilities for managing, conducting and disseminating research (E).
<p> C3 bibliographic skills including the ability to identify key resources (e.g. library, internet) and how to use them (E).
<p> C4 skills in working in a team to achieve an objective (E).
<p> C5 ability to manage personal development (E)

Teaching and Learning and Assessment for above section

<p> Teaching and learning methods that enable the learning outcomes to be achieved:

Transferable/Key Skills

<p> D1computing skills including the use of word-processing, data management and data analysis packages (E).

Teaching and Learning and Assessment for above section

<p> Teaching and learning methods that enable the learning outcomes to be achieved:

Teaching and Learning for all sections if summarised

The acquisition of the learning outcomes are assessed throughout the programme via coursework and presentations in class, and culminating in the dissertation (for MA students) and the Graduate School portfolio for MA and Diploma students.

Section A. Basic Information

1 Title

Research Methods (Health Studies)

2 Course Code

B704

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The aim of this inter-disciplinary degree programme is to equip students with the theoretical understandings and practical skills required to carry out independent research using a variety of methodological approaches and research techniques. The programme aims to ensure the students will

1) Be familiar with the range of methods used by researchers in health, social sciences and social work
2) Understand the theoretical and methodological underpinnings of these methods
3) Be able to make an informed choice about which methods are appropriate for answering particular questions
4) Be competent to design and carry out research using a range of different methods of data collection and analysis
5) Have a clear grasp of the ethical and political issues which arise in research in health, social sciences and social work
6) Be able to frame research in relation to the theoretical and conceptual issues which arise in the subject areas in which they are working

Outline Description of Course

<p> The inter-disciplinary programme is taught by colleagues from two Schools: Nursing, Midwifery and Physiotherapy and Sociology and Social Policy. It has grown out of long-standing collaborations between staff in the these schools, who have been involved in joint research and teaching for a number of years. It provides students with the opportunity to work closely alongside those from the other subject areas.
<p> It provides broad based training that stands alone as an MA in research methods but also provides an ESRC recognised â€˜1â€™ in a â€˜1+3â€™ route to a PhD.

Distingushing Features

The structure of the course is outlined below for full- and part-time students. The taught component of the programme consists of 120 credits taken over one year for full time students and two years for part-time students. All students take six core modules which account for 80 credits. In addition, they take the 2 times 20 credit subject-specific module which is relevant to their specific pathway. Students also undertake a 60 credit dissertation.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	2.1
IELTS Requirements	6.5 (no less than 6.0 in any element)
TOEFL Paper Based Requirements	573 with 4.5 in TWE

2 Course Structure

Year 1
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74QRI	Qualitative Research Issues and Methods	20	Y	Spring
B74RDP	Research Design and Practice	10	Y	Autumn
L34094	Quantitative Methods and Data Analysis with SPSS	20	Y	Autumn
	Credit Total	**50**		

Additional Module Choice Information for Year 1

Year 2
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74SSC	Philosophy of Research	10	Y	Autumn
L34999	Research Management and Personal Development Skills	10	Y	Full Year
B74HCP	Investigating Health Care Organisation Policy and Practice	20	Y	Spring
B74RMD	Dissertation for MA in Research Methods (Nursing)	60	N	Spring
L34AQM	Applied Qualitative Methods	20	Y	Spring
	Credit Total	**120**		

Additional Module Choice Information for Year 2

3 Assessment Criteria

Progression Information:
<p>Completion of the MA programme requires a minimum of one full-time year of supervised study or two years part time supervised study. Completion of the Diploma requires a minimum of nine months full-time or twenty-one month's part time study.

<P>The degree of Master of Arts in Research Methods (variant) will be conferred on candidates who have completed the taught programme and submitted a thesis in the form and of a standard outlined in the module regulations. Each module must normally be passed with a mark of 50% or above and candidates must achieve a course average of 50% or above.

Degree Information:
<p>Completion of the MA programme requires a minimum of one full-time year of supervised study or two years part time supervised study. Completion of the Diploma requires a minimum of nine months full-time or twenty-one month's part time study.

<P>The degree of Master of Arts in Research Methods (variant) will be conferred on candidates who have completed the taught programme and submitted a thesis in the form and of a standard outlined in the module regulations. Each module must normally be passed with a mark of 50% or above and candidates must achieve a course average of 50% or above.

<p> The qualification of Postgraduate Diploma in Research Methods may be awarded to a candidate who fails to gain enough marks of 50% or above to qualify for the MA, but have obtained at least 40% in 120 credits worth of modules including the Dissertation. </p>

<p> A student who fails one or more modules for the taught stage of the course will still complete that stage and so be awarded the total credit for that stage provided that; they have passed modules worth at least 80 credits, and have a weighted average for the taught stage of at least 50% with no module marks of less than 40%. Module marks for up to 20 credits can be below 40% and be compensated if the student has passed modules worth at least 80 credits and has a weighted average of at least 50%. </p>

4 Other Regulations

Section D. Learning Outcomes

Reference to the ESRC Postgraduate Training Guidelines are identified by (E). In all cases they have been modified to reflect the particular nature of the degree programme.
 Knowledge and Understanding

Introduction

Al. a critical and reflexive understanding of the research that is carried out within health, social sciences and social work (E).

<p> A2. the theories that have shaped and continue to shape the specific discipline (E). </p>
<p> A3. alternative epistemological positions within the disciplines that provide the context for theory construction, research design, and the selection of appropriate analytical techniques. (E)</p>
A4   the principles of research design and strategy within health, social sciences and social work (E
A5   the kinds and, where appropriate, mix of data that are needed to address specific research questions within the disciplines (E)
A6   the ethical and political concerns that are implicit in a range of methodological approaches (E).
Teaching and Learning and Assessment for above section
 <p>Teaching and learning methods that enable the learning outcomes to be achieved:

Intellectual Skills

<p>B1 ability to formulate researchable problems (E)</p>
<p> B2 ability to appreciate the range of alternative approaches to research (E)</p>
<p>B3 ability to critically assess research reports</p>
<p>B4 ability to develop reasonable and coherent arguments</p>

Teaching and Learning and Assessment for above section

Teaching and learning methods that enable the learning outcomes to be achieved:

Professional/Pracical Skills

<p> Cl ability to define and formulate research problems and questions (E).</p>
<p>C2 capabilities for managing, conducting and disseminating research (E).</p>
<p> C3 bibliographic skills including the ability to identify key resources (e.g. library, internet) and how to use them (E).</p>
C4   skills in working in a team to achieve an objective (E).
C5   ability to manage personal development (E)

Teaching and Learning and Assessment for above section

<p> Teaching and learning methods that enable the learning outcomes to be achieved:</p>

Transferable/Key Skills

<p> D1 computing skills including the use of word-processing, data management and data analysis packages (E).</p>

Teaching and Learning and Assessment for above section

<p> Teaching and learning methods that enable the learning outcomes to be achieved:</p>

Section A. Basic Information

1 Title

Advanced Nursing Practice

2 Course Code

B705

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

There are no benchmarking groups for Masters courses. However, this programme conforms to the general descriptors set out for qualification at Level HE4: masters degree in the National Framework for Higher Education Qualifications
(http://www.qaa.ac

Section B. General Information

Educational Aims

explore and evaluate the status of (and potential for) advanced nursing practice in national and international contexts;
consolidate and extend theoretical knowledge and practical skills in the delivery of nursing care;
achieve mastery in the critical analysis of research, policy and scholarship relevant to advancing nursing practice;
prepare for leadership roles in health care practice, education and research;
engage in a research project aimed at advancing nursing practice within the student's specialist field.

Outline Description of Course

The MSc in Advanced Nursing Practice can be taken full-time over 12 months or part-time over 24-48 months, commencing in late September.

The taught module with a credit value of 10 credits comprises 100 hours of student learning, self-directed study and assessment including a maximum of 30 hours teaching.

Taught modules with a credit value of 20 credits comprise 200 hours of student learning, self-directed study and assessment including a maximum of 60 hours teaching.

The taught module with a credit value of 30 credit comprises 300 hours of student learning, self-directed study and assessment including a maximum of 90 hours teaching.

Full-time students attend on both Tuesdays and Wednesdays, with the rest of the week being allocated to private study, nursing practice and research work.

Distingushing Features

The course is designed to attract a rich mix of home and international students from a variety of nursing backgrounds. Modules 1, 4 and 6 are shared with students undertaking the MSc in Organisational Leadership in Health and Social Care, adding further diversity. The programme has been designed in partnership with health service colleagues to ensure the course is grounded in the realities of contemporary nursing practice.

The potential for 'student choice' in place of Module 3 (B7DABS) allows course participants the option of selecting one alternative 20 credit module from the School of Nursing's portfolio of over one hundred specialist, post-registration Level 3 modules. The student must demonstrate that the chosen module is directly relevant to the project plan developed in the Advanced Nursing Practice I module, and will deliver learning outcomes congruent with those of the Applied Biological Sciences module. This option will appeal particularly to international students who wish to attain knowledge within their field of specialist practice. (University regulations governing Masters degrees currently state that 'at least 140 credits shall be at level 4 or D'.)

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	2.2
IELTS Requirements	6.0 (with no less than 5 for each element)
TOEFL Paper Based Requirements	550 (with a TWE score of at least 4)

2 Course Structure

PG I
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74LRH	Leading Research in Health and Social Care	30	Y	Autumn
B74RMH	Research Methods in Health and Social Care	20	Y	Full Year
B74RDA	Research Dissertation (Advanced Nursing Practice)	60	N	Full Year
B74NP2	Advanced Nursing Practice II	20	N	Summer
B74NP1	Advanced Nursing Practice I	20	N	Autumn
		Credit Total	**150**	

Restricted
 Group 1   Students can choose B7DABS or a 20 credit module from the School of Nursing post-registration prospectus at level 3 or D. The choice of module must be justified in relation to the advanced practice project.
Students Must Take 20.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74ABS	Applied Biological Sciences	20	Y	Spring
		Credit Total	**20**	

Additional Module Choice Information for PG I

3 Assessment Criteria

Progression Information:

Assessment rules
The assessment strategy comprises:
    a)   a formal assignment in each of the taught modules;
b)   a 15 - 20 000 word dissertation on a subject relevant to advancing nursing practice;
    c)   a viva voce examination at the discretion of the External Examiner.

Assessed work must be submitted by dates agreed by the Course Management Committee, which will be not later than the end of the course, or the candidate may be deemed to have failed in that piece of work.

An MSc candidate who achieves a satisfactory standard in every element of the assessment will be awarded the degree of Master of Science. Each module must normally be passed with a mark of 50% or above.

Compensation
Where the MSc candidate has a credit-weighted course average of 50% or above, a marginal fail (40-49%) may be compensated in one module, except for the Advanced Nursing Practice modules and the dissertation.

Progression
For an MSc student to be eligible to submit the dissertation, all taught modules must have been completed with a credit-weighted course average of 50% or above.

Re-examination
A candidate who fails to satisfy the Examiners in one or more of the requirements of the assessment will normally be permitted to submit all or part of his/her work for re-examination on one occasion only.

Marks awarded on re-examination will be used to determine whether compensation can occur.
Degree Information:
A Pass will be awarded to an MSc candidate who satisfies all the requirements of the course and achieves a credit-weighted course average of 50% or above. A Merit will be awarded to an MSc candidate who achieves a credit-weighted course average of 60% or above. A Distinction will be awarded to an MSc candidate who achieves a credit-weighted course average of 70% or above.

Marks awarded upon re-examination do not contribute to the final calculation for the purpose of awarding Merits and Distinctions; instead the mark gained on the first attempt at the module will be used. Marks awarded on re-examination will, however, count towards attaining a Pass in the course overall.

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

A1   key socio-political and economic changes that have led to contemporary national and international health care systems

A2   the historical development and contemporary implementation of advanced nursing practice roles

A3   the actual and potential contribution of professional practice in health and social care to improving standards of service delivery

A4   theoretical frameworks for practice improvement and change management

A5   professional, organisational and legal boundaries to advancing nursing practice

A6   the clinical leadership role of the advanced practice nurse

A7   recent developments in selected, general areas of the biological sciences (for those students selecting the Applied Biological Sciences module)

A8   a specific topic area in biological sciences relevant to the student's field of practice (for those students selecting the Applied Biological Sciences module)

A9   the process of developing a research question, with regard to epistemology, methods and application

A10 Critical awareness of contemporary issues and a comprehensive understanding of research techniques that are appropriate to investigate the topic chosen for their dissertations (for those students undertaking the MSc)

Intellectual Skills

B1   reflect critically on previous learning in a systematic and structured fashion

B2   identify relevant scholarship and research in paper or electronic form, using a systematic approach

B3   evaluate critically the evidence base for advancing nursing practice in the student's field of practice

B4   synthesise knowledge gained through experiential learning and scholarly activities to evaluate own and others' practice

B5   apply theoretical and practical learning to advancing nursing practice within a professionally relevant sub-role (for example, expert practice, education, research or clinical leadership)

B6   discern areas in which recent advances in the biological sciences are influencing the development of nursing practice (for those students selecting the Applied Biological Sciences module)

B7   complete a research dissertation based on the collection and analysis of empirical data. The research should be designed to advance nursing practice with the student's specialist field. (for those students undertaking the MSc)

Professional/Pracical Skills

C1   critique systematically research-based evidence, forming judgements on rigour and relevance

C2   formulate a realistic and well-justified plan to advance nursing practice within their own specialist area

C3   develop a portfolio of evidence documenting the implementation and evaluation of a planned advance in practice

C4   articulate the agenda for advancing nursing practice through an effective oral presentation to colleagues, managers and service users

C5   develop a research project that will contribute towards improving service delivery within health and social care

C6   take a lead role in practice improvement projects and processes within their employing organisations

Transferable/Key Skills

D1   analyse their personal, professional and educational learning objectives and evaluate their own professional development

D2   communicate effectively in writing and through oral presentation

D3   use appropriate and effective information and communication technologies

D4   identify and apply appropriate research methodologies to investigate a relevant topic within health and social care

D5   effectively manage their time and work to deadlines

Teaching and Learning for all sections if summarised

Lectures, group discussion, student and tutor-led seminars, tutor-led group tutorials, individual tutorials and academic supervision.

Assessment for all sections if summarised

Written assignments, evidence-based portfolios, poster presentation, oral presentation, research dissertation. See Annexe A for curriculum map, detailing when and where learning objectives are assessed.

Section A. Basic Information

1 Title

Advanced Nursing Practice

2 Course Code

B705

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

explore and evaluate the status of (and potential for) advanced nursing practice in national and international contexts;
consolidate and extend theoretical knowledge and practical skills in the delivery of nursing care;
achieve mastery in the critical analysis of research, policy and scholarship relevant to advancing nursing practice;
prepare for leadership roles in health care practice, education and research;
engage in a research project aimed at advancing nursing practice within the student's specialist field.

Outline Description of Course

The MSc in Advanced Nursing Practice can be taken full-time over 12 months or part-time over 24-48 months, commencing in late September. The Postgraduate Diploma can be taken full-time over 9 12 months and part-time over 18-48 months. The taught element takes place on Tuesdays in the first year and Wednesdays in the second year of the part-time course.

The taught module with a credit value of 10 credits comprises 75 hours of student learning, self-directed study and assessment including a maximum of 30 hours teaching.

Taught modules with a credit value of 20 credits comprise 150 hours of student learning, self-directed study and assessment including a maximum of 60 hours teaching.

The taught module with a credit value of 30 credit comprises 225 hours of student learning, self-directed study and assessment including a maximum of 90 hours teaching.

Full-time students attend on both Tuesdays and Wednesdays, with the rest of the week being allocated to private study, nursing practice and research work.

Distingushing Features

The course is designed to attract a rich mix of home and international students from a variety of nursing backgrounds. Modules 1, 4 and 6 are shared with students undertaking the MSc in Organisational Leadership in Health and Social Care, adding further diversity. The programme has been designed in partnership with health service colleagues to ensure the course is grounded in the realities of contemporary nursing practice.

The potential for 'student choice' in place of Module 3 (B7DABS) allows course participants the option of selecting one alternative 20 credit module from the School of Nursing's portfolio of over one hundred specialist, post-registration Level 3 modules. The student must demonstrate that the chosen module is directly relevant to the project plan developed in the Advanced Nursing Practice I module, and will deliver learning outcomes congruent with those of the Applied Biological Sciences module. This option will appeal particularly to international students who wish to attain knowledge within their field of specialist practice. (University regulations governing Masters degrees currently state that 'at least 140 credits shall be at level 4 or D'.)

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	2.2
IELTS Requirements	6.0 (with no less than 5 for each element)
TOEFL Paper Based Requirements	550 (with a TWE score of at least 4)

2 Course Structure

Year 1
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74RMH	Research Methods in Health and Social Care	20	Y	Full Year
B74NP2	Advanced Nursing Practice II	20	N	Summer
B74NP1	Advanced Nursing Practice I	20	N	Autumn
	Credit Total	**60**		

Restricted
 Group 1   Students can choose B7DABS or a 20 credit module from the School of Nursing post-registration prospectus at level 3 or D. The choice of module must be justified in relation to the advanced practice project.

Students Must Take 20.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74ABS	Applied Biological Sciences	20	Y	Spring
	Credit Total	**20**		

Additional Module Choice Information for Year 1

Year 2
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74LRH	Leading Research in Health and Social Care	30	Y	Autumn
B74RDA	Research Dissertation (Advanced Nursing Practice)	60	N	Full Year
	Credit Total	**90**		

Additional Module Choice Information for Year 2

3 Assessment Criteria

Progression Information:

Assessment rules
The assessment strategy comprises:
    a)   a formal assignment in each of the taught modules;
b)   a 15 - 20 000 word dissertation on a subject relevant to advancing nursing practice;
    c)   a viva voce examination at the discretion of the External Examiner.

Assessed work must be submitted by dates agreed by the Course Management Committee, which will be not later than the end of the course, or the candidate may be deemed to have failed in that piece of work.

An MSc candidate who achieves a satisfactory standard in every element of the assessment will be awarded the degree of Master of Science. Each module must normally be passed with a mark of 50% or above.

Compensation
Where the MSc candidate has a credit-weighted course average of 50% or above, a marginal fail (40-49%) may be compensated in one module, except for the Advanced Nursing Practice modules and the dissertation.

Progression
For an MSc student to be eligible to submit the dissertation, all taught modules must have been completed with a credit-weighted course average of 50% or above.

Re-examination
A candidate who fails to satisfy the Examiners in one or more of the requirements of the assessment will normally be permitted to submit all or part of his/her work for re-examination on one occasion only.

Marks awarded on re-examination will be used to determine whether compensation can occur.
Degree Information:

A Pass will be awarded to an MSc candidate who satisfies all the requirements of the course and achieves a credit-weighted course average of 50% or above. A Merit will be awarded to an MSc candidate who achieves a credit-weighted course average of 60% or above. A Distinction will be awarded to an MSc candidate who achieves a credit-weighted course average of 70% or above.

Marks awarded upon re-examination do not contribute to the final calculation for the purpose of awarding Merits and Distinctions; instead the mark gained on the first attempt at the module will be used. marks awarded on re-examination will, however, count towards attaining a Pass in the course overall.

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

A1   key socio-political and economic changes that have led to contemporary national and international health care systems

A2   the historical development and contemporary implementation of advanced nursing practice roles

A3   the actual and potential contribution of professional practice in health and social care to improving standards of service delivery

A4   theoretical frameworks for practice improvement and change management

A5   professional, organisational and legal boundaries to advancing nursing practice

A6   the clinical leadership role of the advanced practice nurse

A7   recent developments in selected, general areas of the biological sciences (for those students selecting the Applied Biological Sciences module)

A8   a specific topic area in biological sciences relevant to the student's field of practice (for those students selecting the Applied Biological Sciences module)

A9   the process of developing a research question, with regard to epistemology, methods and application

A10 Critical awareness of contemporary issues and a comprehensive understanding of research techniques that are appropriate to investigate the topic chosen for their dissertations (for those students undertaking the MSc)

Intellectual Skills

B1   reflect critically on previous learning in a systematic and structured fashion

B2   identify relevant scholarship and research in paper or electronic form, using a systematic approach

B3   evaluate critically the evidence base for advancing nursing practice in the student's field of practice

B4   synthesise knowledge gained through experiential learning and scholarly activities to evaluate own and others' practice

B5   apply theoretical and practical learning to advancing nursing practice within a professionally relevant sub-role (for example, expert practice, education, research or clinical leadership)

B6   discern areas in which recent advances in the biological sciences are influencing the development of nursing practice (for those students selecting the Applied Biological Sciences module)

B7   complete a research dissertation based on the collection and analysis of empirical data. The research should be designed to advance nursing practice with the student's specialist field. (for those students undertaking the MSc)

Professional/Pracical Skills

C4   articulate the agenda for advancing nursing practice through an effective oral presentation to colleagues, managers and service users

C5   develop a research project that will contribute towards improving service delivery within health and social care

C6   take a lead role in practice improvement projects and processes within their employing organisations

C1   critique systematically research-based evidence, forming judgements on rigour and relevance

C2   formulate a realistic and well-justified plan to advance nursing practice within their own specialist area

C3   develop a portfolio of evidence documenting the implementation and evaluation of a planned advance in practice

Transferable/Key Skills

D1   analyse their personal, professional and educational learning objectives and evaluate their own professional development

D2   communicate effectively in writing and through oral presentation

D3   use appropriate and effective information and communication technologies

D4   identify and apply appropriate research methodologies to investigate a relevant topic within health and social care

D5   effectively manage their time and work to deadlines

Teaching and Learning for all sections if summarised

Lectures, group discussion, student and tutor-led seminars, tutor-led group tutorials, individual tutorials and academic supervision.

Assessment for all sections if summarised

Written assignments, evidence-based portfolios, poster presentation, oral presentation, research dissertation. See Annexe A for curriculum map, detailing when and where learning objectives are assessed.

Section A. Basic Information

1 Title

Nursing Studies

2 Course Code

B706

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

1. The systematic research process as a basis for investigating nursing practice and health care;
2. The range of research methodologies and their application within nursing and health care.

Teaching and Learning and Assessment for above section

A1 and A2 will be achieved through a combination of lectures, critical group discussions and academic supervision. A1 and A2 will b

Intellectual Skills

1. conduct a critical evaluation of the literature related to an issue or problem arising from nursing practice;
2. design, undertake and write up a clinically relevant research study that critically examines the relationship between theory and practice;
3. disseminate evidence based practice to other health care professionals;
4. deal with complex issues both systematically and creatively, and show originality in tackling and solving problems;
5. draw conclusions and make recommendations for practice, education and research;
6. articulate and justify reasoned arguments;
7. demonstrate a critical understanding, interpretation and evaluation of information pertinent to nursing and health care;
8. show originality in the application of knowledge, and understand how the boundaries of knowledge are advanced through research;
9. critique comprehensively their own work.

Teaching and Learning and Assessment for above section

B1-B9 will be achieved through a combination of lectures, critical group discussions and academic supervision. B1-B9 will be asses

Professional/Pracical Skills

1. identify research problems, questions or issues arising from nursing practice;
2. make decisions about practice, based on a critical review of available evidence and experience.
3. share, present and disseminate information and data with professional colleagues

Teaching and Learning and Assessment for above section

C1, C2 and C3 will be achieved through a combination of lectures, critical group discussions and academic supervision. C1, C2 and C3 w

Transferable/Key Skills

1. information technology skills including data analysis;
2. advanced literature searching skills;
3. organisation skills and management of working time, including scheduling tasks and meeting deadlines;
4. problem solving skills;
5. negotiation skills;
6. reflective skills;
7. data collection and analysis;
8. proposal writing;
9. establishing and justifying an argument;
10. presentation and dissemination skills;
11. writing to house styles.

Teaching and Learning and Assessment for above section

D1 â€" D11 will be assessed through dissertation.

Section A. Basic Information

1 Title

Advanced Nursing

2 Course Code

B707

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

This course aims to recruit qualified nurses seeking to become leaders in clinical practice. The programme is designed to enable students to:
 explore and evaluate the status of (and potential for) advanced nursing in national and international contexts;
 consolidate and extend theoretical knowledge and practical skills in the delivery of nursing care;
 achieve mastery in the critical analysis of research, policy and scholarship relevant to advancing nursing;
 prepare for leadership roles in health care practice, education and research;
 engage in a research or scholarly project aimed at advancing nursing within the student's specialist field.

Further Information

The course is delivered on a modular basis, offering greater flexibility to course participants. Assignments are spread evenly over the year. All modules require students to integrate theoretical and research-based knowledge with critical reflection on advancing nursing.

Section C. Supplementary Regulations

1 Admission Requirements

Other Requirements	When assessing an application for taught postgraduate study, the School of Nursing will normally consider:
	applicants who hold a good first degree with at least a second class honours, or an equivalent qualification and evidence of relevant personal, professional and educational experience.
	Because of the intensity of study, particularly the research component, applicants for the full-time programme must hold a first or second class honours degree in nursing or other relevant topic. Applicants for the part-time programme will usually hold a Bachelors degree, or qualifications and experience deemed to be equivalent.
	All applicants must be qualified nurses, usually with a minimum of two years experience in nursing practice.
	There is no specific quota for international students and each application is assessed on merit.
IELTS Requirements	6.0 (no less than 5.0 in any element)
TOEFL Paper Based Requirements	550 (no less than 4 in TWE)

When assessing an application for taught postgraduate study, the School of Nursing will normally consider:

â€¢ applicants who hold a good first degree with at least a second class honours, or an equivalent qualification;

â€¢ evidence of relevant personal, professional and educational experience.

Because of the intensity of study, particularly the research component, applicants for the full-time programme must hold a first or second class honours degree in nursing or other relevant topic. Applicants for the part-time programme will usually hold a Bachelorâ€™s degree, or qualifications and experience deemed to be equivalent.

There is no specific quota for international students and each application is assessed on merit.

2 Course Structure

PG I
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74DPN	Dissertation Project (Advanced Nursing)	60	N	Full Year
B74EHS	Evidence for Health & Social Care	20	N	Autumn
B74AN2	Advancing Nursing Practice II	20	N	Spring
B74AN1	Advancing Nursing Practice 1	20	N	Autumn
B74TFN	Theoretical Foundations for Advanced Nursing	20	N	Autumn
	Credit Total	**140**		

Alternative
 Group 1   Choice of negotiated module of   20/30 creditsLevel 3/4 or the module below

Students Must Take Either a minimum of 20.00 and a maximum of 30.00 from this group

Code	Title	Credits	Compensatable	Taught
B74ABS	Applied Biological Sciences	20	Y	Spring
	Credit Total	**20**		

Restricted
 Group 1   A choice from a negotiated module (student choice) of   10/20 credits Level 3/4 or 10/20 credits from the modules listed below

Students Must Take a minimum of 10.00 and a maximum of 20.00 from this group

Code	Title	Credits	Compensatable	Taught
B74CSR	Principles and Process of Comprehensive Systematic Review	10	Y	Spring
B74PPR	Project Proposal	10	Y	Spring
B74DCL	Professional Development for Clinical Leadership	10	Y	Autumn
B74EIS	Evaluating Interventions, Services and Policy in Health and Social Care	10	Y	Spring
B74RDP	Research Design and Practice	10	Y	Autumn
	Credit Total	**50**		

Additional Module Choice Information for PG I

3 Assessment Criteria

Progression Information:

The MSc/Postgraduate Diploma in Advanced Nursing is governed by the University's regulations for taught postgraduate programmes:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm
Degree Information:
The marking criteria is a set out in the course handbook.

A borderline distinction will be considered for students achieving an overall average mark of 68 and 69%. The mark profile of the student will be looked at when considering a borderline distinction.

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

Introduction

A student who completes this course sucessfully will demonstarte knowledge and understanding of:

A1 the theoretical foundations for advancing nursing;

A2 the historical development and contemporary implementation of advanced nursing roles;

A3 the clinical leadership role of the advanced practice nurse;

A4 the actual and potential contribution of advanced nursing to improving standards of service delivery;

A5 the process of developing a research question, with regard to epistemology, methods and application;

A6 ways in which established techniques of research and enquiry are used to create and interpret knowledge for advancing practice.

Intellectual Skills

Introduction

A student who completes the taught modules successfully will be able to:

B1critically reflect on previous experiential learning in a systematic and structured fashion;

B2 identify systematically, evaluate and critically appraise research and other forms of evidence informing advanced nursing;

B3 synthesise knowledge gained through experiential learning and scholarly activities to evaluate own and others' practice;

B4 apply theoretical and practical learning to advance nursing within a professionally relevant sub-role (for example, expert practice, education, research or clinical leadership);

B5 make autonomous clinical and/or managerial decisions, based on the evaluation of appropriate research and clinical evidence.

In addition, a student who completes the MSc successfully will be able to:

B6 demonstrate self-direction and originality in tackling and solving problems through completing a substantial research or practice improvement project.

Professional/Pracical Skills

Introduction

A student who completes this course successfully will be able to:

C1 plan, develop and evaluate a well-justified plan to advance nursing within their own specialist area

C2 critically reflect on issues involved in applying and disseminating research findings in advanced professional practice;

C3 develop a portfolio of evidence documenting the implementation and evaluation of a planned advance in practice;

C4 articulate the agenda for advancing nursing through an effective oral presentation to colleagues, managers and service users;

C5 develop a project that will contribute towards improving service delivery within health and social care;

C6 take a lead role in practice improvement projects and processes within their employing organisations.

Transferable/Key Skills

Introduction

A student who completes this course successfully will be able to:

D1 critically analyse their personal, professional and educational learning objectives and evaluate their own professional developme

D2 communicate effectively in writing and through oral presentation;

D3 use appropriate and effective information and communication technologies;

D4 effectively manage their time and work to deadlines;

D5 exercise initiative and personal responsibility when making decisions in complex and unpredictable situations;

D6 demonstrate the independent learning ability required for continuing professional development.

Teaching and Learning for all sections if summarised

Teaching and learning methods: lectures, group discussion, student and tutor-led seminars, web-based learning activities using Web CT, tutor-led group tutorials, individual tutorials and academic supervision.

Assessment for all sections if summarised

Methods of assessment: written assignments, evidence-based portfolios, oral presentation, research dissertation. See Annexe A for curriculum map, detailing when and where learning objectives are assessed.

Section A. Basic Information

1 Title
Advanced Nursing

2 Course Code
B707

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

Other Requirements	When assessing an application for taught postgraduate study, the School of Nursing will normally consider:
	applicants who hold a good first degree with at least a second class honours, or an equivalent qualification and evidence of relevant personal, professional and educational experience.
	Because of the intensity of study, particularly the research component, applicants for the full-time programme must hold a first or second class honours degree in nursing or other relevant topic. Applicants for the part-time programme will usually hold a Bachelors degree, or qualifications and experience deemed to be equivalent.
	All applicants must be qualified nurses, usually with a minimum of two years experience in nursing practice.
	There is no specific quota for international students and each application is assessed on merit.
IELTS Requirements	6.0 (no less than 5.0 in any element)
TOEFL Paper Based Requirements	550 (no less than 4 in TWE)

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Advanced Nursing

2 Course Code
B708

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

There are no subject benchmarking groups, however,

Section B. General Information

Educational Aims

This course aims to recruit qualified nurses seeking to become leaders in clinical practice. The programme is designed to enable students to:
 explore and evaluate the status of (and potential for) advanced nursing in national and international contexts;
 consolidate and extend theoretical knowledge and practical skills in the delivery of nursing care;
 achieve mastery in the critical analysis of research, policy and scholarship relevant to advancing nursing;
 prepare for leadership roles in health care practice, education and research;
 engage in a research or scholarly project aimed at advancing nursing within the student's specialist field.

Further Information

The course is delivered on a modular basis, offering greater flexibility to course participants. Assignments are spread evenly over the year. All modules require students to integrate theoretical and research-based knowledge with critical reflection on advancing nursing.

Section C. Supplementary Regulations

1 Admission Requirements

Other Requirements	When assessing an application for taught postgraduate study, the School of Nursing will normally consider applicants who hold a good first degree with at least a second class honours, or an equivalent qualification and evidence of relevant personal, professional and educational experience.
	Because of the intensity of study, particularly the research component, applicants for the full-time programme must hold a first or second class honours degree in nursing or other relevant topic. Applicants for the part-time programme will usually hold a Bachelor's degree, or qualifications and experience deemed to be equivalent.
	All applicants must be qualified nurses, usually with a minimum of two year's experience in nursing practice.
	There is no specific quota for international students and each application is assessed on merit.
IELTS Requirements	6.0 (no less than 5.0 in any element)
TOEFL Paper Based Requirements	550 (no less than 4 in TWE)

2 Course Structure

PG I
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74AN1	Advancing Nursing Practice 1	20	N	Autumn
B74AN2	Advancing Nursing Practice II	20	N	Spring
B74EHS	Evidence for Health & Social Care	20	N	Autumn
B74TFN	Theoretical Foundations for Advanced Nursing	20	N	Autumn
	Credit Total	**80**		

Alternative
 Group 1   Choice of negotiated module of 20/30 credits level 3/4 or the module below

Students Must Take Either All modules in this group

Code	Title	Credits	Compensatable	Taught
B74ABS	Applied Biological Sciences	20	Y	Spring
	Credit Total	**20**		

Restricted
 Group 1

Students Must Take a minimum of 10.00 and a maximum of 20.00 from this group

Code	Title	Credits	Compensatable	Taught
B74DCL	Professional Development for Clinical Leadership	10	Y	Autumn
B74CSR	Principles and Process of Comprehensive Systematic Review	10	Y	Spring
B74RDP	Research Design and Practice	10	Y	Autumn
B74PPR	Project Proposal	10	Y	Spring
B74EIS	Evaluating Interventions, Services and Policy in Health and Social Care	10	Y	Spring
	Credit Total	**50**		

Additional Module Choice Information for PG I

3 Assessment Criteria

Progression Information:

The MSc/Postgraduate Diploma in Advanced Nursing is governed by the University's regulations for taught postgraduate programmes:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm
Degree Information:
The marking criteria is a set out in the course handbook.

A borderline distinction will be considered for students achieving an overall average mark of 68 and 69%. The mark profile of the student will be looked at when considering a borderline distinction.

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

Introduction
A student who completes this course successfully will demonstrate knowledge and understanding of:

A1 the theoretical foundations for advancing nursing;

A2 the historical development and contemporary implementation of advanced nursing roles;

A3 the clinical leadership role of the advanced practice nurse;
A4 the actual and potential contribution of advanced nursing to improving standards of service delivery;
A5 the process of developing a research question, with regard to epistemology, methods and application;
A6 ways in which established techniques of research and enquiry are used to create and interpret knowledge for advancing practice.

Intellectual Skills

Introduction

A student who completes the taught modules successfully will be able to:

B1 critically reflect on previous experiential learning in a systematic and structured fashion;

B2 identify systematically, evaluate and critically appraise research and other forms of evidence informing advanced nursing;

B3 synthesise knowledge gained through experiential learning and scholarly activities to evaluate own and others' practice;

B4 apply theoretical and practical learning to advance nursing within a professionally relevant sub-role (for example, expert practice, education, research or clinical leadership);

B5 make autonomous clinical and/or managerial decisions, based on the evaluation of appropriate research and clinical evidence.

In addition, a student who completes the MSc successfully will be able to:

B6 demonstrate self-direction and originality in tackling and solving problems through completing a substantial research or practice improvement project.

Professional/Pracical Skills

Introduction

A student who completes this course successfully will be able to:

C1 plan, develop and evaluate a well-justified plan to advance nursing within their own specialist area;

C2 critically reflect on issues involved in applying and disseminating research findings in advanced professional practice;

C3 develop a portfolio of evidence documenting the implementation and evaluation of a planned advance in practice;

C4 articulate the agenda for advancing nursing through an effective oral presentation to colleagues, managers and service users;

C5 develop a project that will contribute towards improving service delivery within health and social care;

C6 take a lead role in practice improvement projects and processes within their employing organisations.

Transferable/Key Skills

Introduction

A student who completes this course successfully will be able to:

D1 critically analyse their personal, professional and educational learning objectives and evaluate their own professional developme

D2 communicate effectively in writing and through oral presentation;

D3 use appropriate and effective information and communication technologies;

D4 effectively manage their time and work to deadlines;

D5 exercise initiative and personal responsibility when making decisions in complex and unpredictable situations;

D6 demonstrate the independent learning ability required for continuing professional development.

Teaching and Learning for all sections if summarised

Teaching and learning methods: lectures, group discussion, student and tutor-led seminars, web-based learning activities using Web CT, tutor-led group tutorials, individual tutorials and academic supervision.

Assessment for all sections if summarised

Methods of assessment: written assignments, evidence-based portfolios, oral presentation, research dissertation. See Annexe A for curriculum map, detailing when and where learning objectives are assessed.

Section A. Basic Information

1 Title
Advanced Nursing

2 Course Code
B708

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

Other Requirements	When assessing an application for taught postgraduate study, the School of Nursing will normally consider applicants who hold a good first degree with at least a second class honours, or an equivalent qualification and evidence of relevant personal, professional and educational experience.
	Because of the intensity of study, particularly the research component, applicants for the full-time programme must hold a first or second class honours degree in nursing or other relevant topic. Applicants for the part-time programme will usually hold a Bachelor's degree, or qualifications and experience deemed to be equivalent.
	All applicants must be qualified nurses, usually with a minimum of two year's experience in nursing practice.
	There is no specific quota for international students and each application is assessed on merit.
IELTS Requirements	6.0 (no less than 5.0 in any element)
TOEFL Paper Based Requirements	550 (no less than 4 in TWE)

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Doctor of Nursing (NursD)

2 Course Code
B709

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Doctor of Nursing [NursD]

2 Course Code
B709

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Doctor of Health Science [DHSci]

2 Course Code

B709

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Doctor of Health Sciences [DHSci]

2 Course Code

B709

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Palliative and End of Life Studies

2 Course Code
B70A

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Palliative and end of life care are now recognised as public health priorities, with attention directed to needs across the lifespan in all age groups. Increases in long term conditions in the developed world, and the AIDS pandemic in the developing world, are particular challenges. These challenges require a change in focus from a concern with the last weeks and days of life to the impact of all serious and long term illnesses on patients and families from the time of diagnosis.

Based upon the principles of collaboration, co-operation and enhancement of team working, this course provides opportunities to develop critical thinking skills and specialist knowledge to inform and develop multi- professional practice, policy and research, thus contributing to the goal of advancing the quality of palliative and end of life care for all in need. Students will be able to focus on the needs of their own sphere of professional practice through choices available within the course.

This modular course aims to provide students with opportunities to explore multi -professional perspectives on practice, policy and research in palliative and end of life care. Students will advance their knowledge, attitudes and skills relating to critical reflection and synthesis, problem solving, leadership and research through a programme of in depth study reflecting their own interests. The programme is designed to enable students to:

  develop advanced knowledge and understanding of the principles, practice and policies of palliative care and end of life within diverse cultures and contexts;
  critically reflect on clinical practice and policy thus enhancing skills for professional leadership to advance palliative and end of life care;
  develop advanced understanding of issues relating to change, transition and diversity in palliative end of life care: historically, culturally and in different practice and policy contexts across all life limiting illnesses;
  develop skills in critical appraisal of existing research and in the design and execution of rigorous research, audit and practice development projects.

Outline Description of Course

The course is delivered on a modular basis, offering greater flexibility to course participants. All modules require students to integrate theoretical and research-based knowledge with critical reflection on their own practice in palliative and end of life care.

Section C. Supplementary Regulations

1 Admission Requirements

Other Requirements	When assessing an application for taught postgraduate study, the School of Nursing will normally consider applicants who hold a good first degree with at least a second class honours, or an equivalent qualification and evidence of relevant personal, professional and educational experience.
	There is no specific quota for international students and each application is assessed on merit.
IELTS Requirements	6.0 (no less than 5.0 in any element)
TOEFL Paper Based Requirements	550 (no less than 4 in TWE)

2 Course Structure

PG I
Compulsory
  Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74PPE	Principles of Palliative and End of Life Care	20	N	Autumn
B74EPP	Policy, Ethical and Psychosocial Perspectives in Palliative and End of Life Care	20	N	Autumn
B74EHS	Evidence for Health & Social Care	20	N	Autumn
	Credit Total	**60**		

Restricted
  Group 1

Students Must Take 40.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74APM	Pain and Symptom Management	20	Y	Spring
B74CCA	Palliative and End of Life Care in Childhood and in Transition to Adulthood	20	Y	Spring
	Credit Total	**40**		

  Group 2

AND 20.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74RDP	Research Design and Practice	10	Y	Autumn
B74DCL	Professional Development for Clinical Leadership	10	Y	Autumn
B74PPR	Project Proposal	10	Y	Spring
B74CSR	Principles and Process of Comprehensive Systematic Review	10	Y	Spring
B74EIS	Evaluating Interventions, Services and Policy in Health and Social Care	10	Y	Spring
	Credit Total	**50**		

Additional Module Choice Information for PG I

3 Assessment Criteria

Progression Information:

The MSc and Postgraduate Diploma in Palliative and End of Life Studies are governed by the University's regulations for taught postgraduate programmes:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm
Degree Information:

The marking criteria is a set out in the course handbook.

A borderline distinction will be considered for students achieving an overall average mark of 68 and 69%. The mark profile of the student will be looked at when considering a borderline distinction.

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

Introduction

A student who completes this course successfully will demonstrate knowledge and understanding of:

A1 theoretical, ethical and policy frameworks shaping palliative and end of life care, in the context of public health and the distribution of resources internationally;
A2 key issues and best practice with regard to palliative and end of life care for patients with long term conditions and their families or informal carers;
A3 the historical development and contemporary implementation of palliative and end of life care;
A4 the actual and potential contribution of advanced professional practice to improving standards of palliative and end of life care service delivery;
A5 the process of developing a research question, with regard to epistemology, methods and application;
A6 ways in which established techniques of research and enquiry are used to create and interpret knowledge for advancing practice.

Intellectual Skills

Introduction

A student who completes this course successfully will be able to:

B1 critically reflect on previous experiential learning in a systematic and structured fashion;

B2 identify systematically, evaluate and critically appraise research and other forms of evidence informing advanced professional practice in palliative and end of life care;

B3 synthesise knowledge gained through experiential learning and scholarly activities to evaluate own and others' practice;

B4 apply theoretical and practical learning relevant to leadership for advancing palliative and end of life care practice within a professionally relevant sub-role (for example, expert practice, education, research or clinical leadership);

B5 make autonomous clinical and/or managerial decisions based on the evaluation of appropriate research and clinical evidence.

In addition, a student who completes the MSc successfully will be able to:

B6 demonstrate self-direction and originality in tackling and solving problems through completing a substantial research or practice improvement project.

Professional/Pracical Skills

Introduction

A student who completes this course successfully will be able to:

C1 plan, develop and evaluate a well-justified plan to take a lead role in advancing palliative and end of life care practice or policy within their own specialist area, whether clinical, management or research oriented

C2 critically reflect on issues involved in applying and disseminating research findings in advanced palliative and end of life care practice;

C3 review critically the use of interpersonal and clinical skills in the provision of appropriate interventions for the advancement of care delivery for seriously ill patients, their carers and bereaved carers;

C4 critically reflect on professional, organisational and legal aspects of leadership in palliative and end of life care;

C5 develop a project that will contribute towards improving service delivery within health and social care;

C6 take a lead role in practice improvement projects and processes within their employing organisations.

Transferable/Key Skills

Introduction

A student who completes this course successfully will be able to:

D1 critically analyse their personal, professional and educational learning objectives and evaluate their own professional developme

D2 communicate effectively in writing and through oral presentation;

D3 use appropriate and effective information and communication technologies;

D4 effectively manage their time and work to deadlines

D5 exercise initiative and personal responsibility when making decisions in complex and unpredictable situations;

D6 demonstrate the independent learning ability required for continuing professional development.

Teaching and Learning for all sections if summarised

Teaching and learning methods: lectures, group discussion, student and tutor-led seminars, Web CT, distance learning, web based discussion boards, tutor-led group tutorials, individual tutorials and academic supervision.

Assessment for all sections if summarised

Methods of assessment: written assignments, evidence-based portfolios, oral presentation, research dissertation. See Annexe A for curriculum map, detailing when and where learning objectives are assessed.

Section A. Basic Information

1 Title
Palliative and End of Life Studies

2 Course Code
B70A

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

Other Requirements	When assessing an application for taught postgraduate study, the School of Nursing will normally consider applicants who hold a good first degree with at least a second class honours, or an equivalent qualification and evidence of relevant personal, professional and educational experience.
	There is no specific quota for international students and each application is assessed on merit.
IELTS Requirements	6.0 (no less than 5.0 in any element)
TOEFL Paper Based Requirements	550 (no less than 4 in TWE)

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Palliative and End of Life Studies

2 Course Code
B70B

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Further Information
Palliative and end of life care are now recognised as public health priorities, with attention directed to needs across the lifespan in all age groups. Increases in long term conditions in the developed world, and the AIDS pandemic in the developing world are particular challenges, requiring a change in focus from a concern with the last weeks and days of life, to the impact of all serious and long term illnesses on patients and families from the time of diagnosis.

Based upon the principles of collaboration, co-operation and enhancement of team working, this course provides opportunities to develop critical thinking skills and specialist knowledge to inform and develop multi- professional practice, policy and research, thus contributing to the goal of advancing the quality of palliative and end of life care for all in need. Students will be able to focus on the needs of their own sphere of professional practice through choices available within the course.

This modular course aims to provide students with opportunities to explore multi -professional perspectives on practice, policy and research in palliative and end of life care. Students will advance their knowledge, attitudes and skills relating to critical reflection, synthesis and problem solving through a programme of in depth study reflecting their own interests. The programme is designed to enable students to:

develop advanced knowledge and understanding of the principles, practice and policies of palliative care and end of life within diverse cultures and contexts;
critically reflect on clinical practice and policy thus enhancing skills for professional leadership to advance palliative and end of life care;

develop advanced understanding of issues relating to change, transition and diversity in palliative end of life care: historically, culturally and in different practice and policy contexts across all life limiting illnesses.

The course is delivered on a modular basis, offering greater flexibility to course participants. All modules require students to integrate theoretical and research-based knowledge with critical reflection on their own practice in palliative and end of life care.

Section C. Supplementary Regulations

1 Admission Requirements

Other Requirements	When assessing an application for taught postgraduate study, the School of Nursing will normally consider: applicants who hold a good first degree with at least a second class honours, or an equivalent qualification and evidence of relevant personal, professional and educational experience. There is no specific quota for international students and each application is assessed on merit.
IELTS Requirements	6.0 (no less than 5.0 in any element)
TOEFL Paper Based Requirements	550 (no less than 4 in TWE)

2 Course Structure

PG I
Restricted
 Group 1

Students Must Take 40.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74APM	Pain and Symptom Management	20	Y	Spring
B74CCA	Palliative and End of Life Care in Childhood and in Transition to Adulthood	20	Y	Spring
	Credit Total	**40**		

 Group 2

AND 20.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74PPE	Principles of Palliative and End of Life Care	20	N	Autumn
B74EPP	Policy, Ethical and Psychosocial Perspectives in Palliative and End of Life Care	20	N	Autumn
	Credit Total	**40**		

Additional Module Choice Information for PG I

3 Assessment Criteria

Progression Information:

The Postgraduate Certificate in Palliative and End of Life Studies are governed by the University's regulations for taught postgraduate programmes:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm

Degree Information:

The marking criteria is a set out in the course handbook.

A borderline distinction will be considered for students achieving an overall average mark of 68 and 69%. The mark profile of the student will be looked at when considering a borderline distinction.

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

Introduction

A student who completes this course successfully will demonstrate knowledge and understanding of:

A1 theoretical, ethical and policy frameworks shaping palliative and end of life care, in the context of public health and the distribution of resources internationally;
A2 key issues and best practice with regard to palliative and end of life care for patients with long term conditions and their families or informal carers;
A3 the historical development and contemporary implementation of palliative and end of life care;

A4 the actual and potential contribution of advanced professional practice to improving standards of palliative and end of life care service delivery.

Intellectual Skills

Introduction

A student who completes this course successfully will be able to:

B1 critically reflect on previous experiential learning in a systematic and structured fashion;

B2 identify systematically, evaluate and critically appraise research and other forms of evidence informing advanced professional practice in palliative and end of life care;

B3 synthesise knowledge gained through experiential learning and scholarly activities to evaluate own and others practice;

B4 apply theoretical and practical learning relevant to leadership for advancing palliative and end of life care practice within a professionally relevant sub-role (for example, expert practice, education, research or clinical leadership).

Professional/Pracical Skills

Introduction

A student who completes this course successfully will be able to

C1 plan, develop and evaluate a well-justified plan to take a lead role in advancing palliative and end of life care practice or policy within their own specialist area, whether clinical, management or research oriented;
C2 critically reflect on issues involved in applying and disseminating research findings in advanced palliative and end of life care practice;
C3 review critically the use of interpersonal and clinical skills in the provision of appropriate interventions for the advancement of care delivery for seriously ill patients, their carers and bereaved carers;
C4 critically reflect on professional, organisational and legal aspects of leadership in palliative and end of life care.

Transferable/Key Skills

Introduction

A student who completes this course successfully will be able to:

D1 critically analyse their personal, professional and educational learning objectives and evaluate their own professional developme

D2 communicate effectively in writing and through oral presentation;

D3 use appropriate and effective information and communication technologies;

D4 effectively manage their time and work to deadlines.

Teaching and Learning for all sections if summarised

Teaching and learning methods: lectures, group discussion, student and tutor-led seminars, Web CT, distance learning, web based discussion boards, tutor-led group tutorials and individual tutorials.

Assessment for all sections if summarised

Methods of assessment: written assignments, evidence-based portfolios, oral presentation. See Annexe A for curriculum map, detailing when and where learning objectives are assessed.

Section A. Basic Information

1 Title
Palliative and End of Life Studies

2 Course Code
B70B

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

Other Requirements	When assessing an application for taught postgraduate study, the School of Nursing will normally consider: applicants who hold a good first degree with at least a second class honours, or an equivalent qualification and evidence of relevant personal, professional and educational experience.
	There is no specific quota for international students and each application is assessed on merit.
IELTS Requirements	6.0 (no less than 5.0 in any element)
TOEFL Paper Based Requirements	550 (no less than 4 in TWE)

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Management of Acute and Chronic Renal Impairment

2 Course Code

B70C

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

• critically appraise the diverse range of political, professional and social issues pertaining to adults with renal impairment in order to evaluate and improve the management of care;

• evaluate and critique policy and research evidence in relation to contemporary practice in renal care;

• explore and develop their role as advanced practitioners through critical evaluation and reflection on their own practice;

• develop professional practice in the care of adults with renal impairment through completion of a work based learning project.

Outline Description of Course

This course is delivered on a modular basis, promoting flexibility for course participants.

Further Information

• QAA statement of common purpose for healthcare professions at
http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/StatementofCommonPurpose06.asp#top
• Nursing and Midwifery Council (2006) Standards to Support Learning and Assessment in Practice. London, NMC
• Department of Health (2005) National Service Framework for Renal Services, London, Department of Health
• Health Professions Council (2006) Standards for Continuing Professional Development
http://www.hpc-uk.org/publications/index.asp?id=101
• Department of Health (2004) The NHS Knowledge and Skills Framework (NHS KSF) and
The Development Review Process, London, Department of Health
• Higher Education Academy www.heacademy.ac.uk

Section C. Supplementary Regulations

1 Admission Requirements

When assessing an application for taught postgraduate study, the School of Nursing will normally consider:

• applicants who hold a relevant first degree with at least second class honours, or
equivalent;
• evidence of relevant personal, professional and educational experience.

All applicants must be UK registered health or social care practitioners.

International students whose first language is not English are required to have the following English language qualifications before they can register on an academic programme. However, applicants from certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at:
http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc

IELTS 6.0 (no less than 5.0 in any element)
TOEFL paper-based 550 (no less than 4.0 in TWE)
TOEFL computer-based 213 (no less than 4.0 in essay rating)
TOEFL iBT 79 (no less than 17 in any element)

2 Course Structure

Year 1
Compulsory
  Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74ABS	Applied Biological Sciences	20	Y	Spring
B74WBL	Developing Professional Practice through Work-Based Learning	20	Y	Full Year
	Credit Total	**40**		

Additional Module Choice Information for Year 1

3 Assessment Criteria

Progression Information:

This programme will comply with the University Postgraduate taught assessment regulations which can be found at:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm

Marking criteria:

Information on the marking criteria used by the School can be found in the Course Handbook. These criteria will provide students with clear guidance on the performance required to obtain marks at various levels (e.g. 70%+, 60-70, 50-60, 40-50).

A borderline Distinction will be considered for students achieving an overall average mark between 68 and 70%. A borderline Merit will be considered for students achieving an overall average mark between 59 and 60%. In deciding whether a borderline Distinction or Merit is awarded, the student€™s overall performance across all three modules will be taken into account.

Part-time students can take up to two years to complete the Postgraduate Certificate in Management of Acute and Chronic Renal Impairment. The extended registration period reflects local contracting arrangement for post-registration modules as well as the length of time needed to complete work based projects.
Degree Information:

4 Other Regulations

N/A

Section D. Learning Outcomes

Knowledge and Understanding

Introduction
A student who completes this course successfully will demonstrate knowledge and understanding of:

A1 current policy developments relevant to the provision of renal services in light of recent and historical development of renal care management;
A2 the contribution of advanced professional practice in health and its potential to improve renal service delivery;
A3 the philosophy and model of work-based learning for advance renal nurse practitioners;
A4 recent developments in relevant areas of the biological sciences which include a topic area specific to renal nursing practice.

Intellectual Skills
Introduction
A student who completes this course successfully will be able to:

B1 evaluate existing knowledge and research evidence and synthesize this in order to propose practice developments in adult renal nursing care;
B2 critically reflect on own and others€™ practice in order to ensure patient -centred care;
B3 analyse and integrate work-based information and concepts in order to develop a suitable project for the advancement of clinical renal practice;
B4 critically evaluate the evidence base for advancing nursing practice through identifying areas in which recent advances in the biological sciences have the potential to develop nursing practice.

Professional/Pracical Skills
Introduction
A student who completes this course successfully will be able to:

C1 critically evaluate the effectiveness of an interdisciplinary approach through exploration of the effectiveness of care pathways in adult renal care;
C2 support learning and assessment in practice based on critical evaluation of health and social care policies relevant to adults with impaired renal function;
C3 educate and empower clients, families and carers in order to foster partnership with the health care team;
C4 initiate and implement strategies that will enable individuals with renal impairment to maximise quality of life;
C5 use a critically self-reflective approach to develop a work-based learning project that will demonstrate advancement of renal care practices.

Transferable/Key Skills

D1 demonstrate effective communication strategies through critical and evaluative classroom and on-line discussions and group wo

D2 demonstrate familiarity with statistical approaches and utilise statistics in critiquing relevant research in relation to practice dev

D3 use electronic databases in searching for recent available evidence and present work through use of word processing skills;

D4 demonstrate ability to work with others in a productive and respectful way;

D5 use problem solving skills in order to develop theoretical approaches for practice improvement and change;

D6 demonstrate development and application of learning to own role in clinical practice through analysis of personal, professional a

Teaching and Learning for all sections if summarised

Teaching and learning methods: lectures, group discussion, student and tutor-led seminars, web-based learning activities using tutor-led group tutorials, individual tutorials and academic supervision.

Assessment for all sections if summarised

Methods of assessment: written assignments, evidence-based portfolios, oral presentation.

Section A. Basic Information

1 Title

Contemporary Practice in Acute and Chronic Cardiac Care

2 Course Code

B70D

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

This course aims to recruit health and social care practitioners working with adults who have acute or chronic cardiac conditions. The programme is designed to enable students to:

• Critically appraise the diverse range of political, health and social care agendas linked to cardiac health in order to evaluate their influence on the acute and long term management of adults with cardiac conditions;
• Evaluate evidence and theory underpinning national benchmark standards for contemporary cardiac care;
• Explore and develop their role as advanced, reflective practitioners by:

- critically reflecting on the care required for the acutely ill cardiac patient, utilising advanced assessment tools to formulate and develop contemporary clinical practice;

- synthesising and integrating evidence, professional practice knowledge and experience to critically appraise and formulate the short term care and long term management of an adult who has a long term cardiac condition.

Outline Description of Course

This course is delivered on a modular basis, promoting flexibility for course participants.

Further Information

• QAA statement of common purpose for healthcare professions at
http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/StatementofCommonPurpose06.asp#top
• Nursing and Midwifery Council (2006) Standards to Support Learning and Assessment in Practice. London, NMC
• Department of Health (2000) National Service Framework for Coronary Heart Disease, London, Department of Health
• Department of Health [2006] Modernising Nursing Careers - setting the direction. London, Department of Health. London
• Health Professions Council (2006) Standards for Continuing Professional Development
http://www.hpc-uk.org/publications/index.asp?id=101
• Department of Health (2004) The NHS Knowledge and Skills Framework (NHS KSF) and
The Development Review Process, London, Department of Health
• Higher Education Academy www.heacademy.ac.uk

Section C. Supplementary Regulations

1 Admission Requirements

When assessing an application for taught postgraduate study, the School of Nursing will normally consider:

• applicants who hold a good first degree with at least a second class honours, or equivalent;
• evidence of relevant personal, professional and educational experience.

All applicants must be UK registered health or social care practitioners.

International students whose first language is not English are required to have the following English language qualifications before they can register on an academic programme. However, applicants from certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at:
http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc

IELTS 6.0 (no less than 5.0 in any element)
TOEFL paper-based 550 (no less than 4.0 in TWE)
TOEFL computer-based 213 (no less than 4.0 in essay rating)
TOEFL iBT 79 (no less than 17 in any element)

2 Course Structure

Year 1
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74WBL	Developing Professional Practice through Work-Based Learning	20	Y	Full Year
	Credit Total	**20**		

Additional Module Choice Information for Year 1

3 Assessment Criteria

Progression Information:

This programme will comply with the University Postgraduate taught assessment regulations which can be found at:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm

Marking Criteria

Information on the marking criteria used by the School can be found in the Course Handbook. These criteria will provide students with clear guidance on the performance required to obtain marks at various levels (e.g. 70%+, 60-70, 50-60, 40-50).

A borderline distinction will be considered for students achieving an overall average mark between 68 and 70%. A borderline merit will be considered for students achieving an overall average mark between 59 and 60% In deciding whether a borderline distinction or merit is awarded, the student's overall performance across all three modules will be taken into account.

Part time students can take up to two years to complete the Postgraduate Certificate in Contemporary Practice in Acute and Chronic Cardiac Care. The extended registration period reflects local contracting arrangements for post-registration modules as well as the length of time needed to complete work based projects.

Degree Information:

4 Other Regulations

N/A

Section D. Learning Outcomes

Knowledge and Understanding

A1 key issues, best practice and models of care with regard to acute and long term care of cardiac patients, their family and/or informal carers;
A2 factors which enhance and or/challenge the delivery of benchmarked care and subsequent impact on the quality of life for adults with acute and long term cardiac disease;
A3 the contribution of advanced professional practice in enhancing and developing standards for care of adults with acute and long term cardiac conditions;
A4 the philosophy and model of work-based learning, and its potential to advance professional acute and chronic cardiac conditions clinical practice.

Intellectual Skills

B1 critically reflect on the treatment, care and support of individuals with acute and long term cardiac conditions;

B2 critically evaluate theoretical explanations of the trends in cardiac health and identify the key determinants of quality and quantity of life;

B3 evaluate strategic key priorities of both acute and long term care to assess the robustness of policy in clinical practice;

B4 synthesise and integrate evidence to make informed decisions regarding assessment and care of adults with acute and long term cardiac conditions.

Professional/Pracical Skills

Introduction

A student who completes this course successfully will be able to:

C1 examine the effectiveness of the interdisciplinary approach to adult cardiac care pathways, facilitating partnership between clients, their families / carers and the health care team;
C2 support and enhance learning and assessment in clinical practice through synthesis and integration of health and social care policies relevant to care of adults with impaired cardiac function;
C3 Initiate strategies that promote the individualised care of the cardiac patient through all stages of their journey within the health and social care system;
C4 demonstrate advancement of own care practices and those of the organisation through completion of the work-based learning project focusing on acute and/or long term management of adults with cardiac conditions.

Transferable/Key Skills

Introduction

A student who completes this course successfully will be able to:

D1 demonstrate effective communication strategies through critical and evaluative classroom and online discussions and group wor

D2 demonstrate familiarity with statistical approaches and utilise statistics in critiquing relevant research in relation to practice dev

D3 use electronic databases in searching for recent available evidence and present work through use of word processing skills;

D4 demonstrate ability to work with others in a productive and respectful way;

D5 use problem solving skills in order to promote theoretical approaches for practice improvement and change;

D6 demonstrate development and application of learning to own role in clinical practice through analysis of personal, professional a

Teaching and Learning for all sections if summarised

Teaching and Learning Methods: Lectures, group discussions, student and tutor-led seminars, web-based learning activities using Web CT and on line discussion boards, group tutorials, individual tutorials and academic supervision.

Assessment for all sections if summarised

Methods of Assessment: written assignments, oral presentation with poster including critical discussion on current research, work-based learning portfolio

Section A. Basic Information

1 Title

Health Sciences

2 Course Code

B70G

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Health Sciences

2 Course Code
B70H

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:
Fall back award for people withdrawing from the DHSci with 60 taught credits.

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Advanced Nursing Practice

2 Course Code
B70N

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

explore and evaluate the status of (and potential for) advanced nursing practice in national and international contexts;
consolidate and extend theoretical knowledge and practical skills in the delivery of nursing care;
achieve mastery in the critical analysis of research, policy and scholarship relevant to advancing nursing practice;
prepare for leadership roles in health care practice, education and research;
engage in a research project aimed at advancing nursing practice within the student's specialist field.

Outline Description of Course
The Postgraduate Diploma can be taken full-time over 9-12 months and part-time over 18-48 months. The taught element takes place on Tuesdays in the first year and Wednesdays in the second year of the part-time course.

The taught module with a credit value of 10 credits comprises 100 hours of student learning, self-directed study and assessment including a maximum of 30 hours teaching.

Taught modules with a credit value of 20 credits comprise 2000 hours of student learning, self-directed study and assessment including a maximum of 60 hours teaching.

The taught module with a credit value of 30 credit comprises 300 hours of student learning, self-directed study and assessment including a maximum of 90 hours teaching.

Full-time students attend on both Tuesdays and Wednesdays, with the rest of the week being allocated to private study, nursing practice and research work.

Distingushing Features
The course is designed to attract a rich mix of home and international students from a variety of nursing backgrounds. Modules 1, 4 and 6 are shared with students undertaking the MSc in Organisational Leadership in Health and Social Care, adding further diversity. The programme has been designed in partnership with health service colleagues to ensure the course is grounded in the realities of contemporary nursing practice.

The potential for 'student choice' in place of Module 3 (B7DABS) allows course participants the option of selecting one alternative 20 credit module from the School of Nursing's portfolio of over one hundred specialist, post-registration Level 3 modules. The student must demonstrate that the chosen module is directly relevant to the project plan developed in the Advanced Nursing Practice I module, and will deliver learning outcomes congruent with those of the Applied Biological Sciences module. This option will appeal particularly to international students who wish to attain knowledge within their field of specialist practice. (University regulations governing Masters degrees currently state that 'at least 140 credits shall be at level 4 or D'.)

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

PG I
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74NP2	Advanced Nursing Practice II	20	N	Summer
B74NP1	Advanced Nursing Practice I	20	N	Autumn
B74LRH	Leading Research in Health and Social Care	30	Y	Autumn
B74RMH	Research Methods in Health and Social Care	20	Y	Full Year
	Credit Total	**90**		

Restricted
 Group 1   Students can choose B7DABS or a 20 credit module from the School of Nursing post-registration prospectus at level 3 or D. The choice of module must be justified in relation to the advanced practice project.

Students Must Take 20.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74ABS	Applied Biological Sciences	20	Y	Spring
	Credit Total	**20**		

Additional Module Choice Information for PG I

3 Assessment Criteria

Progression Information:

Assessment rules
The assessment strategy comprises:
a) a formal assignment in each of the taught modules;
b) a viva voce examination at the discretion of the External Examiner.

Assessed work must be submitted by dates agreed by the Course Management Committee, which will be not later than the end of the course, or the candidate may be deemed to have failed in that piece of work.

Degree Information:

A Pass will be awarded to a Postgraduate Diploma candidate who satisfies all the requirements of the course achieves a credit-weighted course average of 40% or above. A Merit will be awarded to a Postgraduate Diploma candidate who achieves a credit-weighted course average of 60% or above. A Distinction will be awarded to a Postgraduate Diploma candidate who achieves a credit-weighted course average of 70% or above.

Marks awarded upon re-examination do not contribute to the final calculation for the purpose of awarding Merits and Distinctions; instead the mark gained on the first attempt at the module will be used. Marks awarded on re-examination will, however, count towards attaining a Pass in the course overall.

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

A1   key socio-political and economic changes that have led to contemporary national and international health care systems

A2   the historical development and contemporary implementation of advanced nursing practice roles

A3   the actual and potential contribution of professional practice in health and social care to improving standards of service delivery

A4   theoretical frameworks for practice improvement and change management

A5   professional, organisational and legal boundaries to advancing nursing practice

A6   the clinical leadership role of the advanced practice nurse

 A7 recent developments in selected, general areas of the biological sciences (for those students selecting the Applied Biological Sciences module)

A8   a specific topic area in biological sciences relevant to the student's field of practice (for those students selecting the Applied Biological Sciences module)

A9   the process of developing a research question, with regard to epistemology, methods and application

Intellectual Skills

B1   reflect critically on previous learning in a systematic and structured fashion

B2   identify relevant scholarship and research in paper or electronic form, using a systematic approach

B3   evaluate critically the evidence base for advancing nursing practice in the student's field of practice

B4   synthesise knowledge gained through experiential learning and scholarly activities to evaluate own and others' practice

B5   apply theoretical and practical learning to advancing nursing practice within a professionally relevant sub-role (for example, expert practice, education, research or clinical leadership)

B6   discern areas in which recent advances in the biological sciences are influencing the development of nursing practice (for those students selecting the Applied Biological Sciences module)

Professional/Pracical Skills

    C1   critique systematically research-based evidence, forming judgements on rigour and relevance

    C2   formulate a realistic and well-justified plan to advance nursing practice within their own specialist area

    C3   develop a portfolio of evidence documenting the implementation and evaluation of a planned advance in practice

    C4   articulate the agenda for advancing nursing practice through an effective oral presentation to colleagues, managers and service users

    C5   take a lead role in practice improvement projects and processes within their employing organisations

Transferable/Key Skills

    D1   analyse their personal, professional and educational learning objectives and evaluate their own professional development

    D2   communicate effectively in writing and through oral presentation

    D3   use appropriate and effective information and communication technologies

    D4   identify and apply appropriate research methodologies to investigate a relevant topic within health and social care

    D5   effectively manage their time and work to deadlines

Teaching and Learning for all sections if summarised

Lectures, group discussion, student and tutor-led seminars, tutor-led group tutorials, individual tutorials and academic supervision.

Assessment for all sections if summarised

Written assignments, evidence-based portfolios, poster presentation, oral presentation, research dissertation. See Annexe A for curriculum map, detailing when and where learning objectives are assessed.

Section A. Basic Information

1 Title

Advanced Nursing Practice

2 Course Code

B70N

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

explore and evaluate the status of (and potential for) advanced nursing practice in national and international contexts;
consolidate and extend theoretical knowledge and practical skills in the delivery of nursing care;
achieve mastery in the critical analysis of research, policy and scholarship relevant to advancing nursing practice;
prepare for leadership roles in health care practice, education and research;
engage in a research project aimed at advancing nursing practice within the student's specialist field.

Outline Description of Course

The Postgraduate Diploma can be taken full-time over 9 12 months and part-time over 18-48 months. The taught element takes place on Tuesdays in the first year and Wednesdays in the second year of the part-time course.

The taught module with a credit value of 10 credits comprises 75 hours of student learning, self-directed study and assessment including a maximum of 30 hours teaching.

Taught modules with a credit value of 20 credits comprise 150 hours of student learning, self-directed study and assessment including a maximum of 60 hours teaching.

The taught module with a credit value of 30 credit comprises 225 hours of student learning, self-directed study and assessment including a maximum of 90 hours teaching.

Full-time students attend on both Tuesdays and Wednesdays, with the rest of the week being allocated to private study, nursing practice and research work.

Distingushing Features

The course is designed to attract a rich mix of home and international students from a variety of nursing backgrounds. Modules 1, 4 and 6 are shared with students undertaking the MSc in Organisational Leadership in Health and Social Care, adding further diversity. The programme has been designed in partnership with health service colleagues to ensure the course is grounded in the realities of contemporary nursing practice.

The potential for 'student choice' in place of Module 3 (B7DABS) allows course participants the option of selecting one alternative 20 credit module from the School of Nursing's portfolio of over one hundred specialist, post-registration Level 3 modules. The student must demonstrate that the chosen module is directly relevant to the project plan developed in the Advanced Nursing Practice I module, and will deliver learning outcomes congruent with those of the Applied Biological Sciences module. This option will appeal particularly to international students who wish to attain knowledge within their field of specialist practice. (University regulations governing Masters degrees currently state that 'at least 140 credits shall be at level 4 or D'.)

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

Year 1
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74RMH	Research Methods in Health and Social Care	20	Y	Full Year
B74NP2	Advanced Nursing Practice II	20	N	Summer
B74NP1	Advanced Nursing Practice I	20	N	Autumn
	Credit Total	**60**		

Restricted
 Group 1   Students can choose B7DABS or a 20 credit module from the School of Nursing post-registration prospectus at level 3 or D. The choice of module must be justified in relation to the advanced practice project.

Students Must Take 20.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74ABS	Applied Biological Sciences	20	Y	Spring
	Credit Total	**20**		

Additional Module Choice Information for Year 1

Year 2
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74LRH	Leading Research in Health and Social Care	30	Y	Autumn
	Credit Total	**30**		

Additional Module Choice Information for Year 2

3 Assessment Criteria

Progression Information:

Assessment rules
The assessment strategy comprises:
a) a formal assignment in each of the taught modules;
b) a viva voce examination at the discretion of the External Examiner.

Assessed work must be submitted by dates agreed by the Course Management Committee, which will be not later than the end of the course, or the candidate may be deemed to have failed in that piece of work.

Degree Information:

A Postgraduate Diploma candidate who achieves a satisfactory standard in every element of the assessment will be awarded the degree of Postgraduate Diploma. Each module must normally be passed with a mark of 40% or above.

A candidate who fails to satisfy the Examiners in one or more of the requirements of the assessment will normally be permitted to submit all or part of his/her work for re-examination on one occasion only.

Upon successful re-examination of Postgraduate Diploma candidates, the minimum pass mark of 40% only will be recorded, which will be carried forward when calculating the overall course average.

Where the Postgraduate Diploma candidate has an overall course average of 40% or above, a marginal fail (35-40%) may be compensated in one Level M module, except for the Advanced Nursing Practice modules.

A Pass will be awarded to a Postgraduate Diploma candidate who satisfies all the requirements of the course achieves an overall course average of 40% or above. A Merit will be awarded to an Postgraduate Diploma candidate who achieves an overall course average of 60% or above. A Distinction will be awarded to an Postgraduate Diploma candidate who achieves an overall course average of 70% or above.

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

A1   key socio-political and economic changes that have led to contemporary national and international health care systems

A2   the historical development and contemporary implementation of advanced nursing practice roles

A3   the actual and potential contribution of professional practice in health and social care to improving standards of service delivery

A4   theoretical frameworks for practice improvement and change management

A5   professional, organisational and legal boundaries to advancing nursing practice

A6   the clinical leadership role of the advanced practice nurse

A7   recent developments in selected, general areas of the biological sciences (for those students selecting the Applied Biological Sciences module)

A8   a specific topic area in biological sciences relevant to the student's field of practice (for those students selecting the Applied Biological Sciences module)

A9   the process of developing a research question, with regard to epistemology, methods and application

Intellectual Skills

B1   reflect critically on previous learning in a systematic and structured fashion

B2   identify relevant scholarship and research in paper or electronic form, using a systematic approach

B3   evaluate critically the evidence base for advancing nursing practice in the student's field of practice

B4   synthesise knowledge gained through experiential learning and scholarly activities to evaluate own and others' practice

B5   apply theoretical and practical learning to advancing nursing practice within a professionally relevant sub-role (for example, expert practice, education, research or clinical leadership)

B6   discern areas in which recent advances in the biological sciences are influencing the development of nursing practice (for those students selecting the Applied Biological Sciences module)

Professional/Pracical Skills

C1   critique systematically research-based evidence, forming judgements on rigour and relevance

C2   formulate a realistic and well-justified plan to advance nursing practice within their own specialist area

C3   develop a portfolio of evidence documenting the implementation and evaluation of a planned advance in practice

C4   articulate the agenda for advancing nursing practice through an effective oral presentation to colleagues, managers and service users

C5   take a lead role in practice improvement projects and processes within their employing organisations

Transferable/Key Skills

D1   analyse their personal, professional and educational learning objectives and evaluate their own professional development

D2   communicate effectively in writing and through oral presentation

D3   use appropriate and effective information and communication technologies

D4   identify and apply appropriate research methodologies to investigate a relevant topic within health and social care

D5   effectively manage their time and work to deadlines

Teaching and Learning for all sections if summarised

Lectures, group discussion, student and tutor-led seminars, tutor-led group tutorials, individual tutorials and academic supervision.

Assessment for all sections if summarised

Written assignments, evidence-based portfolios, poster presentation, oral presentation, research dissertation. See Annexe A for curriculum map, detailing when and where learning objectives are assessed.

Section A. Basic Information

1 Title
Nursing Studies

2 Course Code
B70P

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Nursing Studies

2 Course Code

B70P

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Nursing Studies

2 Course Code

B70P

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Nursing Studies

2 Course Code

B70P

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Nursing Studies

2 Course Code
B70P

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Nursing Studies

2 Course Code

B70P

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Nursing Studies

2 Course Code
B70Q

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Nursing

2 Course Code
B70R

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Nursing

2 Course Code
B70R

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Long Term Conditions

2 Course Code

B717

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

This course aims to recruit health and social care professionals working with individuals with long term conditions, in either a specialist or generic capacity. The programme is designed to enable students to:
 appraise the diverse range of political, health and social agendas linked to long term conditions, in order to evaluate the influences on chronic illness management;
 utilise consultation skills to appraise and formulate the management of care for individuals who suffer from long term conditions logically;
 develop their role as advanced, reflective practitioners;
 critique, evaluate and apply evidence and theory in order to improve practice.
 The course is delivered on a modular basis, offering greater flexibility to course participants.

Distingushing Features

The course is delivered on a modular basis, offering greater flexibility to course participants.

Section C. Supplementary Regulations

1 Admission Requirements

When assessing an application for taught postgraduate study, the School of Nursing will normally consider applicants who hold a good first degree with at least a second class honours, or equivalent and evidence of relevant personal, professional and educational experience.

All applicants must be health and/or social care professionals.

2 Course Structure

Year 1

Compulsory

 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74WBL	Developing Professional Practice through Work-Based Learning	20	N	Full Year
B74CSK	Consultation Skills	20	N	Full Year
B74LTC	Contemporary Issues in Long Term Conditions	20	N	Spring
	Credit Total	**60**		

Additional Module Choice Information for Year 1

3 Assessment Criteria

Progression Information:

The Postgraduate Certificate in Long Term Conditions are governed by the UniversityÃ¢â‚¬â„¢s regulations for taught postgraduate programmes: http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm

Degree Information:

The marking criteria is a set out in the course handbook. A borderline distinction will be considered for students achieving an overall average mark of 68 and 69%. The mark profile of the student will be looked at when considering a borderline distinction.

4 Other Regulations

Part-time students can take up to two years to complete the Postgraduate Certificate in Long Term Conditions. This extended registration period reflects (a) contracting arrangements for post-registration modules and (b) the length of time needed to complete the associated work-based activities.

Section D. Learning Outcomes

Knowledge and Understanding

Introduction

A student who completes this course successfully will demonstrate knowledge and understanding of:

key issues, best practice and models of care with regard to palliative and end of life care for patients with long term conditions and their families or informal carers;

issues which influence the design of appropriate assessment tools for individuals who suffer from long term conditions;

factors which enhance and/or challenge the delivery of benchmarked care, the input of stakeholders and the subsequent impact on quality of life;

the actual and potential contribution of advanced professional practice in health and social care to improving standards of long term conditions service delivery.

Intellectual Skills

Introduction

A student who completes this course successfully will be able to

assess the treatment, care and support of people with long term conditions when providing a bespoke programme of support in order to make an informed judgement about overall circumstances;

B2   compare differing theoretical explanations of events and trends in health and social care to identify the key determinants of quality and quantity of life;

B3   evaluate approaches to the strategic key priorities of long term conditions and the different levels of case management to assess the robustness of policy in practice;

B4   appraise the role of the operational provider and the requirements for informed choice for the service user through critical examination of the profile of the expert patient as an example of best practice;

compare differing theoretical explanations of events and trends in health and social care to identify the key determinants of quality and quantity of life;

evaluate approaches to the strategic key priorities of long term conditions and the different levels of case management to assess the robustness of policy in practice;

appraise the role of the operational provider and the requirements for informed choice for the service user through critical examination of the profile of the expert patient as an example of best practice;

analyse and compare evidence in order to make informed decisions regarding appropriate approaches to assessment;

reflect on their own practice, and that of others, in order to ensure that the focus of care is orientated towards the individual;

evaluate critically approaches to assessment of long term conditions so that individual needs are addressed effectively.

Professional/Pracical Skills

Introduction

A student who completes this course successfully will be able to:

judge the effectiveness of interdisciplinary knowledge and perspectives through a proactive exploration of professional diversity in the care and management of patients with long term conditions;

C2   evaluate the strategic and operational benchmarked standards in order to recognize the diversity of circumstances influencing the management of patients with long term conditions;

C3   construct a logical approach to history taking and examination, collating information so as to inform the assessment of an individual, including their needs and preferences;

C4   systematically plan, implement, monitor, review and coordinate individualised care plans with individuals who have a long term condition and their carers, taking into account risk management and independent daily living;

C5   design and develop methods and systems to communicate, record and report in order to manage services for individuals with long term conditions and enable them to make informed choices concerning their health and well being;

C6 empower families, carers and others to support individuals, and create partnerships between the team, carers and the individual;

C7   initiate strategies to enable individuals to cope with changes to their condition, facilitating transfer of care or discharge when required.

evaluate the strategic and operational benchmarked standards in order to recognize the diversity of circumstances influencing the management of patients with long term conditions;

construct a logical approach to history taking and examination, collating information so as to inform the assessment of an individual, including their needs and preferences;

systematically plan, implement, monitor, review and coordinate individualised care plans with individuals who have a long term condition and their carers, taking into account risk management and independent daily living;

design and develop methods and systems to communicate, record and report in order to manage services for individuals with long term conditions and enable them to make informed choices concerning their health and well being;

empower families, carers and others to support individuals, and create partnerships between the team, carers and the individual;

initiate strategies to enable individuals to cope with changes to their condition, facilitating transfer of care or discharge when required.

Transferable/Key Skills

communication: students will be expected to contribute within classroom discussions. The assignment will encourage them to und

application of number: students will be expected to examine epidemiological and demographic data in relation to local and national

information technology: students will utilise electronic databases in order to search for best available evidence. Their assignments v

working with others: students will be expected to work with other group members to generate discussions on a topic or to complet

problem solving: students will utilise evaluation skills in order to establish the effectiveness and efficiencies of health promotion st

Section A. Basic Information

1 Title

Nursing (Children)

2 Course Code

B730

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

Single Subject

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Nursing (Adult)

2 Course Code

B740

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

Single Subject

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Psychological Therapies

2 Course Code
B760

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Second class UK honours degree or equivalent in a health-related subject.
Other Requirements	The programme is open to people working in mental health and social care, and associated independent sector agencies, who are working with people with common mental health problems. Applicants who do not have a second class degree who have relevant experience may be considered on an individual basis.
	At present this course is not available to international students.
IELTS Requirements	6.0 with no less than 5.0 in any element
TOEFL Paper Based Requirements	550 with at least 4 in the TWE

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Psychological Therapies

2 Course Code

B760

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Outline Description of Course

The national Improving Access to Psychological Therapies programme identified two main types of worker; those providing Low Intensity interventions and those providing High Intensity interventions. This programme specification relates to the agreed national training curriculum for Low Intensity Workers (DH, 2008) in which it is required that students can access training courses at either undergraduate or postgraduate level, depending upon their prior academic attainment.

Low Intensity Workers assess and support patients with common mental health problems (principally anxiety and depression) in the self-management of their recovery. Treatment programmes are designed to aid clinical improvement and social inclusion â€" including a return to work or other meaningful activity. Low Intensity Workers do this through the provision of information and support for evidence-based Low Intensity psychological treatments, mainly involving cognitive behavioural therapy (CBT). These types of interventions place a greater emphasis on patient self-management and are less burdensome then traditional psychological treatments. Support is specifically designed to enable patients to optimise their use of self-management recovery information and may be delivered through face-to-face, telephone, e-mail or other contact methods.

Further Information

The Graduate / Postgraduate Certificate in Psychological Therapies encompasses the requirements specified by the Department of Health and will enable students to acquire the competencies to provide Low Intensity psychological therapies.

Individuals studying for the Graduate/ Postgraduate Certificate in Psychological Therapies are likely to be working in a healthcare setting with patients suffering from common mental health problems and may be in an IAPT Low Intensity trainee post. This course will enable students to gain the knowledge and practical skills to deliver a range of evidence-based, CBT structured, self-management interventions.

The Graduate / Postgraduate Certificate in Psychological Therapies can also form the initial stage of a stepped career progression route for entry onto a Postgraduate Diploma or MSc in CBT that is currently being developed by the University of Nottingham School of Nursing for those wishing to develop CBT skills at a High Intensity level.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Second class UK honours degree or equivalent in a health-related subject.
Other Requirements	The programme is open to people working in mental health and social care, and associated independent sector agencies, who are working with people with common mental health problems. Applicants who do not have a second class degree who have relevant experience may be considered on an individual basis. At present this course is not available to international students.
IELTS Requirements	6.0 with no less than 5.0 in any element
TOEFL Paper Based Requirements	550 with at least 4 in the TWE

The programme is open to people working in mental health and social care, and associated independent sector agencies, who are working with people with common mental health problems. Students wishing to take the postgraduate certificate will normally require a first degree in a related subject.

For students who do not meet this requirement there is an opportunity to study for a graduate certificate providing they demonstrate general educational qualifications or other prior learning gained working with people with common mental health problems and competence for study at level 3.

At present this course is not available to international students.

Students whose first language is not English are required to have the following English language qualifications before they can register on an academic programme:

IELTS 6.0 (no less than 5.0 in any element);

TOEFL 550 (no less than 4 in TWE);

Computer-based TOEFL of 213 (no less than 4 in essay rating).

However, applicants educated in certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at:
http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

A1   concepts of mental health and mental illness, diagnostic category systems in mental health and a range of social, medical and psychological explanatory models;

A2   using â€˜common factorsâ€™ to engage patients, gather information, build a therapeutic alliance with people with common mental health problems, manage the emotional content of sessions and grasp the patientâ€™s perspective or â€œworld viewâ€ ;

A3   gathering â€˜patient-centredâ€™ information to arrive at a succinct and collaborative definition of the personâ€™s main mental health difficulties and the impact this has on their daily living;

A4   developing and maintaining a therapeutic alliance with patients during their treatment programme, including dealing with issues and events that threaten the alliance;

A5   the use of a range of low intensity, evidence-based psychological interventions for common mental health problems;

A6   equal opportunities for all and encourage patientsâ€™ active participation in every aspect of care and treatment;

A7   using supervision to assist the workerâ€™s delivery of low-intensity psychological and/or pharmacological treatment programmes for common mental health problems;

A8   gathering patient-centred information on employment needs, wellbeing and social inclusion;

A9   what constitutes High Intensity psychological treatment and how this differs from Low Intensity work.

Intellectual Skills

B1   evaluate critically the role of case management and stepped care approaches to manage common mental health problems in primary care including ongoing risk management appropriate to service protocols;

B2   evaluate critically a range of employment, occupational and wellbeing strategies to assist patients to manage their emotional distress and disturbance;

B3   appraise how the complex systems of community, statutory and voluntary sector provision of services work together;

B4   evaluate critically a range of evidence-based interventions and strategies to assist patients to manage their emotional distress and disturbance.

Professional/Pracical Skills

C1   use 'common factors' to engage patients, gather information, build a therapeutic alliance with people with common mental health problems, manage the emotional content of sessions and grasp the patient's perspective or "world view" ;

C2   gather 'patient-centred' information to arrive at a succinct and collaborative definition of the person's main mental health difficulties and the impact this has on their daily living;

C3   recognise patterns of symptoms consistent with diagnostic categories of mental disorder from a patient-centred interview and be able to assess and recognise any risks to self and others that are posed by patients;

C4   use standardised assessment tools, including symptom and other psychometric instruments, to aid problem recognition and definition and subsequent decision making;

C5   give evidence-based information about treatment choices and make shared decisions with patients;

C6   understand the patient's attitude to a range of mental health treatments, including prescribed medication and evidence based psychological treatments;
C7   use a range of evidence-based Low Intensity psychological interventions for common mental health problems;

C8   develop and maintain a therapeutic alliance with patients during their treatment programme, including dealing with issues and events that threaten the alliance;

C9   support patients with medication, in particular antidepressant medication, to help them to optimise their use of pharmacological treatments and minimise any adverse effects;

C10 deliver Low Intensity interventions using a range of methods including face-to-face, telephone and electronic communication;

C11 plan collaborative Low Intensity psychological and/or pharmacological treatment programmes for common mental health problems, including disengagement;

C12 respond to patients' needs sensitively with regard to all aspects of diversity, and where applicable, include the use of translation services;
C13 manage a caseload of patients from differing social, and where applicable ethnic groups, with a range of common mental health problems, efficiently and safely;

C14 use supervision to assist in the delivery of Low Intensity psychological and/or pharmacological treatment programmes for common mental health problems;

C15 gather patient-centred information on employment needs, wellbeing and social inclusion;

C16 assess their own level of competence and understand how to work within a team and with other agencies with additional specific roles that cannot be fulfilled by the student alone;

C17 liaise and signpost to other agencies delivering employment, occupational and other advice and services;

C18 demonstrate high-quality case recording and systematic evaluation of the processes and outcomes of mental health interventions, adapting care on the basis of this evaluation.

Transferable/Key Skills

D1   practise a non-discriminatory, recovery orientated values base to mental health care;

Section A. Basic Information

1 Title

Psychological Therapies

2 Course Code

B760

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Second class UK honours degree or equivalent in a health-related subject.
Other Requirements	The programme is open to people working in mental health and social care, and associated independent sector agencies, who are working with people with common mental health problems. Applicants who do not have a second class degree who have relevant experience may be considered on an individual basis. At present this course is not available to international students.
IELTS Requirements	6.0 with no less than 5.0 in any element
TOEFL Paper Based Requirements	550 with at least 4 in the TWE

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Psychological Therapies

2 Course Code

B761

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Psychological Therapies

2 Course Code

B761

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Primary Mental Health Care

2 Course Code

B762

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The course provides both a theoretical grounding in, and competency based application of, the knowledge and skills necessary to perform effectively in a primary care setting. It is intended to encourage participants to:

develop knowledge and skills central to the use of evidence-based interventions with individuals experiencing common mental health problems in the primary care setting

critically consider the current social, political and policy factors impacting on mental health care delivery in both the primary and secondary sectors

promote collaborative working relationships with service users/carer, health service providers/trust and the voluntary sector

explore issues related to therapeutic relationships/alliances, the underpinning theories and implications for practical application of these within a multicultural and diverse society.

Outline Description of Course

The course is to be taught over one year. The participants are employed on a full time basis by Primary Care Trusts as Graduate Mental Health Workers and will access the course a minimum of one day per week. Study is undertaken at Level D. The course is arranged in 3x15week terms, with one module per term. Each module has a credit value of 20 credits. Each 20 credit module represents approximately 150 hours of student learning, self-directed study and assessment including a maximum of 60 hours of teaching.

Distingushing Features

Collaboration between Primary Care Trust and the University of Nottingham and service users/carers in the development, delivery and evaluation of the course

Induction programme models collaborative working through the involvement of University staff, Primary Care Trust employees and service users/carers

Portfolio production

Work-based projects facilitating integration of theory and practice

Practice-based competencies underpin knowledge development

Peer supervision

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

A1 the theoretical basis of interventions used to treat and care for people with mental health problems in a primary care setting

A2 therapeutic strategies, their efficacy within a Primary Care setting and possible legal, ethical and/or professional dimensions

A3 issues essential for the establishing and maintaining of effective
partnerships with service users, carers, teams and
professional/voluntary agencies

A4 political and social factor impacting on mental health care provision

A5 therapeutic relationships, alliances

A6 contemporary mental health practice in relation to common mental
health disorders, and the role of the practitioner in the assessment and management of these disorders

A7 theoretical models underpinning mental health promotion

Intellectual Skills

B1 analyse and reflect on data to problem-solve in the context of primary care need and delivery

B2 synthesise information from a range of sources to gain a reasoned   understanding of theory and practice

B3 apply principles and theories to practice experience

B4 plan, conduct and report on individual project work

B5 evaluate the implications of policy provision for care delivery in the primary care setting

Professional/Pracical Skills

C1 working effectively with individuals and groups demonstrating self-awareness, acknowledging social diversity and the implication of their actions in relation to such diversity

C2 practising as an effective member of the multidisciplinary team with consideration of legal, ethical and professional responsibilities

C3 developing information systems and evaluating practice through established mechanisms (audit, outcome measures etc)

C4 working collaboratively with service users and carers

C5 facilitating development of resource and service networks

C6 reflecting critically on professional practice using appropriate models of clinical supervision

C7 using appropriate interpersonal and communication skills to form helping relationships with people

Transferable/Key Skills

D1 work collegially with individuals and agencies

D2 critically reflect in and on practice to promote personal and professional development

D3 demonstrate team working and negotiation skills

D4 communicate with a range of individuals from diverse backgrounds

D5 problem-solve in relation to complex situations

Teaching and Learning for all sections if summarised

lectures, action learning sets, skills based workshops, critical incident analysis, portfolio activities, individual tutorials, academic and clinical supervision.

Assessment for all sections if summarised

academic components will be assessed through written assignments, presentations, project work. See Curriculum map (annexe A) for details of when and where these learning outcomes are assessed.

Clinical competency will also be assessed using practice competencies negotiated with local Primary Care Trusts and reflecting National guidelines (DOH 2003).

Section A. Basic Information

1 Title

Cognitive Behavioural Therapy

2 Course Code

B763

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

Single Subject

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

<p>This course addresses a deficit in the provision of cognitive behavioural therapist training within the East Midlands and surrounding areas. As a long established form of psychological therapy, cognitive behavioural therapy (CBT) has proven clinical effectiveness in the treatment of depression and anxiety disorders. There will be a focus on these on the course but, in addition, other disorders, for which there is a CBT evidence base, will also be covered. CBT has recently been the focus of the National IAPT programme which has identified two types of CBT workers; those providing Low Intensity interventions and those providing High Intensity interventions:

<p>As part of the stepped approach to care, patients with less severe problems are likely to be treated by Low Intensity workers. Those with more complex problems, or those who do not respond to low-intensity interventions, will be treated by High Intensity workers; practitioners, usually (but not exclusively) holding a professional qualification, and having experience and preparation in delivering intensive interventions within a CBT framework.

Outline Description of Course

<p>The Postgraduate Diploma in Cognitive Behavioural Therapy encompasses the requirements specified by the Department of Health and will therefore enable its graduates to acquire the competencies to provide High Intensity psychological therapies.

<p>Individuals studying for the Postgraduate Diploma in Cognitive Behavioural Therapy are likely to be working in a healthcare setting with patients suffering from more serious mental health problems and may be in an IAPT High Intensity trainee post. This course will enable students to gain the knowledge and practical skills to deliver a range of evidence-based, CBT structured interventions.

<p>This programme will become part of the postgraduate courses provision and complement the existing low-intensity programme; the Graduate/ Postgraduate Certificate in Psychological Therapies.

<p>The award of MSc is subject to successful completion of a 60 credit dissertation or a professional development portfolio.

Section C. Supplementary Regulations

1 Admission Requirements

<p>This programme is open to people working within a CBT environment in mental health and social care, or associated independent sector agencies. Students will normally require a first degree in a related subject, or demonstrate equivalence and an ability to study at level 4.

<p>At present this course is not available to international students.

<p>Students whose first language is not English are required to have one of the following English language qualifications before they can register on an academic programme:
IELTS 6.0 (no less than 5.0 in any element);
TOEFL 550 (no less than 4 in TWE);

<p>However, applicants educated in certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at:
http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc

2 Course Structure

3 Assessment Criteria

Progression Information:

Compensation

Where the student has an overall course average of 50% or above, one marginal fail of academic work (40-49%) in taught modules is eligible for compensation.

<p>Assessment of practical competence

In addition to the assessment of theory, each module has a component of assessment that measures practical competence. These assessments are independent of academic assessments and are achieved using pass/fail criteria. They cannot be compensated under the Universityâ€™s regulations for compensation. That is to say students must pass both the academic and clinical components of the course and failure in one component cannot be compensated for by passing in the other.

Degree Information:

<p>This programme will comply with the University postgraduate taught assessment regulations which can be found at: http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm

<p>Information on the marking criteria used by the School can be found in the Course Handbook. These criteria will provide students with clear guidance on the performance required to obtain marks at various levels (e.g. 70%+, 60-69, 50-59, 40-49).

<p>The assessment process of this course complies with the recommendations of the Department of Health (2008) which states that all modules must include an assessment of academic work, via coursework or examinations, and an assessment of a studentâ€™s practical competence. Both parts must be passed.

<p>Awards
<p>A Postgraduate MSc will be awarded with Merit to students who achieve a final rounded average credit-weighted mark of between 60% and 69% and with Distinction to students who achieve a final credit-weighted mark of 70% or more.

<p>Borderline marks will be treated as follows;
A final credit-weighted mark for all modules greater or equal to 69% but below 70% will be upgraded to a Distinction award.
A final credit-weighted mark greater or equal to 59% but below 60% will be upgraded to a Merit award.

4 Other Regulations

Section D. Learning Outcomes

The learning outcomes of this course are derived from the general learning outcomes specified by the Department of Health (2008). These will be written more specifically within each module.

Knowledge and Understanding

Introduction

All students will demonstrate a systematic understanding of:

A1   the phenomenology, diagnostic classifications and epidemiological characteristics of anxiety disorders;

A2   the phenomenology, diagnostic classifications and epidemiological characteristics of depressive disorders;

A3   CBT and an ability to identify their own values and beliefs in working with anxiety disorders and/or depression and the application of CBT to their own lives;

A4   the principles and practice of, and the ability to, deliver high-intensity psychological therapy for anxiety disorders and depression within a stepped-care system;

A5   the Scientist-Practitioner model and the application and generation of research evidence in their own clinical practice .

A6   critical awareness of contemporary issues and a comprehensive understanding of techniques that are appropriate to investigate the topic chosen for their dissertation projects, or to develop and evaluate their advanced practice project.

Intellectual Skills

Introduction

All students will demonstrate the ability to:

B1   elicit and evaluate key cognitions and images in anxiety disorders;

B2   evaluate critically a range of evidence-based interventions that are used in depression;

B3   prioritise problem areas, engage in problem solving and identify solutions;

B4   develop CBT treatment plans for depression and a range of anxiety disorders;

B5   show self-direction and originality in tackling and solving therapeutic problems with depression including use of client support networks;

B6   sensitively adapt CBT plans to ensure equitable access for people from diverse cultures and with different values;

B7   reflect on at least five samples of CBT literature and its application to practice with individual clients;

B8   assemble evidence of the critical evaluation of theoretical evidence-based interventions that are integrated within and guide therapy with anxiety disorders;

B9   construct, carry out and evaluate behavioural experiments;

B10 practise as â€˜scientist practitionersâ€™ to advance their knowledge and understanding to develop new skills with anxiety disorders and depression to a high level.

B11   complete a project that demonstrates an advanced understanding, application and critical evaluation of cognitive behavioural therapy for complex problems.

Professional/Pracical Skills

Introduction

All students will demonstrate the ability to:

C1   assess patients with anxiety for suitability for CBT;

C2   assess patients with depression (taking into account clinical manifestations, co-morbidity, past history, present life situation, the likely course and outcome of depression) to determine their suitability for CBT;

C3   assess risk factors associated with depression and integrate risk management within treatment plans;

C4   assess hopelessness and suicidal risk and implement practical strategies for managing hopelessness and suicidality;

C5   construct cognitive and behavioural developmental and maintenance formulations in cases of depression;

C6   work with co-morbid presentations of depression and take personal responsibility for clinical decision making in complex and unpredictable situations;

C7   construct cognitive and behavioural developmental and maintenance formulations of cases of anxiety disorders;

C8   manage ending therapy, including a plan for long-term maintenance of gains and a relapse prevention plan;

C9   make the best use of clinical supervision on the course and show evidence of making use of and continuing to learn from ongoing continuing professional development;

C10 deliver 200 hours of CBT assessment and treatment;

C11 complete assessment reports and treatments with at least 8 clients;

C12 participate in a minimum of 40 hours of regular clinical supervision with a CBT therapist who is BABCP accredited, or who is eligible for accreditation;

C13 record details of supervised clinical CBT practice and case mix in a training log;

C14 conduct six self-rated sessions using CTS-R (or equivalent) including a brief reflective analysis of each session;

C15 submit a reflective analysis of a treatment session, including a session recording which is integrated within a case discussion.

Transferable/Key Skills

Introduction

All students will demonstrate the ability to:

D1   develop collaboratively with a client a disorder specific formulation for an anxiety disorder;

D2   develop cognitive or behavioural models with clients, taking into account individual needs and preferences;

D3   demonstrate self-direction and originality in tackling and solving basic therapeutic problems;

D4   demonstrate self-direction and originality in working with co-morbidity and solving more complex therapeutic problems.

Teaching and Learning for all sections if summarised

All taught modules are delivered using a combination of lead lectures, directed study, supervised practice, discussion and student-led seminars. Weekly attendance at the University will be supplemented by directed study, supervised practice and independent study in preparation for the assignment.

Assessment for all sections if summarised

<p>The theoretical component of all taught modules is assessed using some or all of the following methods; essays, case reports and learning portfolios.

<p>This will be supplemented by practice-based assessments that are marked on a pass/fail basis and will include;

A portfolio of assessment reports and treatments; and,

A training log that provides evidence of professional development using supervised clinical CBT practice.

Section A. Basic Information

1 Title

Cognitive Behavioural Therapy

2 Course Code

B763

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course
Single Subject

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

A1   the phenomenology, diagnostic classifications and epidemiological characteristics of anxiety disorders;

A2   the phenomenology, diagnostic classifications and epidemiological characteristics of depressive disorders;

A3   CBT and an ability to identify their own values and beliefs in working with anxiety disorders and/or depression and the application of CBT to their own lives;

A4   the principles and practice of, and the ability to, deliver high-intensity psychological therapy for anxiety disorders and depression within a stepped-care system;

A5   the Scientist-Practitioner model and the application and generation of research evidence in their own clinical practice .

A6   critical awareness of contemporary issues and a comprehensive understanding of techniques that are appropriate to investigate the topic chosen for their dissertation projects, or to develop and evaluate their advanced practice project.

Intellectual Skills

B1   elicit and evaluate key cognitions and images in anxiety disorders;

B2   evaluate critically a range of evidence-based interventions that are used in depression;

B3   prioritise problem areas, engage in problem solving and identify solutions;

B4   develop CBT treatment plans for depression and a range of anxiety disorders;

B5   show self-direction and originality in tackling and solving therapeutic problems with depression including use of client support networks;

B6   sensitively adapt CBT plans to ensure equitable access for people from diverse cultures and with different values;

B7   reflect on at least five samples of CBT literature and its application to practice with individual clients;

B8   assemble evidence of the critical evaluation of theoretical evidence-based interventions that are integrated within and guide therapy with anxiety disorders;

B9   construct, carry out and evaluate behavioural experiments;

B10 practise as â€˜scientist practitionersâ€™ to advance their knowledge and understanding to develop new skills with anxiety disorders and depression to a high level.

B11   complete a project that demonstrates an advanced understanding, application and critical evaluation of cognitive behavioural therapy for complex problems.

Professional/Pracical Skills

C1   assess patients with anxiety for suitability for CBT;

C2   assess patients with depression (taking into account clinical manifestations, co-morbidity, past history, present life situation, the likely course and outcome of depression) to determine their suitability for CBT;

C3   assess risk factors associated with depression and integrate risk management within treatment plans;

C4   assess hopelessness and suicidal risk and implement practical strategies for managing hopelessness and suicidality;

C5   construct cognitive and behavioural developmental and maintenance formulations in cases of depression;

C6   work with co-morbid presentations of depression and take personal responsibility for clinical decision making in complex and unpredictable situations;

C7   construct cognitive and behavioural developmental and maintenance formulations of cases of anxiety disorders;

C8   manage ending therapy, including a plan for long-term maintenance of gains and a relapse prevention plan;

C9   make the best use of clinical supervision on the course and show evidence of making use of and continuing to learn from ongoing continuing professional development;

C10 deliver 200 hours of CBT assessment and treatment;

C11 complete assessment reports and treatments with at least 8 clients;

C12 participate in a minimum of 40 hours of regular clinical supervision with a CBT therapist who is BABCP accredited, or who is eligible for accreditation;

C13 record details of supervised clinical CBT practice and case mix in a training log;

C14 conduct six self-rated sessions using CTS-R (or equivalent) including a brief reflective analysis of each session;

C15 submit a reflective analysis of a treatment session, including a session recording which is integrated within a case discussion.

Transferable/Key Skills

D1   develop collaboratively with a client a disorder specific formulation for an anxiety disorder;

D2   develop cognitive or behavioural models with clients, taking into account individual needs and preferences;

D3   demonstrate self-direction and originality in tackling and solving basic therapeutic problems;

D4   demonstrate self-direction and originality in working with co-morbidity and solving more complex therapeutic problems.

Section A. Basic Information

1 Title
Cognitive Behavioural Therapy

2 Course Code
B764

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course
Single Subject

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

This course addresses a deficit in the provision of cognitive behavioural therapist training within the East Midlands and surrounding areas. As a long established form of psychological therapy, cognitive behavioural therapy (CBT) has proven clinical effectiveness in the treatment of depression and anxiety disorders. There will be a focus on these on the course but, in addition, other disorders, for which there is a CBT evidence base, will also be covered. CBT has recently been the focus of the National IAPT programme which has identified two types of CBT workers; those providing Low Intensity interventions and those providing High Intensity interventions:

<p>As part of the stepped approach to care, patients with less severe problems are likely to be treated by Low Intensity workers. Those with more complex problems, or those who do not respond to low-intensity interventions, will be treated by High Intensity workers; practitioners, usually (but not exclusively) holding a professional qualification, and having experience and preparation in delivering intensive interventions within a CBT framework.

Outline Description of Course

<p>The Postgraduate Diploma in Cognitive Behavioural Therapy encompasses the requirements specified by the Department of Health and will therefore enable its graduates to acquire the competencies to provide High Intensity psychological therapies.

<p>Individuals studying for the Postgraduate Diploma in Cognitive Behavioural Therapy are likely to be working in a healthcare setting with patients suffering from more serious mental health problems and may be in an IAPT High Intensity trainee post. This course will enable students to gain the knowledge and practical skills to deliver a range of evidence-based, CBT structured interventions.

<p>This programme will become part of the postgraduate courses provision and complement the existing low-intensity programme; the Graduate/ Postgraduate Certificate in Psychological Therapies.

<p>The award of MSc is subject to successful completion of a 60 credit dissertation or a professional development portfolio.

Section C. Supplementary Regulations

1 Admission Requirements

<p>This programme is open to people working within a CBT environment in mental health and social care, or associated independent sector agencies. Students will normally require a first degree in a related subject, or demonstrate equivalence and an ability to study at level 4.

<p>At present this course is not available to international students.

<p>Students whose first language is not English are required to have one of the following English language qualifications before they can register on an academic programme:
IELTS 6.0 (no less than 5.0 in any element);
TOEFL 550 (no less than 4 in TWE);

<p>However, applicants educated in certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at:
http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc

2 Course Structure

3 Assessment Criteria

Progression Information:

Compensation

Where the student has an overall course average of 50% or above, one marginal fail of academic work (40-49%) in taught modules is eligible for compensation.

<p>Assessment of practical competence

In addition to the assessment of theory, each module has a component of assessment that measures practical competence. These assessments are independent of academic assessments and are achieved using pass/fail criteria. They cannot be compensated under the Universityâ€™s regulations for compensation. That is to say students must pass both the academic and clinical components of the course and failure in one component cannot be compensated for by passing in the other.

Degree Information:

<p>This programme will comply with the University postgraduate taught assessment regulations which can be found at: http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm

<p>Information on the marking criteria used by the School can be found in the Course Handbook. These criteria will provide students with clear guidance on the performance required to obtain marks at various levels (e.g. 70%+, 60-69, 50-59, 40-49).

<p>The assessment process of this course complies with the recommendations of the Department of Health (2008) which states that all modules must include an assessment of academic work, via coursework or examinations, and an assessment of a studentâ€™s practical competence. Both parts must be passed.

<p>Awards
<p>A Postgraduate Diploma will be awarded with Merit to students who achieve a final rounded average credit-weighted mark of between 60% and 69% and with Distinction to students who achieve a final credit-weighted mark of 70% or more.

<p>Borderline marks will be treated as follows;
A final credit-weighted mark for all modules greater or equal to 69% but below 70% will be upgraded to a Distinction award.
A final credit-weighted mark greater or equal to 59% but below 60% will be upgraded to a Merit award.

4 Other Regulations

Section D. Learning Outcomes

The learning outcomes of this course are derived from the general learning outcomes specified by the Department of Health (2008). These will be written more specifically within each module.

Knowledge and Understanding

A1   the phenomenology, diagnostic classifications and epidemiological characteristics of anxiety disorders;

A2   the phenomenology, diagnostic classifications and epidemiological characteristics of depressive disorders;

A3   CBT and an ability to identify their own values and beliefs in working with anxiety disorders and/or depression and the application of CBT to their own lives;

A4   the principles and practice of, and the ability to, deliver high-intensity psychological therapy for anxiety disorders and depression within a stepped-care system;

A5   the Scientist-Practitioner model and the application and generation of research evidence in their own clinical practice .

Intellectual Skills

B1   elicit and evaluate key cognitions and images in anxiety disorders;

B2   evaluate critically a range of evidence-based interventions that are used in depression;

B3   prioritise problem areas, engage in problem solving and identify solutions;

B4   develop CBT treatment plans for depression and a range of anxiety disorders;

B5   show self-direction and originality in tackling and solving therapeutic problems with depression including use of client support networks;

B6   sensitively adapt CBT plans to ensure equitable access for people from diverse cultures and with different values;

B7   reflect on at least five samples of CBT literature and its application to practice with individual clients;

B8   assemble evidence of the critical evaluation of theoretical evidence-based interventions that are integrated within and guide therapy with anxiety disorders;

B9   construct, carry out and evaluate behavioural experiments;

B10 practise as â€˜scientist practitionersâ€™ to advance their knowledge and understanding to develop new skills with anxiety disorders and depression to a high level.

Professional/Pracical Skills

C1   assess patients with anxiety for suitability for CBT;

C2   assess patients with depression (taking into account clinical manifestations, co-morbidity, past history, present life situation, the likely course and outcome of depression) to determine their suitability for CBT;

C3   assess risk factors associated with depression and integrate risk management within treatment plans;

C4   assess hopelessness and suicidal risk and implement practical strategies for managing hopelessness and suicidality;

C5   construct cognitive and behavioural developmental and maintenance formulations in cases of depression;

C6   work with co-morbid presentations of depression and take personal responsibility for clinical decision making in complex and unpredictable situations;

C7   construct cognitive and behavioural developmental and maintenance formulations of cases of anxiety disorders;

C8   manage ending therapy, including a plan for long-term maintenance of gains and a relapse prevention plan;

C9   make the best use of clinical supervision on the course and show evidence of making use of and continuing to learn from ongoing continuing professional development;

C10 deliver 200 hours of CBT assessment and treatment;

C11 complete assessment reports and treatments with at least 8 clients;

C12 participate in a minimum of 40 hours of regular clinical supervision with a CBT therapist who is BABCP accredited, or who is eligible for accreditation;

C13 record details of supervised clinical CBT practice and case mix in a training log;

C14 conduct six self-rated sessions using CTS-R (or equivalent) including a brief reflective analysis of each session;

C15 submit a reflective analysis of a treatment session, including a session recording which is integrated within a case discussion.

Transferable/Key Skills

D1   develop collaboratively with a client a disorder specific formulation for an anxiety disorder;

D2   develop cognitive or behavioural models with clients, taking into account individual needs and preferences;

D3   demonstrate self-direction and originality in tackling and solving basic therapeutic problems;

D4   demonstrate self-direction and originality in working with co-morbidity and solving more complex therapeutic problems.

Section A. Basic Information

1 Title

Cognitive Behavioural Therapy

2 Course Code

B764

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

Single Subject

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

This course addresses a deficit in the provision of cognitive behavioural therapist training within the East Midlands and surrounding areas. As a long established form of psychological therapy, cognitive behavioural therapy (CBT) has proven clinical effectiveness in the treatment of depression and anxiety disorders. There will be a focus on these on the course but, in addition, other disorders, for which there is a CBT evidence base, will also be covered. CBT has recently been the focus of the National IAPT programme which has identified two types of CBT workers; those providing Low Intensity interventions and those providing High Intensity interventions:

<p>As part of the stepped approach to care, patients with less severe problems are likely to be treated by Low Intensity workers. Those with more complex problems, or those who do not respond to low-intensity interventions, will be treated by High Intensity workers; practitioners, usually (but not exclusively) holding a professional qualification, and having experience and preparation in delivering intensive interventions within a CBT framework.

Outline Description of Course

<p>The Postgraduate Diploma in Cognitive Behavioural Therapy encompasses the requirements specified by the Department of Health and will therefore enable its graduates to acquire the competencies to provide High Intensity psychological therapies.

<p>Individuals studying for the Postgraduate Diploma in Cognitive Behavioural Therapy are likely to be working in a healthcare setting with patients suffering from more serious mental health problems and may be in an IAPT High Intensity trainee post. This course will enable students to gain the knowledge and practical skills to deliver a range of evidence-based, CBT structured interventions.

<p>This programme will become part of the postgraduate courses provision and complement the existing low-intensity programme; the Graduate/ Postgraduate Certificate in Psychological Therapies.

<p>The award of MSc is subject to successful completion of a 60 credit dissertation or a professional development portfolio.

Section C. Supplementary Regulations

1 Admission Requirements

<p>This programme is open to people working within a CBT environment in mental health and social care, or associated independent sector agencies. Students will normally require a first degree in a related subject, or demonstrate equivalence and an ability to study at level 4.

<p>At present this course is not available to international students.

<p>Students whose first language is not English are required to have one of the following English language qualifications before they can register on an academic programme:
IELTS 6.0 (no less than 5.0 in any element);
TOEFL 550 (no less than 4 in TWE);

<p>However, applicants educated in certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at:
http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc

2 Course Structure

Year 1
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74CB2	Cognitive Behavioural Therapy for anxiety and related disorders	40	N	Spring
B74CB1	Fundamentals of cognitive behavioural psychotherapy	40	N	Autumn
B74CB3	Cognitive Behavioural Therapy for depression	40	N	Spring
	Credit Total	**120**		

Additional Module Choice Information for Year 1

3 Assessment Criteria

Progression Information:
Compensation

Where the student has an overall course average of 50% or above, one marginal fail of academic work (40-49%) in taught modules is eligible for compensation.

<p>Assessment of practical competence

In addition to the assessment of theory, each module has a component of assessment that measures practical competence. These assessments are independent of academic assessments and are achieved using pass/fail criteria. They cannot be compensated under the University's regulations for compensation. That is to say students must pass both the academic and clinical components of the course and failure in one component cannot be compensated for by passing in the other.

Degree Information:
<p>This programme will comply with the University postgraduate taught assessment regulations which can be found at: http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm

<p>Information on the marking criteria used by the School can be found in the Course Handbook. These criteria will provide students with clear guidance on the performance required to obtain marks at various levels (e.g. 70%+, 60-69, 50-59, 40-49).

<p>The assessment process of this course complies with the recommendations of the Department of Health (2008) which states that all modules must include an assessment of academic work, via coursework or examinations, and an assessment of a student's practical competence. Both parts must be passed.

<p>Awards
<p>A Postgraduate Diploma will be awarded with Merit to students who achieve a final rounded average credit-weighted mark of between 60% and 69% and with Distinction to students who achieve a final credit-weighted mark of 70% or more.

<p>Borderline marks will be treated as follows;
A final credit-weighted mark for all modules greater or equal to 69% but below 70% will be upgraded to a Distinction award.
A final credit-weighted mark greater or equal to 59% but below 60% will be upgraded to a Merit award.

4 Other Regulations

Section D. Learning Outcomes

The learning outcomes of this course are derived from the general learning outcomes specified by the Department of Health (2008). These will be written more specifically within each module.
Knowledge and Understanding

A1   the phenomenology, diagnostic classifications and epidemiological characteristics of anxiety disorders;
A2   the phenomenology, diagnostic classifications and epidemiological characteristics of depressive disorders;
A3   CBT and an ability to identify their own values and beliefs in working with anxiety disorders and/or depression and the application of CBT to their own lives;
A4   the principles and practice of, and the ability to, deliver high-intensity psychological therapy for anxiety disorders and depression within a stepped-care system;
A5   the Scientist-Practitioner model and the application and generation of research evidence in their own clinical practice .

Intellectual Skills

B1   elicit and evaluate key cognitions and images in anxiety disorders;
B2   evaluate critically a range of evidence-based interventions that are used in depression;
B3   prioritise problem areas, engage in problem solving and identify solutions;
B4   develop CBT treatment plans for depression and a range of anxiety disorders;
B5   show self-direction and originality in tackling and solving therapeutic problems with depression including use of client support networks;
B6   sensitively adapt CBT plans to ensure equitable access for people from diverse cultures and with different values;
B7   reflect on at least five samples of CBT literature and its application to practice with individual clients;
B8   assemble evidence of the critical evaluation of theoretical evidence-based interventions that are integrated within and guide therapy with anxiety disorders;
B9   construct, carry out and evaluate behavioural experiments;
B10 practise as 'scientist practitioners' to advance their knowledge and understanding to develop new skills with anxiety disorders and depression to a high level.

Professional/Pracical Skills

C1   assess patients with anxiety for suitability for CBT;

C2   assess patients with depression (taking into account clinical manifestations, co-morbidity, past history, present life situation, the likely course and outcome of depression) to determine their suitability for CBT;

C3   assess risk factors associated with depression and integrate risk management within treatment plans;

C4   assess hopelessness and suicidal risk and implement practical strategies for managing hopelessness and suicidality;

C5   construct cognitive and behavioural developmental and maintenance formulations in cases of depression;

C6   work with co-morbid presentations of depression and take personal responsibility for clinical decision making in complex and unpredictable situations;

C7   construct cognitive and behavioural developmental and maintenance formulations of cases of anxiety disorders;

C8   manage ending therapy, including a plan for long-term maintenance of gains and a relapse prevention plan;

C9   make the best use of clinical supervision on the course and show evidence of making use of and continuing to learn from ongoing continuing professional development;

C10 deliver 200 hours of CBT assessment and treatment;

C11 complete assessment reports and treatments with at least 8 clients;

C12 participate in a minimum of 40 hours of regular clinical supervision with a CBT therapist who is BABCP accredited, or who is eligible for accreditation;

C13 record details of supervised clinical CBT practice and case mix in a training log;

C14 conduct six self-rated sessions using CTS-R (or equivalent) including a brief reflective analysis of each session;

C15 submit a reflective analysis of a treatment session, including a session recording which is integrated within a case discussion.

Transferable/Key Skills

D1   develop collaboratively with a client a disorder specific formulation for an anxiety disorder;

D2   develop cognitive or behavioural models with clients, taking into account individual needs and preferences;

D3   demonstrate self-direction and originality in tackling and solving basic therapeutic problems;

D4   demonstrate self-direction and originality in working with co-morbidity and solving more complex therapeutic problems.

Teaching and Learning and Assessment for above section

All taught modules are delivered using a combination of lead lectures, directed study, supervised practice, discussion and student-l

Teaching and Learning for all sections if summarised

All taught modules are delivered using a combination of lead lectures, directed study, supervised practice, discussion and student-led seminars. Weekly attendance at the University will be supplemented by directed study, supervised practice and independent study in preparation for the assignment.

Assessment for all sections if summarised

<p>The theoretical component of all taught modules is assessed using some or all of the following methods; essays, case reports and learning portfolios.

<p>This will be supplemented by practice-based assessments that are marked on a pass/fail basis and will include;

A portfolio of assessment reports and treatments; and,

A training log that provides evidence of professional development using supervised clinical CBT practice.

Section A. Basic Information

1 Title
Psychological Therapies (SHA Funded)

2 Course Code
B765

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Outline Description of Course

The national Improving Access to Psychological Therapies programme identified two main types of worker; those providing Low Intensity interventions and those providing High Intensity interventions. This programme specification relates to the agreed national training curriculum for Low Intensity Workers (DH, 2008) in which it is required that students can access training courses at either undergraduate or postgraduate level, depending upon their prior academic attainment.

Low Intensity Workers assess and support patients with common mental health problems (principally anxiety and depression) in the self-management of their recovery. Treatment programmes are designed to aid clinical improvement and social inclusion â€" including a return to work or other meaningful activity. Low Intensity Workers do this through the provision of information and support for evidence-based Low Intensity psychological treatments, mainly involving cognitive behavioural therapy (CBT). These types of interventions place a greater emphasis on patient self-management and are less burdensome then traditional psychological treatments. Support is specifically designed to enable patients to optimise their use of self-management recovery information and may be delivered through face-to-face, telephone, e-mail or other contact methods.

Further Information

The Graduate / Postgraduate Certificate in Psychological Therapies encompasses the requirements specified by the Department of Health and will enable students to acquire the competencies to provide Low Intensity psychological therapies.

Individuals studying for the Graduate/ Postgraduate Certificate in Psychological Therapies are likely to be working in a healthcare setting with patients suffering from common mental health problems and may be in an IAPT Low Intensity trainee post. This course will enable students to gain the knowledge and practical skills to deliver a range of evidence-based, CBT structured, self-management interventions.

The Graduate / Postgraduate Certificate in Psychological Therapies can also form the initial stage of a stepped career progression route for entry onto a Postgraduate Diploma or MSc in CBT that is currently being developed by the University of Nottingham School of Nursing for those wishing to develop CBT skills at a High Intensity level.

Section C. Supplementary Regulations

1 Admission Requirements

The programme is open to people working in mental health and social care, and associated independent sector agencies, who are working with people with common mental health problems. Students wishing to take the postgraduate certificate will normally require a first degree in a related subject.

For students who do not meet this requirement there is an opportunity to study for a graduate certificate providing they demonstrate general educational qualifications or other prior learning gained working with people with common mental health problems and competence for study at level 3.

At present this course is not available to international students.

Students whose first language is not English are required to have the following English language qualifications before they can register on an academic programme:

IELTS 6.0 (no less than 5.0 in any element);

TOEFL 550 (no less than 4 in TWE);

Computer-based TOEFL of 213 (no less than 4 in essay rating).

However, applicants educated in certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at:
http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

A1   concepts of mental health and mental illness, diagnostic category systems in mental health and a range of social, medical and psychological explanatory models;

A2   using 'common factors' to engage patients, gather information, build a therapeutic alliance with people with common mental health problems, manage the emotional content of sessions and grasp the patient's perspective or "world view" ;

A3   gathering 'patient-centred' information to arrive at a succinct and collaborative definition of the person's main mental health difficulties and the impact this has on their daily living;

A4   developing and maintaining a therapeutic alliance with patients during their treatment programme, including dealing with issues and events that threaten the alliance;

A5   the use of a range of low intensity, evidence-based psychological interventions for common mental health problems;

A6   equal opportunities for all and encourage patients' active participation in every aspect of care and treatment;

A7   using supervision to assist the worker's delivery of low-intensity psychological and/or pharmacological treatment programmes for common mental health problems;

A8   gathering patient-centred information on employment needs, wellbeing and social inclusion;

A9   what constitutes High Intensity psychological treatment and how this differs from Low Intensity work.

Intellectual Skills

B1   evaluate critically the role of case management and stepped care approaches to manage common mental health problems in primary care including ongoing risk management appropriate to service protocols;

B2   evaluate critically a range of employment, occupational and wellbeing strategies to assist patients to manage their emotional distress and disturbance;

B3   appraise how the complex systems of community, statutory and voluntary sector provision of services work together;

B4   evaluate critically a range of evidence-based interventions and strategies to assist patients to manage their emotional distress and disturbance.

Professional/Pracical Skills

C1   use 'common factors' to engage patients, gather information, build a therapeutic alliance with people with common mental health problems, manage the emotional content of sessions and grasp the patient's perspective or "world view";

C2   gather 'patient-centred' information to arrive at a succinct and collaborative definition of the person's main mental health difficulties and the impact this has on their daily living;

C3   recognise patterns of symptoms consistent with diagnostic categories of mental disorder from a patient-centred interview and be able to assess and recognise any risks to self and others that are posed by patients;

C4   use standardised assessment tools, including symptom and other psychometric instruments, to aid problem recognition and definition and subsequent decision making;

C5   give evidence-based information about treatment choices and make shared decisions with patients;

C6   understand the patient's attitude to a range of mental health treatments, including prescribed medication and evidence based psychological treatments;
C7   use a range of evidence-based Low Intensity psychological interventions for common mental health problems;

C8   develop and maintain a therapeutic alliance with patients during their treatment programme, including dealing with issues and events that threaten the alliance;

C9   support patients with medication, in particular antidepressant medication, to help them to optimise their use of pharmacological treatments and minimise any adverse effects;

C10 deliver Low Intensity interventions using a range of methods including face-to-face, telephone and electronic communication;

C11 plan collaborative Low Intensity psychological and/or pharmacological treatment programmes for common mental health problems, including disengagement;

C12 respond to patients' needs sensitively with regard to all aspects of diversity, and where applicable, include the use of translation services;
C13 manage a caseload of patients from differing social, and where applicable ethnic groups, with a range of common mental health problems, efficiently and safely;

C14 use supervision to assist in the delivery of Low Intensity psychological and/or pharmacological treatment programmes for common mental health problems;

C15 gather patient-centred information on employment needs, wellbeing and social inclusion;

C16 assess their own level of competence and understand how to work within a team and with other agencies with additional specific roles that cannot be fulfilled by the student alone;

C17 liaise and signpost to other agencies delivering employment, occupational and other advice and services;

C18 demonstrate high-quality case recording and systematic evaluation of the processes and outcomes of mental health interventions, adapting care on the basis of this evaluation.

Transferable/Key Skills

  D1   practise a non-discriminatory, recovery orientated values base to mental health care;

Section A. Basic Information

1 Title

Psychological Therapies (SHA Funded)

2 Course Code

B765

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Psychological Therapies (SHA Funded)

2 Course Code

B766

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Psychological Therapies (SHA Funded)

2 Course Code
B766

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Outline Description of Course
The national Improving Access to Psychological Therapies programme identified two main types of worker; those providing Low Intensity interventions and those providing High Intensity interventions. This programme specification relates to the agreed national training curriculum for Low Intensity Workers (DH, 2008) in which it is required that students can access training courses at either undergraduate or postgraduate level, depending upon their prior academic attainment.

Low Intensity Workers assess and support patients with common mental health problems (principally anxiety and depression) in the self-management of their recovery. Treatment programmes are designed to aid clinical improvement and social inclusion â€" including a return to work or other meaningful activity. Low Intensity Workers do this through the provision of information and support for evidence-based Low Intensity psychological treatments, mainly involving cognitive behavioural therapy (CBT). These types of interventions place a greater emphasis on patient self-management and are less burdensome then traditional psychological treatments. Support is specifically designed to enable patients to optimise their use of self-management recovery information and may be delivered through face-to-face, telephone, e-mail or other contact methods.

Further Information
The Graduate / Postgraduate Certificate in Psychological Therapies encompasses the requirements specified by the Department of Health and will enable students to acquire the competencies to provide Low Intensity psychological therapies.

Individuals studying for the Graduate/ Postgraduate Certificate in Psychological Therapies are likely to be working in a healthcare setting with patients suffering from common mental health problems and may be in an IAPT Low Intensity trainee post. This course will enable students to gain the knowledge and practical skills to deliver a range of evidence-based, CBT structured, self-management interventions.

The Graduate / Postgraduate Certificate in Psychological Therapies can also form the initial stage of a stepped career progression route for entry onto a Postgraduate Diploma or MSc in CBT that is currently being developed by the University of Nottingham School of Nursing for those wishing to develop CBT skills at a High Intensity level.

Section C. Supplementary Regulations

1 Admission Requirements

The programme is open to people working in mental health and social care, and associated independent sector agencies, who are working with people with common mental health problems. Students wishing to take the postgraduate certificate will normally require a first degree in a related subject.

For students who do not meet this requirement there is an opportunity to study for a graduate certificate providing they demonstrate general educational qualifications or other prior learning gained working with people with common mental health problems and competence for study at level 3.

At present this course is not available to international students.

Students whose first language is not English are required to have the following English language qualifications before they can register on an academic programme:

IELTS 6.0 (no less than 5.0 in any element);

TOEFL 550 (no less than 4 in TWE);

Computer-based TOEFL of 213 (no less than 4 in essay rating).

However, applicants educated in certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at:
http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

A1   concepts of mental health and mental illness, diagnostic category systems in mental health and a range of social, medical and psychological explanatory models;

A2   using 'common factors' to engage patients, gather information, build a therapeutic alliance with people with common mental health problems, manage the emotional content of sessions and grasp the patient's perspective or "world view";

A3   gathering 'patient-centred' information to arrive at a succinct and collaborative definition of the person's main mental health difficulties and the impact this has on their daily living;

A4   developing and maintaining a therapeutic alliance with patients during their treatment programme, including dealing with issues and events that threaten the alliance;

A5   the use of a range of low intensity, evidence-based psychological interventions for common mental health problems;

A6   equal opportunities for all and encourage patients' active participation in every aspect of care and treatment;

A7   using supervision to assist the worker's delivery of low-intensity psychological and/or pharmacological treatment programmes for common mental health problems;

A8   gathering patient-centred information on employment needs, wellbeing and social inclusion;

A9   what constitutes High Intensity psychological treatment and how this differs from Low Intensity work.

Intellectual Skills

B1   evaluate critically the role of case management and stepped care approaches to manage common mental health problems in primary care including ongoing risk management appropriate to service protocols;

B2   evaluate critically a range of employment, occupational and wellbeing strategies to assist patients to manage their emotional distress and disturbance;

B3   appraise how the complex systems of community, statutory and voluntary sector provision of services work together;

B4   evaluate critically a range of evidence-based interventions and strategies to assist patients to manage their emotional distress and disturbance.

Professional/Pracical Skills

C1 use 'common factors' to engage patients, gather information, build a therapeutic alliance with people with common mental health problems, manage the emotional content of sessions and grasp the patient's perspective or "world view" ;

C2 gather 'patient-centred' information to arrive at a succinct and collaborative definition of the person's main mental health difficulties and the impact this has on their daily living;

C3 recognise patterns of symptoms consistent with diagnostic categories of mental disorder from a patient-centred interview and be able to assess and recognise any risks to self and others that are posed by patients;

C4 use standardised assessment tools, including symptom and other psychometric instruments, to aid problem recognition and definition and subsequent decision making;

C5 give evidence-based information about treatment choices and make shared decisions with patients;

C6 understand the patient's attitude to a range of mental health treatments, including prescribed medication and evidence based psychological treatments;
C7 use a range of evidence-based Low Intensity psychological interventions for common mental health problems;

C8 develop and maintain a therapeutic alliance with patients during their treatment programme, including dealing with issues and events that threaten the alliance;

C9 support patients with medication, in particular antidepressant medication, to help them to optimise their use of pharmacological treatments and minimise any adverse effects;

C10 deliver Low Intensity interventions using a range of methods including face-to-face, telephone and electronic communication;

C11 plan collaborative Low Intensity psychological and/or pharmacological treatment programmes for common mental health problems, including disengagement;

C12 respond to patients' needs sensitively with regard to all aspects of diversity, and where applicable, include the use of translation services;
C13 manage a caseload of patients from differing social, and where applicable ethnic groups, with a range of common mental health problems, efficiently and safely;

C14 use supervision to assist in the delivery of Low Intensity psychological and/or pharmacological treatment programmes for common mental health problems;

C15 gather patient-centred information on employment needs, wellbeing and social inclusion;

C16 assess their own level of competence and understand how to work within a team and with other agencies with additional specific roles that cannot be fulfilled by the student alone;

C17 liaise and signpost to other agencies delivering employment, occupational and other advice and services;

C18 demonstrate high-quality case recording and systematic evaluation of the processes and outcomes of mental health interventions, adapting care on the basis of this evaluation.

Transferable/Key Skills

  D1 practise a non-discriminatory, recovery orientated values base to mental health care;

Section A. Basic Information

1 Title

Psychological Therapies (SHA Funded)

2 Course Code

B766

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Nursing (Mental Health & Social Care)

2 Course Code

B767

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

Single Subject

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Nursing (Learning Disability)

2 Course Code

B768

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

Single Subject

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Contemporary Practice in Adult Critical Care

2 Course Code

B771

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

This course aims to recruit health and social care practitioners working with critically ill adults. The programme is designed to enable students to:

â€¢ evaluate the political, legal-ethical, leadership and clinical issues associated with managing the care of a critically ill adult in the 21st century;
â€¢ synthesize the diverse evidence base associated with the pathophysiology of critical illness and contemporary therapies through creative evaluation and reflection;

â€¢ explore and develop their role as advanced practitioners through critical evaluation and reflection on their own practice;

â€¢ develop professional practice in adult critical care through completion of a work based learning project.

This course is delivered on a modular basis, promoting flexibility for course participant

Further Information

â€¢ QAA statement of common purpose for healthcare professions at
http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/StatementofCommonPurpose06.asp#top
â€¢ Nursing and Midwifery Council (2006) Standards to Support Learning and Assessment in Practice. London, NMC
â€¢ Health Professions Council (2006) Standards for Continuing Professional Development
http://www.hpc-uk.org/publications/index.asp?id=101
â€¢ Department of Health (2004) The NHS Knowledge and Skills Framework (NHS KSF) and
The Development Review Process, London, Department of Health
â€¢ Higher Education Academy www.heacademy.ac.uk
â€¢ Department of Health (2000) Comprehensive Critical Care: A Review of Adult Critical Care Services DoH, London
â€¢ Department of Health (2001) The Nursing Contribution to the Provision of Comprehensive Critical Care for Adults: A Strategic Programme of Action DoH, London
â€¢ Department of Health (2005) Quality in Critical Care â€" Beyond â€˜Comprehensive Critical Careâ€™ DoH, London
â€¢ National Institute for Clinical Excellence (NICE) http://www.nice.org.uk/
â€¢ NICE (2007) Acutely Ill Patients in Hospitals http://www.nice.org.uk/guidance/index.jsp?action=download&o=35950

Section C. Supplementary Regulations

1 Admission Requirements

When assessing an application for taught postgraduate study, the School of Nursing will normally consider:

• applicants who hold a relevant first degree with at least second class honours, or equivalent;
• evidence of relevant personal, professional and educational experience.

All applicants must be UK registered health or social care practitioners.

International students whose first language is not English are required to have the following English language qualifications before they can register on an academic programme. However, applicants from certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at: http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc

IELTS 6.0 (no less than 5.0 in any element)
TOEFL paper-based 550 (no less than 4.0 in TWE)
TOEFL computer-based 213 (no less than 4.0 in essay rating)
TOEFL iBT 79 (no less than 17 in any element)

2 Course Structure

Year 1

Compulsory

Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74WBL	Developing Professional Practice through Work-Based Learning	20	Y	Full Year
	Credit Total	**20**		

Additional Module Choice Information for Year 1

3 Assessment Criteria

Progression Information:

This programme will comply with the University Postgraduate taught assessment regulations which can be found at: http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm

Marking criteria:

Information on the marking criteria used by the School can be found in the Course Handbook. These criteria will provide students with clear guidance on the performance required to obtain marks at various levels (e.g. 70%+, 60-70, 50-60, 40-50).

A borderline Distinction will be considered for students achieving an overall average mark between 68 and 70%. A borderline Merit will be considered for students achieving an overall average mark between 59 and 60%. In deciding whether a borderline Distinction or Merit is awarded, the student's overall performance across all three modules will be taken into account.

Part-time students can take up to two years to complete the Postgraduate Certificate in Contemporary Practice in Adult Critical Care. The extended registration period reflects local contracting arrangement for post-registration modules as well as the length of time needed to complete work based projects.

Degree Information:

4 Other Regulations

N/A

Section D. Learning Outcomes

Knowledge and Understanding

Introduction

Knowledge and Understanding

A1 policy developments relevant to the provision of adult critical care services;

A2 altered physiology, psychosocial issues and the therapeutic interventions utilised in contemporary management of the critically ill adult;

A3 the contribution of advanced professional health and social care practice to improving adult critical care service delivery;

A4 the philosophy and model of work-based learning and its role in the development of adult critical care clinical practice

Intellectual Skills

Introduction

A student who completes this course successfully will be able to:

B1 critically and systematically evaluate a diverse evidence base including research evidence, local, national and international policies, government initiatives, audit data and best practice guidelines;

B2 synthesise analyses of the evidence base in order to creatively develop practice in adult critical care;

B3 critically reflect upon own and organisational aspects of contemporary adult critical care practice in order to identify areas for development and innovation;

B4 synthesise and integrate work-based learning concepts and design a project that will demonstrate advancing adult critical care clinical practice.

Professional/Pracical Skills

Introduction

A student who completes this course successfully will be able to:

C1 critically evaluate the effectiveness of an interdisciplinary approach to the care of the critically ill adult;

C2 enhance learning and assessment in practice, reviewing and developing policies relevant to care of the critically ill adult;

C3 enhance effective care management of the critically ill adult through policy and protocol development in light of emerging evidence;

C4 develop a learning action plan and demonstrate advancement of own care practices and those of the organisation through completion of the work-based learning project.

Transferable/Key Skills

D1 demonstrate effective communication strategies through critical and evaluative classroom / on line discussions, group work and

D2 demonstrate familiarity with statistical approaches and utilise statistics in critiquing and synthesising evidence based practice;

D3 use electronic databases in searching for recent available evidence and present work through the use of word processing skills;

D4 demonstrate ability to work with others in a productive and respectful way;

D5 use problem solving skills in order to develop theoretical approaches for practice improvement and change;

D6 demonstrate application of learning to own role in clinical practice through analysis of personal, professional and education lea

Teaching and Learning for all sections if summarised

Teaching and learning methods: lectures, group discussion, student and tutor-led seminars, web-based learning activities using Web CT, tutor-led group tutorials, individual tutorials and academic supervision, on line discussion boards, online group tutorials and discussion forums.

Assessment for all sections if summarised

Methods of assessment: written assignments, critical incident analysis, action plan development evidence-based portfolios, oral presentation.

Section A. Basic Information

1 Title
Critical and High Dependency Care of Neonates, Infants & Children

2 Course Code
B772

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

â€¢ appraise the diverse range of political, health and social agendas linked to caring for critically ill or highly dependant neonate, infants or children, in order to evaluate the influences on high dependency or critical care management;
â€¢ extend specialist knowledge to underpin the skills required to care for these critically ill or highly dependant client group and their family;
â€¢ develop their role as advanced, reflective practitioners;
â€¢ critique, evaluate and apply evidence and theory in order to improve practice.

Outline Description of Course
The course is delivered on a modular basis, offering greater flexibility to course participants.

Section C. Supplementary Regulations

1 Admission Requirements

When assessing an application for taught postgraduate study, the School of Nursing will normally consider:
â€¢ applicants who hold a good first degree with at least a second class honours, or equivalent;
â€¢ evidence of relevant personal, professional and educational experience.
All applicants must be health and/or social care professionals.

International students whose first language is not English are required to have the following English language qualifications before they can register on an academic programme. However, applicants from certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at:
http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.d oc

IELTS 6.0 (no less than 5.0 in any element)
TOEFL paper-based 550 (no less than 4.0 in TWE)
TOEFL computer-based 213 (no less than 4.0 in essay rating)
TOEFL iBT 79 (no less than 17 in any element)
2 Course Structure

3 Assessment Criteria

Progression Information:
This programme will comply with the University Postgraduate taught assessment regulations which can be found at:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm

Information on the marking criteria used by the School can be found in the Course Handbook. These criteria will provide students with clear guidance on the performance required to obtain marks at various levels (e.g. 70%+, 60-70, 50-60, 40-50).

A borderline distinction will be considered for students achieving an overall average mark of between 68 and 70%. A borderline merit will be considered for students achieving an overall average mark of between 59 and 60%.

Degree Information:

4 Other Regulations

Part-time students can take up to two years to complete the Postgraduate Certificate in Critical and High Dependency Care of Neonates, Infants and Children. This extended registration period reflects (a) contracting arrangements for post-registration modules and (b) the length of time needed to complete the associated work-based activities.

In all other respects, this programme is governed by the University's regulation for taught postgraduate programmes: http://www.nottingham.ac.uk/quality-manual/study-regulation/taught-postgraduate-regulations.htm

Section D. Learning Outcomes

Knowledge and Understanding

Introduction

A student who completes this course successfully will demonstrate knowledge and understanding of:

A1 concepts and models of management of care found within the setting of neonatal and children's high dependency and critical care;

A2 the range of assessment tools found within neonatal and children's high dependency and critical care;

A3 the wide reaching clinical and socio-political issues focusing around the specialities of neonatal and children's high dependency and critical care;

A4 development of the role of the advanced professional practitioner within this speciality and the impact on the care for these children.

Intellectual Skills

Introduction

A student who completes this course successfully will be able to:

B1 provide evidence-based care related to the treatment identifies for the neonate or child requiring high dependency or critical care;

B2 evaluate the effect of social and health care policy to enable equity in resource allocation within the high technological environment;

B3 appraise the structure of the service and its impact on service delivery to the highly dependant or critically ill neonate or child;

B4 evaluate and disseminate underpinning evidence to provide high quality care and to influence areas of deficit in evidence-based practice;

B5 appraise measurement of achievement of standards and benchmarks and disseminate findings to enable practice development.

Professional/Pracical Skills

Introduction

A student who completes this course successfully will be able to:

C1 explore the impact of the multidisciplinary team's knowledge and perspectives on the management of care if the highly dependant or critically ill neonate or child;

C2 appraise professional and strategic standards identified for high dependency care or critical care of the neonate or child in order to develop strategies to achieve identified goals;

C3 construct a plan of care for the highly dependant or critically ill neonate or child to incorporate admission to discharge policies and promote well-being beyond hospitalisation;

C4 appraise communication networks to identify evidence of good communication which ensure high standards of clinical practice for the highly dependant or critically ill child and their families;

C5 disseminate good practice of care of families/carers and demonstrate skills of partnership in care in the high technological environment;

C6 construct strategies to address ethical and legal issues within the high technological environment to enable support of the family/carer and multidisciplinary team.

Transferable/Key Skills

D1 communication: students will be expected to demonstrate and range of communication strategies such as contribute within cla

D2 application of number: relevance of audit and quantitative will be utilised by students in classroom and written discussion and d

D3 information technology: students will utilise electronic databases in order to search for best available evidence. Their assignmen

D4 working with others: students will be expected to work with other group members to generate discussions on a topic or to comp

D5 problem solving: students will utilise evaluation skills in order to establish the effectiveness and efficiencies of managing care

Teaching and Learning for all sections if summarised

Teaching and Learning Methods: lectures, group work, discussion, problem-solving, tutor and group-led tutorials, web-based communication such as discussion boards, individual tutorials.

Assessment for all sections if summarised

Methods of Assessment: Written assignments, critical incident analysis with action plan, evidence-based portfolios, examination.

Section A. Basic Information

1 Title
Critical Care

2 Course Code
B773

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Health Studies

2 Course Code
B792

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Health Studies

2 Course Code
B792

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Health Studies

2 Course Code

B792

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Health Studies

2 Course Code

B792

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Health Studies

2 Course Code

B792

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Health Studies

2 Course Code
B792

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Advanced Clinical Practice

2 Course Code

B793

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

This programme conforms to the general descriptors set out for qualification at Level HE4: masters degree in the National Framework for Higher Education Qualifications

Section B. General Information

Educational Aims

Develop experienced non-medical practitioners' theoretical knowledge and skills, within a specific/specialist area of care;
Develop highly skilled practitioners who can act autonomously in providing care to patients requiring complex assessment and treatment;
Develop students' leadership, educational, teamwork and research skills to enable them to develop their role and advance practice in the clinical arena
Provide an educational structure that supports the new NHS Career Framework

Outline Description of Course

The MSc in Advanced Clinical Practice (ACP) and its associated Postgraduate Diploma (ACP) and Postgraduate Certificate in Advanced Clinical Skills (ACS) have been developed to enable experienced healthcare professionals to attain a higher level of professional practice. These programmes will prepare practitioners to undertake advanced, expanded roles with an emphasis on autonomous decision-making.

The MSc in Advanced Clinical Practice can be taken on a part-time basis over 24-48 months, the PG Dip and PG Cert over 12-24 months part-time.

Distingushing Features

This programme has been developed in close collaboration with NHS clinical leaders from a variety of disciplines including medicine, nursing and the allied professions. It aims to develop healthcare practitioners to fulfil new, expanded roles in healthcare provision. The programme will ensure close links between theory and practice, with a commitment to work-based learning.

Further Information

This programme specification summarises the main features of the programme and the learning outcomes which a typical student might be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. Further information is available from the following sources:

University of Nottingham Postgraduate Prospectus
http://www.nottingham.ac.uk/prospectuses/postgrad/

School of Nursing Continuing Professional Development Prospectus:
http://www.nottingham.ac.uk/nursing/prospectus/index.html

School of Nursing web site:
http://www.nottingham.ac.uk/nursing/course/masters.html

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Applicants for the MSc/PGDip in Advanced Clinical Practice will usually hold a Bachelor's degree, or qualifications and experience deemed to be equivalent.
Other Requirements	All applicants must be qualified health care professionals, usually having a minimum of five year's experience in professional practice. MSc and PGDip applicants will usually join the course with the written agreement of their employer. In negotiation with the course director, applicants must identify an appropriately qualified clinical supervisor before commencing the course.

2 Course Structure

Year 1
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74AS1	History taking, examination and clinical decision making I	30	N	Autumn
B74AS2	History taking, physical examination and clinical decision making II	30	N	Spring
B74AP3	Developing Advanced Clinical Skills through Work-Based Learning	60	N	Full Year
	Credit Total	**120**		

Alternative
 Group 1

Students Must Take Either 60.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74AP6	Clinical Based Project (Route 1)	60	N	Full Year
	Credit Total	**60**		

 Group 2

OR 60.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B74AP7	Clinical Based Project (Route 2)	60	N	Full Year
	Credit Total	**60**		

Additional Module Choice Information for Year 1

3 Assessment Criteria

Progression Information:

The MSc/Postgraduate Diploma in Advanced Clinical Practice and Postgraduate Certificate in Advanced Clinical Skills are governed by the University's regulations for taught postgraduate programmes:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm

A borderline distinction will be considered for students achieving an overall average mark of between 68 and 70%.
Degree Information:
     Students undertaking the MSc in Advanced Clinical Practice acquire 180 credits by completing Modules 1-4/5 below (180 credits).

Students undertaking the PG Dip in Advanced Clinical Practice acquire 120 credits by completing Modules 1-3 below (120 credits).

Students undertaking the PG Cert in Advanced Clinical Skills acquire 60 credits by completing Modules 1-2 below (60 credits).

4 Other Regulations

Section D. Learning Outcomes

 Knowledge and Understanding

  Introduction
  Students undertaking the PG Cert, PG Dip and MSc will demonstrate knowledge and understanding of
  normal anatomy and physiology of major body systems
  common diseases and their clinical presentation
  the process of taking a systematic clinical history and conducting a comprehensive physical examination
  how to recognise abnormal clinical signs following a comprehensive clinical assessment;
  the legal and professional context for expanded healthcare practice
  Students undertaking the PG Dip and MSc will demonstrate knowledge and understanding of:

  the specific, clinical knowledge base needed to expand practice in the student's specialist field of practice.
  Students undertaking the MSc will demonstrate knowledge and understanding of:

  theories and processes contributing to practice development, for example: non-medical prescribing, change management, audit, teaching and research.
Intellectual Skills
  Introduction
  Students undertaking the PG Cert, PG Dip and MSc will demonstrate the ability to:
  reflect critically on previous learning in a systematic and structured fashion;
  analyse critically information obtained from the various dimensions of clinical assessment
  explain how the findings of the clinical assessment support clinical decision-making;
  evaluate critically the legal and professional context for advancing healthcare practice in the student's field of practice;

  identify relevant scholarship and research in paper or electronic form, using a systematic approach
  Students undertaking the PG Dip and MSc will demonstrate the ability to:

  synthesise knowledge gained through experiential learning and scholarly activities to evaluate and improve own and others' practice.

Professional/Pracical Skills

Introduction

Students undertaking the PG Cert, PG Dip and MSc will demonstrate the ability to:

take a systematic clinical history

conduct a comprehensive physical examination

identify abnormal clinical signs;

formulate a clinical diagnosis

recognise and respond to legal, professional, ethical and policy directives relevant to the student's field of practice

Students undertaking the PG Dip and MSc will demonstrate the ability to:

apply a range of expanded clinical skills in the student's specialist area of practice.

Students undertaking the MSc will demonstrate the ability to:

design and implement a project aiming to develop practice in the student's specialist field;

Students undertaking the MSc will demonstrate the ability to:

prescribe medicines in a clinically appropriate, safe and cost effective way.

Transferable/Key Skills

Introduction

Students will demonstrate the ability to:

analyse their personal, professional and educational learning objectives and evaluate their own professional development

communicate effectively in writing and through oral presentation

use appropriate and effective information and communication technologies

effectively manage their time and work to deadlines

Teaching and Learning for all sections if summarised

Teaching and learning methods:

Lectures, problem-based learning, group discussion, student and tutor-led seminars, group tutorials, individual tutorials and practical work in the skills laboratory. In addition, for PG Dip and MSc students, learning contracts with clinical practice, clinical placements, academic supervision.

Assessment for all sections if summarised

Methods of assessment:

Objective structured clinical examinations (OSCE), examination, written work.   In addition, for PG Dip and MSc students, practice competency assessment documents, evidence-based portfolios, written assignments. For MSc students, completion of project report, discretionary viva.

Section A. Basic Information

1 Title
Advanced Clinical Practice

2 Course Code
B794

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

this programme conforms to the general descriptors set out for qualification at Level HE4: masters degree in the National Framework for Higher Education Qualifications
(http://www.qaa.ac.uk/crntwork/nqf/ewni2001/annex1.htm#4)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Practice Teacher in Health and Social Care

2 Course Code
B795

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

This course aims to recruit health and social care practitioners working with health and social care students, who to focus on their practice based role in teaching and assessing.

The programme is designed to enable students to
appraise and develop knowledge of education and professional issues pertaining to the role of clinical educators / supervisors and practice teachers in the health services;
explore and analyse the tensions between theory and practice and the implications of these for the facilitators of student learning in a modernised NHS
debate contemporary policy issues in the context of research in professional education and clinical practice;
demonstrate achievement of relevant professional body standards for the role.

Section C. Supplementary Regulations

1 Admission Requirements

When assessing an application for taught postgraduate study, the School of Nursing will normally consider applicants who hold a good first degree with a minimum second class honours grade or equivalent and evidence of relevant personal, professional and educational experience.

All applicants must be health and social care practitioners, with a current role in facilitating the learning and assessment of health and social care students.

2 Course Structure
Year 1
Compulsory
Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74PTC	Practice Teacher in Health and Social Care	30	N	Full Year
DM4TLH	Teaching and Learning in Health & Social Care	30	N	Full Year
	Credit Total	**60**		

Additional Module Choice Information for Year 1

3 Assessment Criteria

Progression Information:

This programme is governed by the University's regulations for taught postgraduate programmes:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm
Degree Information:

A borderline distinction will be considered for students achieving an overall average mark of between 68 and 70%. The mark profile will be considered when looking at borderline cases.

4 Other Regulations

Part-time students can take up to two years to complete the Postgraduate Certificate, Practice Teacher in Health and Social Care. This extended registration period reflects (a) contracting arrangements for post-registration modules and (b) the length of time needed to complete the associated professional body requirements.

Section D. Learning Outcomes

Knowledge and Understanding

Introduction

A student who completes this course successfully will demonstrate knowledge and understanding of:

the role of the practice teacher in contemporary health and social care organisations;

appropriate learning theories to apply when teaching and assessing professional learners and patients/clients;

the social, political and economic influences on the education and training of health and social care workers;

the importance of information technology and e- learning in professional and practice based education;

principles of curriculum and programme development and their application in practice.

Intellectual Skills

Introduction

A student who completes this course successfully will be able to:

explore existing knowledge, research and new evidence and use this to inform their own teaching and assessment strategies;

critically review a variety of different methods of evaluating students' teaching and learning experiences and select those that are most appropriate in their own area of work;

provide a rationale for the teaching, learning and assessment strategies that they are utilising on a regular basis;

analyse the role and attributes of the effective educator in health and social care settings and critically consider factors that influence this role.

Professional/Pracical Skills

Introduction

A student who completes this course successfully will be able to:

support learning and assessment within a context of practice that reflects health and social care policies;

provide constructive feedback to students to assist them to identify future learning needs and actions;

maintain, develop and report on the learning environment in health and social care settings;

contribute to and act upon the findings of evaluation of learning and assessment;

demonstrate the ability to utilise sound theoretical principles when planning teaching programmes for practice learning.

Transferable/Key Skills

Introduction

A student who completes this course successfully will be able to:

demonstrate effective management of own learning in order to meet their stated aims and learning outcomes, demonstrated thro

use information technology to enhance own learning and that of others, demonstrated through assessed teaching and assignment w

demonstrate effective communication strategies through group work and assessed teaching;

demonstrate competent planning, implementing and facilitation of learning skills in the clinical settings through assessed teaching;

apply and integrate awareness of personal and professional responsibility in order to enhance their practice, demonstrated through

Section A. Basic Information

1 Title
Advanced Clinical Skills

2 Course Code
B796

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The aims of the programme are to:

i)   Develop experienced non-medical practitionersâ€™ theoretical knowledge and skills, within a specific/specialist area of care;

ii)   Develop highly skilled practitioners who can act autonomously in providing care to patients requiring complex assessment and treatment;

iii)   Develop studentsâ€™ leadership, educational, teamwork and research skills to enable them to develop their role and advance practice in the clinical arena

iv)   Provide an educational structure that supports the new NHS Career Framework.

Outline Description of Course

The MSc in Advanced Clinical Practice (ACP) and its associated Postgraduate Diploma (ACP) and Postgraduate Certificate in Advanced Clinical Skills (ACS) have been developed to enable experienced healthcare professionals to attain a higher level of professional practice. These programmes will prepare practitioners to undertake advanced, expanded roles with an emphasis on autonomous decision-making.

The MSc in Advanced Clinical Practice can be taken on a part-time basis over 24-48 months, the PG Dip and PG Cert over 12-24 months part-time.

Distingushing Features

This programme has been developed in close collaboration with NHS clinical leaders from a variety of disciplines including medicine, nursing and the allied professions. It aims to develop healthcare practitioners to fulfil new, expanded roles in healthcare provision. The programme will ensure close links between theory and practice, with a commitment to work-based learning.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Applicants usually hold a Bachelor's degree, or qualifications and experience deemed to be equivalent.
Other Requirements	All applicants must be qualified health care professionals, usually with a minimum of 2 years of professional practice.

Applicants for the MSc/PG Dip in Advanced Clinical Practice and PG Cert in Advanced Clinical Skills will usually hold a Bachelorâ€™s degree, or qualifications and experience deemed to be equivalent.

All applicants must be qualified health care professionals. Students applying for the PG Cert on a stand-alone basis will usually have a minimum of two yearâ€™s professional practice.

2 Course Structure

Year 1
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74AS1	History taking, examination and clinical decision making I	30	N	Autumn
B74AS2	History taking, physical examination and clinical decision making II	30	N	Spring
	Credit Total	**60**		

Additional Module Choice Information for Year 1

3 Assessment Criteria

Progression Information:

The MSc/Postgraduate Diploma in Advanced Clinical Practice and Postgraduate Certificate in Advanced Clinical Skills are governed by the Universityâ€™s regulations for taught postgraduate programmes:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm
Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

Introduction
Students undertaking the PG Cert, PG Dip and MSc will demonstrate knowledge and understanding of:

A1   normal anatomy and physiology of major body systems;
A2   common diseases and their clinical presentation;
A3   the process of taking a systematic clinical history and conducting a comprehensive physical examination;
A4   how to recognise abnormal clinical signs following a comprehensive clinical assessment;
A5   the legal and professional context for expanded healthcare practice.

Intellectual Skills

Introduction
Students undertaking the PG Cert, PG Dip and MSc will demonstrate the ability to:

B1   reflect critically on previous learning in a systematic and structured fashion;
B2   analyse critically information obtained from the various dimensions of clinical assessment;
B3   explain how the findings of the clinical assessment support clinical decision-making;
B4   evaluate critically the legal and professional context for advancing healthcare practice in the studentâ€™s field of practice;
B5   identify relevant scholarship and research in paper or electronic form, using a systematic approach.

Professional/Pracical Skills

Introduction
Students undertaking the PG Cert, PG Dip and MSc will demonstrate the ability to:

C1   take a systematic clinical history;
C2   conduct a comprehensive physical examination;
C3   identify abnormal clinical signs;
C4   formulate a clinical diagnosis;
C5   recognise and respond to legal, professional, ethical and policy directives relevant to the studentâ€™s field of practice.

Transferable/Key Skills

Introduction
Students will demonstrate the ability to

D1   analyse their personal, professional and educational learning objectives and evaluate their own professional development;

D2   communicate effectively in writing and through oral presentation;

D3   use appropriate and effective information and communication technologies;

Teaching and Learning and Assessment for above section

Teaching and Learning for all sections if summarised
Teaching and learning methods:
Lectures, problem-based learning, group discussion, student and tutor-led seminars, group tutorials, individual tutorials and practical work in the skills laboratory.

Assessment for all sections if summarised
Methods of assessment:
Objective structured clinical examinations (OSCE), examination, written work

Section A. Basic Information

1 Title

Health and Social Care

2 Course Code

B797

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

This course aims to recruit health and social care practitioners seeking to advance their practice, and has been designed to meet the needs of students working in a range of roles and service environments. The programme will equip graduates with the knowledge and skills required to operate at senior levels in today's health and social care services. A flexible, student-centred approach to teaching and learning will facilitate the development of analytical and critical thinking and the ability to lead and manage change. The School offers a learning environment in which postgraduate students' existing experience is valued and respected, in the context of the national and international drive towards improving outcomes for health and social service users.
 consolidate and extend theoretical knowledge and practical skills in the delivery of health and social care;

 develop self-direction and originality in tackling and solving problems;
 contribute to the improvement of health and social services locally, nationally and internationally;
 achieve mastery in the critical analysis of research, policy and scholarship relevant to their field of practice;
 prepare for leadership roles in health and social care.

Outline Description of Course

The MSc in Health and Social Care provides a framework within which students can follow a generic pathway or choose from a menu of ten specialist pathways. There will be exit points at 60 credits (Postgraduate Certificate) and 120 Credits (Postgraduate Diploma), promoting maximum flexibility for students undertaking the programme.

Distingushing Features

A key academic benefit of the course is its inter-professional/cross practice nature, thus the potential to draw applicants from a wide range of health and social care settings. This will enhance future interdisciplinary working, training and supervision. Students will benefit from the opportunity to learn from each others' experiences and professional perspectives. The Divisions Nursing, Midwifery and Physiotherapy form a single School and colleagues from all three Divisions are involved in the delivery of the course.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Applicants must have at least a second class UK honours degree (or international equivalent) and be working in health and social care.
Other Requirements	Applicants without a first degree may be considered for the course based on clinical experience and previous study subject to approval.
IELTS Requirements	6.0 with no less than 5.0 in any element
TOEFL Paper Based Requirements	550 with at least 4 in the TWE

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

Introduction

Students who complete this course will demonstrate knowledge and understanding of:

A1 contemporary policy developments and practice initiatives within their own field of health and social care;

A2 theoretical frameworks for leadership development and change management;

A3 the process of developing a research question, with regard to epistemology, methods and application;

A4 established techniques of research and enquiry to improve health and social care practice.

Intellectual Skills

Introduction

Students who complete this course will be able to:

B1 assess complex health needs and plan, deliver and evaluate appropriate interventions;

B2 systematically identify, evaluate and critically appraise research and other forms of evidence informing their own field of health and social care;

B3 synthesise knowledge gained through experiential learning and scholarly activities to evaluate own and others' practice and service delivery;

B4 demonstrate self-direction and originality in tackling and solving challenging problems through completing a substantial research or practice improvement project.

Professional/Pracical Skills

Introduction

Students who complete this course will be able to:

C1 plan, deliver and evaluate care to address people's complex health and wellbeing needs;

C2 promote health and wellbeing through contributing to the development, implementation and evaluation of policy within their organisation;

C3 formulate a realistic and well-justified personal development plan as part of a reflective portfolio to advance their leadership knowledge and skills;

C4 initiate and develop innovative research and practice improvement projects.

Transferable/Key Skills

Introduction

Students who complete this course will be able to:

D1 critically analyse their personal, practitioner and education learning objectives and evaluate their own practitioner development

D2 communicate effectively on complex matters, both in writing and through oral discussion and presentation;

D3 use appropriate and effective information and communication technologies;

D4 effectively manage their time and work to deadlines.

Teaching and Learning for all sections if summarised

Teaching and learning methods: lectures, group discussion, student and tutor-led seminars, web-based learning activities using Web CT, tutor-led group tutorials, individual tutorials and academic supervision, on line discussion boards, online group tutorials and discussion forums.

Assessment for all sections if summarised

Methods of assessment: written assignments, Web CT examination, critical incident analysis, action plan development, evidence-based portfolios, oral presentation, poster presentation.

Section A. Basic Information

1 Title

Health and Social Care

2 Course Code

B798

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Applicants must have at least a second class UK honours degree (or international equivalent) and be working in health and social care.
Other Requirements	Applicants without a first degree may be considered for the course based on clinical experience and previous study subject to approval.
IELTS Requirements	6.0 with no less than 5.0 in any element
TOEFL Paper Based Requirements	550 with at least 4 in the TWE

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Health and Social Care

2 Course Code

B799

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Applicants must have at least a second class UK honours degree (or international equivalent) and be working in health and social care.
Other Requirements	Applicants without a first degree may be considered for the course based on clinical experience and previous study subject to approval.
IELTS Requirements	6.0 with no less than 5.0 in any element
TOEFL Paper Based Requirements	550 with at least 4 in the TWE

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Clinical Leadership for Innovative Practice (Derby Hospitals cohort)

2 Course Code

B79A

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

Single Subject

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

<p>This course aims to recruit health and social care professionals working in or wishing to progress towards positions of clinical leadership with responsibility for learning innovation and modernisation of health and social care.</p>

Section B. General Information

Educational Aims

<p>This course aims to recruit health and social care professionals working in or wishing to progress towards positions of clinical leadership with responsibility for leading innovation and modernisation of health and social care. Consequently the programme will equip its graduates with the knowledge and skills required to demonstrate effective clinical leadership of their service, implement their organisation's vision, innovate within their role and lead and motivate their staff within the context of the public and government demand for improving and modernising health and social care services. The development of analytical and critical thinking will be fostered through a student-centred and facilitative approach to teaching and learning within a School environment and ethos or valuing and respecting the student's existing professional knowledge and experience.</p>
<p>The Postgraduate Certificate in Clinical Leadership for Innovative Practice aims to enable students to:</p>

consolidate and extend theoretical knowledge and practical skills in the application of management and leadership theory to clinical practice;
demonstrate effective clinical leadership and management of people, resources, services and patient / user care delivery;
develop originality in solving problems, implementing solutions, innovating and promulgating good practice locally, nationally and internationally as appropriate.

Distingushing Features

<p>The course facilitates multi-professional shared learning among professional groups of staff in clinical leadership roles and provides an opportunity for encouraging and improving teamwork reflecting modern approaches to the delivery of health and social care. Students will benefit from the opportunity to learn from each others' experiences and professional perspectives with the potential to further support and develop interdisciplinary; problem solving, team working, education and training, management thus promulgating best practice.</p>

Section C. Supplementary Regulations

1 Admission Requirements

<p>Applicants to the course will be professionals in clinical leadership roles or preparing for such roles. Consequently they will be expected to demonstrate a commitment and drive for improving the delivery of health and social care within their own organisation. Applicants will normally be expected to possess a first degree [usually 2.2 or above] or other relevant qualification/s and/or experience deemed equivalent.</p>

<p>The programme is primarily aimed at individuals working within the UK and is therefore not currently intended to be available to international students.</p>

<p>Students whose first language is not English are required to have the following English language qualifications before they can register on the programme:</p>

IELTS 6.0 (no less than 5.0 in any element)
TOEFL paper-based 550 (no less than 4.0 in TWE)
TOEFL iBT 79 (no less than 17 in any element)

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

Introduction

Students who complete this course will demonstrate knowledge and understanding of:

<p>A1 health and social care politics and sources of power and contemporary policy developments within their own organisation and the wider health and social care community and society;</p>

<p>A2 theoretical frameworks for management and leadership, strategy and managing change;</p>

<p>A3 established techniques for performance management of staff including; influencing, negotiating, motivating and coaching skills.</p>

Intellectual Skills

Introduction

Students who complete this course will be able to:

<p>B1 systematically identify, critically appraise and evaluate information including research and other forms of evidence informing their scope of clinical leadership;</p>

<p>B2 synthesise knowledge gained through experiential learning and scholarly activities to evaluate own and others'€™ practice and service delivery;</p>

<p>B3 develop originality and innovation in solving challenging problems.</p>

Professional/Pracical Skills

Introduction

Students who complete this course will be able to:

Transferable/Key Skills

Introduction

Students who complete this course will be able to:

<p>D1 critically analyse their personal and professional development as a clinical leader / manager through self awareness and

Section A. Basic Information

1 Title

Clinical Leadership for Innovative Practice

2 Course Code

B79B

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

Single Subject

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

This course aims to recruit health and social care professionals working in or wishing to progress towards positions of clinical leadership with responsibility for learning innovation and modernisation of health and social care.

Section B. General Information

Educational Aims

<p>This course aims to recruit health and social care professionals working in or wishing to progress towards positions of clinical leadership with responsibility for leading innovation and modernisation of health and social care. Consequently the programme will equip its graduates with the knowledge and skills required to demonstrate effective clinical leadership of their service, implement their organisation's vision, innovate within their role and lead and motivate their staff within the context of the public and government demand for improving and modernising health and social care services. The development of analytical and critical thinking will be fostered through a student-centred and facilitative approach to teaching and learning within a School environment and ethos or valuing and respecting the student's existing professional knowledge and experience.</p>
 <p>The Postgraduate Certificate in Clinical Leadership for Innovative Practice aims to enable students to:</p>

 consolidate and extend theoretical knowledge and practical skills in the application of management and leadership theory to clinical practice;
 demonstrate effective clinical leadership and management of people, resources, services and patient / user care delivery;
 develop originality in solving problems, implementing solutions, innovating and promulgating good practice locally, nationally and internationally as appropriate.

Distingushing Features

<p>The course facilitates multi-professional shared learning among professional groups of staff in clinical leadership roles and provides an opportunity for encouraging and improving teamwork reflecting modern approaches to the delivery of health and social care. Students will benefit from the opportunity to learn from each others' experiences and professional perspectives with the potential to further support and develop interdisciplinary; problem solving, team working, education and training, management thus promulgating best practice.</p>

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	Applicants must have at least a second class UK honours degree (or international equivalent) and be working in health and social care.
Other Requirements	Applicants without a first degree may be considered for the course based on clinical experience and previous study subject to approval.
IELTS Requirements	6.0 with no less than 5.0 in any element
TOEFL Paper Based Requirements	550 with at least 4 in the TWE

<p>Applicants to the course will be professionals in clinical leadership roles or preparing for such roles. Consequently they will be expected to demonstrate a commitment and drive for improving the delivery of health and social care within their own organisation. Applicants will normally be expected to possess a first degree [usually 2.2 or above] or other relevant qualification/s and/or experience deemed equivalent.</p>

<p>The programme is primarily aimed at individuals working within the UK and is therefore not currently intended to be available to international students.</p>

<p>Students whose first language is not English are required to have the following English language qualifications before they can register on the programme:</p>

IELTS 6.0 (no less than 5.0 in any element)
TOEFL paper-based 550 (no less than 4.0 in TWE)
TOEFL iBT 79 (no less than 17 in any element)

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

Introduction

Students who complete this course will demonstrate knowledge and understanding of:

<p>A1 health and social care politics and sources of power and contemporary policy developments within their own organisation and the wider health and social care community and society;</p>

<p>A2 theoretical frameworks for management and leadership, strategy and managing change;</p>

<p>A3 established techniques for performance management of staff including; influencing, negotiating, motivating and coaching skills.</p>

Intellectual Skills

Introduction

Students who complete this course will be able to:

<p>B1 systematically identify, critically appraise and evaluate information including research and other forms of evidence informing their scope of clinical leadership;</p>

<p>B2 synthesise knowledge gained through experiential learning and scholarly activities to evaluate own and others' practice and service delivery;</p>

<p>B3 develop originality and innovation in solving challenging problems.</p>

Transferable/Key Skills

Introduction

Students who complete this course will be able to:

<p>D1 critically analyse their personal and professional development as a clinical leader / manager through self awareness and

Section A. Basic Information

1 Title
Health Policy and Organisation

2 Course Code
B901

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:
Candidates for the Masters Degree are required to follow a prescribed course of part-time study for not less than two and not more than four academic years. Candidates for the Postgraduate Diploma are required to follow a prescribed course of study for not less than eighteen months and not more than three years.
Degree Information:

A candidate who achieves a satisfactory standard in all twelve modules will be awarded the degree of Master of Science in Health Policy & Organisation. A candidate who achieves a satisfactory standard in Modules 1 to 8 shall be awarded the Postgraduate Diploma in Health Policy and Organisation. Such a candidate will not normally be permitted to proceed to the Masters degree and no candidate shall be awarded both Postgraduate Diploma and the Masters of Science degree.

Reassessment
A candidate who fails to satisfy the examiners in one or more of the requirements of the examination may be permitted to resubmit for re-examination all or part of the work on one occasion only. Normally a candidate who fails at the first attempt is required to resubmit work for assessment for each module no later than six weeks from the date of the formal failure notification.

In exceptional cases and by special permission of the head of School and Course Director, a candidate may be allowed an interval of one year following the last date for completion of the initial examination in which to present him/herself for re-examination. Candidates are not normally permitted to carry more than one fail at a time and a candidate who does so may be required to suspend their course of study to allow time for re-submission.

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Health Policy and Organisation

2 Course Code

B903

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Candidates for the Postgraduate Diploma are required to follow a prescribed course of study for not less than eighteen months and not more than three years.

Degree Information:

A candidate who achieves a satisfactory standard in all twelve modules will be awarded the degree of Master of Science in Health Policy & Organisation. A candidate who achieves a satisfactory standard in Modules 1 to 8 shall be awarded the Postgraduate Diploma in Health Policy and Organisation. Such a candidate will not normally be permitted to proceed to the Masters degree and no candidate shall be awarded both Postgraduate Diploma and the Masters of Science degree.

Reassessment
A candidate who fails to satisfy the examiners in one or more of the requirements of the examination may be permitted to resubmit for re-examination all or part of the work on one occasion only. Normally a candidate who fails at the first attempt is required to resubmit work for assessment for each module no later than six weeks from the date of the formal failure notification.

In exceptional cases and by special permission of the head of School and Course Director, a candidate may be allowed an interval of one year following the last date for completion of the initial examination in which to present him/herself for re-examination. Candidates are not normally permitted to carry more than one fail at a time and a candidate who does so may be required to suspend their course of study to allow time for re-submission.

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Undergraduate - No Award

2 Course Code

NONE

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Postgraduate - No Award

2 Course Code
NONE

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Undergraduate - No Award

2 Course Code

NONE

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

Course Weightings % :
Degree Calculation Model:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Postgraduate - No Award

2 Course Code

NONE

3 School(s) Responsible For Management Of The Course

Nursing 100%

4 Type of Course
Single Subject

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Physiotherapy

Section A. Basic Information

1 Title
Physiotherapy

2 Course Code
B160

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Chartered Society of Physiotherapy
Health Professions Council

7 Releva nt QAA Subject Benchmarks(s)

Health Studies

Relevant QAA subject benchmarking group: Health Care Programmes (physiotherapy)

Section B. General Information

Educational Aims

The educational aims of the programme have reference to the Health care programmes (Physiotherapy) subject benchmark statements (see Appendix I and II). The programme aims to educate the physiotherapists of the future, who are skilled, flexible and adaptable, in meeting the needs of individuals by using the best current evidence. A commitment to evidence based practice, personal and professional development and life-long learning will be encouraged. This will be achieved by ensuring that the student develops skills of self-direction in learning, team work, reflection and clinical reasoning, and fostering an enthusiasm for learning. There will be a strong emphasis on student-centred and peer learning, and clinical practice in a wide variety of settings that reflect the modern health care environment. There will also be an emphasis on developing interprofessional learning (IPL) further within the course. This will enable them to make a seamless transition into postgraduate professional practice.

The programme aims to educate the physiotherapists of the future, who are skilled, flexible and adaptable, in meeting the needs of individuals by using the best current evidence. A commitment to evidence based practice, personal and professional development and life-long learning will be encouraged. This will be achieved by ensuring that the student develops skills of self-direction in learning, team work, reflection and clinical reasoning, and fostering an enthusiasm for learning. There will be a strong emphasis on student-centred and peer learning, and clinical practice in a wide variety of settings that reflect the modern health care environment. There will also be an emphasis on developing interprofessional learning (IPL) further within the course. This will enable them to make a seamless transition into postgraduate professional practice.

Outline Description of Course

Outline description of the course:
The course is designed in a full-time modular format which is delivered over 3 years. Each year consists of two semesters: the autumn semester runs from September/October to February, and the spring semester from February to June. Students take 120 credits worth of modules each year that are obtained from a number of core and optional modules in both the academic and clinical subject areas. Year 1 is the qualifying year; the results obtained in years 2 and 3 counts towards the degree classification (35% and 65% respectively). There are 36 weeks of clinical practice, which are shared between the second and third years. The overall structure of the programme is set out below (Table).

See www.nottingham.ac.uk/physiotherapy for more details.

Year 1
Year one is based within the university, and concentrates on the development of knowledge and understanding in key areas; development of intellectual skills, and initiation of clinical reasoning. The key themes of this year are acquisition of knowledge in anatomy, pathophysiology, and evidence-based practice, and the commencement of personal and professional development. Clinical visits, where the student â€˜shadowsâ€™ a clinical colleague are introduced in the later part of the year to facilitate understanding of the role of a physiotherapist.

Year 2
The second year is divided into periods of academic work and 4, four-week clinical placements (16 weeks). It aims to develop an academic and professional progression in both of these areas. During this year students are expected to take an increasing responsibility for their own learning with tutorial guidance, and this is reflected in the methods employed in teaching and assessment. Key themes of evidence-based practice and personal and professional development are continued and developed from year 1.

Year 3
The third year is again divided into periods of academic work and clinical practice as in year two, but an element of choice is added to the academic and clinical modules. The clinical placements follow the format of year 2 (16 weeks), with the addition of a four week elective placement at the end of the year where the student is able to arrange clinical practice that suits their own interests. A strong element of choice is developed in the academic component, and students choose 4 option modules from a wide range of subject areas. This can complement or add to their profile by allowing the student to explore in greater depth areas of particular interest. The themes of personal and professional development and evidence-based practice continue throughout, as in the previous two years. It is expected that the student is able to work independently, both as a learner and as a member of the health care team, and the format of small group learning in optional modules facilitates this.

Distingushing Features

This programme is distinctive because of the large element of student choice in the third year of the course. This enables the student to follow their particular interest which is intended to create a learning environment that will develop further into continuing professional development and a philosophy of life-long learning for the individual. Due to the specialist nature of the option modules, clinical specialists and academics from other divisions provide considerable input to the teaching. The involvement of guest lecturers increases the studentsâ€™ appreciation of the importance of the interprofessional/multidisciplinary approach, and the many facets that must be considered both in the diagnosis and the management of people presenting with complex physical and mental disorders and disease. The small group format of the individual option modules enables the student to further develop critical thinking, and discuss and justify opinions and present them in appropriate ways in order to develop a wider understanding of the nature of physiotherapy

A programme of interprofessional learning (IPL) is fostered from the first year where they will learn with, from and about other health and social care students. Initially, the students will learn about the role of other health professions while they are developing their own professional identity in the first semester and then will learn more about others during a series of clinical visits. It is intended that we also share small learning groups with other students which involve Personal and Professional Development (PPD) issues. IPL is also embedded in every clinical education module, which commence in year 2, as students work with all members of the health and social care team involved in patient/client management. They produce evidence of interprofessional collaboration and learning from practice placement opportunities, which is then used in their professional portfolio and assessed in the Personal & Professional Development modules. An IPL conference for undergraduates from a variety of health care professions is organised in the third year of the course, where students learn with, from and about each other using a â€˜hot topicâ€™ as the focus of discussions.

An innovative approach to formative and summative assessment takes the emphasis off the more traditional written papers and helps to address the differing learning needs and preferred assessment styles of the student. There is an element of peer marking within some of the assessments, which contributes to the overall mark. The methods employed range from literature review, discursive or critical review essays, abstracts, laboratory reports, individual, group and poster presentations, case studies, OSCEâ€™s and OSPEâ€™s, vivas, clinical assessment, profile, portfolio and 10,000 word dissertation that is designed and developed by the student.

The clinical education component of the programme allows all students to complete all the core areas of physiotherapy practice, and focuses on learning in practice. Within this framework, each student is able to choose a clinical area of interest for one placement, which may complement or extend their knowledge and experience. This could be, for example, in paediatrics, mental health or womenâ€™s health. To reflect modern healthcare, placements range from the traditional hospital-based placements, to primary health care (community), specialists teams (eg back pain, stroke), private health services, industry, sports clubs and the armed forces. The Elective placement at the end of the programme also encourages the student to make choices, and enables the student to follow a particular interest or address a learning need.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements   BBB

2 Course Structure

Qualifying Year
Compulsory
  Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B91257	Evidence Based Practice 2	10	N	Spring
B91256	Neuromusculoskeletal Studies 2	20	N	Spring
B91255	Pathophysiology 2	15	N	Spring
B91154	Musculoskeletal disorders and disease (MSD&D)	20	N	Full Year
B91153	Evidence Based Practice 1	10	N	Autumn
B91152	Personal and Professional Development 1	15	N	Full Year
B91151	Neuromusculoskeletal Studies I	20	N	Autumn
B91150	Pathophysiology 1	10	N	Autumn
		Credit Total **120**		

Additional Module Choice Information for Qualifying Year

Part I
Compulsory
  Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B92358	Clinical Education - Orthopaedics	10	N	Full Year
B92359	Clinical Education - Musculoskeletal Rehabilitation	10	N	Full Year
B92360	Clinical Education - Primary Care	10	N	Full Year
B92362	Research Method & Planning	15	N	Full Year
B92363	Cardiorespiratory Disease and Disorders	10	N	Autumn
B92364	Personal and Professional Development 2	15	N	Full Year
B92365	Therapeutic Studies 1	15	N	Autumn
B92466	Therapeutic Studies 2	10	N	Spring
B92467	Neurology and Health Care of the Elderly	15	N	Spring
B92361	Clinical Education - Integrated Medicine	10	N	Full Year
		Credit Total **120**		

Additional Module Choice Information for Part I

Part II
Compulsory
  Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B93575	Physiotherapy Project	25	N	Full Year
B93574	Personal and Professional Development 3	15	N	Full Year
B93689	Elective Clinical Placement	0	N	Full Year
B93591	Clinical Education - Option Placement	10	N	Full Year
B93570	Clinical Education - Musculoskeletal	10	N	Full Year
B93569	Clinical Education - Neurology/Health Care of the Elderly	10	N	Full Year
B93568	Clinical Education - Cardiorespiratory	10	N	Full Year
		Credit Total **80**		

Restricted
  Group 1

Students Must Take 20.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B93576	The Management of Pain	10	N	Autumn
B93577	Women`s Health	10	N	Autumn
B93578	Exercise Science and Therapy	10	N	Autumn
B93579	Physiotherapy in Mental Health	10	N	Autumn
B93583	Physical Activity for Health	10	N	Autumn
B93694	Analysis of Human Movement (Option)	10	N	Autumn
B93698	A combined approach to rehabilitation of the Spine 1 (Option)	10	N	Autumn
		Credit Total **70**		

  Group 2

AND 20.00 credits from this group

Code	Title	Credits	Compensatable	Taught
B93687	Burns and Plastic Surgery	10	N	Spring
B93686	Cardio-respiratory Option Module	10	N	Spring
B93682	Neurorehabilitation	10	N	Spring

B93684	Sports Medicine and Sports Injuries	10	N	Spring
B93699	A combined approach to rehabilitation of the Spine 2 (Option)	10	N	Spring
B93700	An integrated approach to the use of Complementary Medicine in Physiotherapy (Option)	10	N	Spring
	Credit Total	**60**		

Additional Module Choice Information for Part II

3 Assessment Criteria

Progression Information:

Students are expected to attend 100% of all taught elements of each module, this includes both in-school and clinical education modules. In order to be eligible for assessment of the module, students must attend a minimum of 75% of all taught elements. Students whose attendance in a module is unsatisfactory, ie they attend less than 75% of all timetabled teaching within a module, or are unpunctual on a regular basis, may be required to undertake remedial work in accordance with such conditions as agreed with the Head of Division prior to consideration for assessment. Students who achieve a mark of at least 40% in each module may be permitted to proceed to the following year. No compensation is permissible between modules. Assessments that form part of the following module assessments are identified as "stand alone assessments" ; B92362. Where assessments within a module are specified as "stand alone assessments" students must achieve a mark of at least 40% in every assessment to allow for progression. Students failing to achieve a mark of 40% or more at the first attempt will normally be allowed to retake the failed module assessment(s), at a time agreed, prior to the commencement of the following academic year.

Degree Information:

To qualify for the award of BSc in Physiotherapy a student must have satisfied the Board of Examiners both in terms of their academic achievemants and in the Professional Practice of Physiotherapy.

Students who satisfy the Board of Examiners in their academic achievements but fail to do so in the Professional Practice of Physiotherapy will qualify for award of the Degree of BSc in Health Sciences. This award does not lead to eligibility to apply for membership of the Chartered Society of Physiotherapy or State Registration. Therefore the student does not have a license to practice as a Chartered Physiotherapist.

Course Weightings % :

Part I: 35

Part II: 65

Degree Calculation Model: Arithmetic Mean

4 Other Regulations

Section D. Learning Outcomes

The programme learning outcomes require input from academic staff and clinical specialists. The strong practical emphasis of the course involves a partnership between clinical educators and university staff to facilitate learning on practice placement (clinical education module). The student–centred elements will be supported by the strong tutorial systems that are in place.

Knowledge and Understanding

Introduction

By the end of the course the student should be able to discuss:

A1   The theoretical basis of physiotherapy
A2   Human anatomy and physiology emphasising the dynamic   relationships of human structure and function and focusing on the musculoskeletal, cardiorespiratory and nervous systems

A3   Issues that affect physiotherapy practice
A4   The different approaches to, and research processes in the health professions
A5   Disorders and diseases that are relevant to physiotherapy practice
A6   The psychosocial effects of disease or injury on the individual, the family and the wider environment
A7   Show an integrated understanding of the interprofessional knowledge that underpins patient management

Teaching and Learning and Assessment for above section

Acquisition of knowledge in A1 to A7 is achieved mainly through lectures, tutorials, practical sessions, clinical visits, peer learning,

Intellectual Skills

Introduction

Students should be able to demonstrate their ability to:

B1   Apply problem solving skills to theory and practice of physiotherapy
B2   Evaluate the effectiveness of patient management programmes throughout the intervention and modify them as necessary
B3   Critically analyse, evaluate, and interpret research literature
B4   Synthesise evidence of theory and practice to enhance clinical practice
B5   Use research evidence appropriately in their thinking and practice
B6   Develop, implement and complete a research project
B7   Reflect on own learning and development needs

Teaching and Learning and Assessment for above section

Teaching and learning methods that enables the learning outcomes to be achieved:

Professional/Pracical Skills

Introduction

By the end of the course the student should be able to:

Cl   Examine a patient, assess the findings and plan an appropriate physiotherapeutic treatment programme using clinical reasoning skills

C2 Apply physiotherapeutic techniques appropriately, competently and safely

C3 Communicate effectively with patients, carers, health and social care professionals, both orally and in writing

C4 Use research evidence to promote evidence based practice and enhance clinical reasoning

C5 Actively develop their continuing professional development

C6 Promote physiotherapy and educate others concerning the role of the physiotherapist

C7 Promote the future development of the physiotherapy profession

C8 Conduct themselves in a professional manner in accordance with the Rules of Professional Conduct laid down by the Chartered Society of Physiotherapy (CSP) and the Health Professions Council (HPC)

C9 Enable individuals and groups to optimise their health and well-being

C10 Identify the psychological, social and spiritual needs of patients

Teaching and Learning and Assessment for above section

Teaching and learning methods that enables the learning outcomes to be achieved:

Transferable/Key Skills

Introduction

By the end of the programme the student should be able to:
Transferable/key skills

Teaching and Learning and Assessment for above section

Teaching and learning methods that enables the learning outcomes to be achieved:

Section A. Basic Information

1 Title

Health Studies

2 Course Code

B161

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

This degree is awarded to students who satisfy the Board of Examiners in their academic achievements but fail to do so in the Professional Practice of Physiotherapy for the BSc Physiotherapy and therefore only qualify for this award of the Degree of BSc in Health Sciences. This award does not lead to eligibility to apply for membership of the Chartered Society of Physiotherapy or State Registration. Therefore the student does not have a license to practice as a Chartered Physiotherapist.

Course Weightings % :

Part I: 35

Part II: 65

Degree Calculation Model: Arithmetic Mean

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Physiotherapy

2 Course Code

B163

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Chartered Society of Physiotherapy

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The programme aims to develop the studentsâ€™ interest in and knowledge and understanding of their profession, its current position in health care provision, its scope for development and their place within that scope. In doing so it will develop students as intellectual, critical individuals with an insight into the principles of lifelong learning, and capable of applying them for both personal and professional benefit.
</br>
<u>Students will acquire:</u>
 Skills, concepts and knowledge related to advanced practice to strengthen a career in physiotherapy, or related field.
 the ability to work as both an autonomous decision-maker, as well as part of a multi-disciplinary teams
 the ability to critically appraise published material, interpret and then apply this information
 effective written and oral communication skills.
 further knowledge and skills in academic disciplines allied to physiotherapy depending on the chosen optional module pathway
 the ability to plan, conduct, write-up and defend an in-depth project related to the specific area of academic and clinical interest.

Outline Description of Course

The programme is modular and comprised of core modules, including protocol and project modules and optional modules.

The courses may be taken on a full-time or part-time basis.

The study period is one year full-time or two years part-time. Each year is divided into two taught 15 week Semesters.

<p><u>Full-time</u> 2 x 15 week taught semesters, beginning October to the end of June in one academic year.

Attendance dependent on chosen modular pathway

Continued project work throughout the summer period.

<p><u>Part-time</u>   4 x 15 week taught semesters, beginning October to the end of June in two academic years.

Continued project work throughout the summer periods.

Attendance dependent on chosen modular pathway

Core modules must be taken in Year 1.

<p><u>or</u></u>

<p>a pre-determined mixture of part-time and full-time study for up to a maximum of four years. A study break of up to, but not exceeding, two academic years will be permitted.

Distingushing Features

The student pathways enable students to take a flexible route through the course, integrating optional modules reflecting their specific interests and needs. This chosen pathway will enhance studentsâ€™ professional profile and the development of this programme has been influenced strongly by profession career progression requirements.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	A first degree in Physiotherapy or a related Health Care subject of at least a 2.2 classification with relevant experience or equivalent
Other Requirements	International students whose first language is not English are required to have the following English language qualifications before they can register on an academic programme. However, applicants from certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at: http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waivin g-English-Language-Requirements%20.doc
IELTS Requirements	IELTS 7.0 (no less than 6.5 in any element)
TOEFL Paper Based Requirements	TOEFL paper-based 600 (no less than 5.0 in TWE)

2 Course Structure

PG I

Compulsory

 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B74PPR	Project Proposal	10	N	Spring
		Credit Total **10**		

Additional Module Choice Information for PG I

3 Assessment Criteria

Progression Information:

This programme will comply with the University Regulations for Undergraduate Courses/ University Regulations for Taught Masters Degrees, Postgraduate Diploma and Postgraduate Certificate courses which can be found at: PG = http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm
</br>

Degree Information:

<p>Information on the marking criteria used by the School can be found in the Course Handbook. These criteria will provide students with clear guidance on the performance required to obtain marks at various levels (e.g. 70%+, 60-70, 50-60, 40-50).
<p>
(a) a credit-weighted mark of at least 70% must be gained for a Distinction to be awarded.
</br>
(b) a credit-weighted mark of between 60 and 69% must be gained for a Merit to be awarded.
</br>

4 Other Regulations

<p>The Board of Examiners has the discretion to determine classification as follows. When a final credit weighted mark falls within a borderline either of 68% or 69% for Distinction, the Examiners will take into account other relevant performance (eg balance of grades on assessment, rising profile, extenuating circumstances etc) to determine if the classification may be raised to a Distinction.

<p>When a student has personal extenuating circumstances such that the final mark is deemed to be unrepresentative of their normal performance, the Board of Examiners will satisfy itself by appropriate means that an exception should be made to the normal rules of classification and a recommendation should be made to the appropriate Academic/Faculty Board Assessment Committee for ratification. There is no discretion to lower the classification below that indicated by the final credit weighted average mark.

<p>No compensation between modules is permitted: candidates must pass all modules for which they are registered must be passed at the appropriate level. Candidates must pass each element of any module where it is stipulated in the Module Specification that no compensation is permitted. Candidates who fail to satisfy the examiners of an assessment for a Module are permitted one re-examination of the assessment and/or one re-examination of one element of an assessment where a module has more than one assessment in a form to be agreed by the Course Director. Students must pass the module at the required level: 40% for Certificate and Diploma, 50% for Masters.

<p>Where APL has been awarded the APL portfolio assessment will be factored into the calculation for the credit weighting average.

<p>Candidates failing to satisfy the examiners in the project dissertation at first or second submission may be awarded a Diploma on completion of requirements for that qualification.

Section D. Learning Outcomes

Knowledge and Understanding

A1. the legal and ethical responsibilities of professional practice

A2 the scope of professional practice

A3 self-directed learning in the promotion of professional development

A4 their role within health and social care services

A5 government policies for the provision of health and social care

A6 statistics and research methodology as applied to clinical research

A7 the processes involved in making their professional practice "evidence based"

A8 differing theoretical approaches to profession specific rehabilitation research and practice

A9 the historical, social, legal and political factors that influence clinical research and practice

A10 the variety of ways in which the outputs of research can be disseminated
</br>

Intellectual Skills

B1 critically appraise and review published research findings

B2 critically evaluate methods of assessment and treatment in clinical practice

B3 place their own work role into its context in healthcare

B4 critically evaluate differing theoretical approaches to research and practice

B5 integrate theory and practice

B6 consider a range of analytic methods and select the most appropriate one(s) to analyse data collected in a research study

B7 identify the appropriate way(s) in which results of a research study can be disseminated
</br>

Professional/Pracical Skills

C1 demonstrate the impact of self analysis on personal practice

C2 apply problem solving skills

C3 justify and use of advanced therapeutic skills in practice

C4 appraise the impact of government policies on clinical research and practice

C5 search the literature for evidence

C6 analyse and interpret the results of research studies

C7 design and carry out their own research study

C8 demonstrate a professional and independent working ethic

C9 use IT to search, analyse, summarise and present data effectively

C10 prepare, deliver and discuss time-limited oral, poster and written presentations
</br>

Transferable/Key Skills

D1 communicate effectively in writing and by oral presentation

D2 develop numeric and problem solving skills

D3 use a range of software packages

D4 work effectively either independently or as part of a team

D5 manage their time efficiently and prioritise tasks working to deadlines

D6 disseminate their research findings appropriately

D7 reflect on and analyse progress and assess personal learning needs on an ongoing basis

D8 demonstrate creative solutions to problems
</br>

Teaching and Learning for all sections if summarised

The programme learning outcomes specified above will be achieved through a combination of lectures, seminars, tutorials, practical activities, skills workshops and a research project. Learning outcomes will also be achieved through directed study time, independent study, student presentations, practical studies, experiential learning practice, group discussions, peer and tutor feedback and reflective clinical practice.
</br>

Assessment for all sections if summarised

A variety of assessment methods are utilised throughout the programme as follows: Individual written assignments Poster and oral presentations Individual written reports of analysis of data sets Written reports of clinical case studies Practical assessment of clinical skills Research project report Patient examinations Professional portfolios Learning logs

Section A. Basic Information

1 Title
Physiotherapy

2 Course Code
B163

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Chartered Society of Physiotherapy

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Skills, concepts and knowledge related to advanced practice to strengthen a career in physiotherapy, or related field.
the ability to work as both an autonomous decision-maker, as well as part of a multi-disciplinary teams
the ability to critically appraise published material, interpret and then apply this information
effective written and oral communication skills.
further knowledge and skills in academic disciplines allied to physiotherapy depending on the chosen optional module pathway
the ability to plan, conduct, write-up and defend an in-depth project related to the specific area of academic and clinical interest.

Outline Description of Course

The programme is modular and comprised of core modules, including protocol and project modules and optional modules.

The courses may be taken on a full-time or part-time basis.

The study period is one year full-time or two years part-time. Each year is divided into two taught 15 week Semesters.

<p><u>Full-time</u> 2 x 15 week taught semesters, beginning October to the end of June in one academic year.

Attendance dependent on chosen modular pathway

Continued project work throughout the summer period.

<p><u>Part-time</u>   4 x 15 week taught semesters, beginning October to the end of June in two academic years.

Continued project work throughout the summer periods.

Attendance dependent on chosen modular pathway

Core modules must be taken in Year 1.

<p><u>or</u>

<p>a pre-determined mixture of part-time and full-time study for up to a maximum of four years. A study break of up to, but not exceeding, two academic years will be permitted.

Distingushing Features
The student pathways enable students to take a flexible route through the course, integrating optional modules reflecting their specific interests and needs. This chosen pathway will enhance students'€™ professional profile and the development of this programme has been influenced strongly by profession career progression requirements.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	A first degree in Physiotherapy or a related Health Care subject of at least a 2.2 classification with relevant experience or equivalent
Other Requirements	International students whose first language is not English are required to have the following English language qualifications before they can register on an academic programme. However, applicants from certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at: http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc
IELTS Requirements	IELTS 7.0 (no less than 6.5 in any element)
TOEFL Paper Based Requirements	TOEFL paper-based 600 (no less than 5.0 in TWE)

2 Course Structure

3 Assessment Criteria

Progression Information:

Please refer to full time programme specification for details.
</br>

Degree Information:

Please refer to full time programme specification for details.
</br>

4 Other Regulations

Please refer to full time programme specification for details.
</br>

Section D. Learning Outcomes

Knowledge and Understanding

A1. the legal and ethical responsibilities of professional practice

A2 the scope of professional practice

A3 self-directed learning in the promotion of professional development

A4 their role within health and social care services

A5 government policies for the provision of health and social care

A6 statistics and research methodology as applied to clinical research

A7 the processes involved in making their professional practice "evidence based"

A8 differing theoretical approaches to profession specific rehabilitation research and practice

A9 the historical, social, legal and political factors that influence clinical research and practice

A10 the variety of ways in which the outputs of research can be disseminated
</br>

Intellectual Skills

B1 critically appraise and review published research findings

B2 critically evaluate methods of assessment and treatment in clinical practice

B3 place their own work role into its context in healthcare

B4 critically evaluate differing theoretical approaches to research and practice

B5 integrate theory and practice

B6 consider a range of analytic methods and select the most appropriate one(s) to analyse data collected in a research study

B7 identify the appropriate way(s) in which results of a research study can be disseminated
</br>

Professional/Pracical Skills

C1 demonstrate the impact of self analysis on personal practice

C2 apply problem solving skills

C3 justify and use of advanced therapeutic skills in practice

C4 appraise the impact of government policies on clinical research and practice

C5 search the literature for evidence

C6 analyse and interpret the results of research studies

C7 design and carry out their own research study

C8 demonstrate a professional and independent working ethic

C9 use IT to search, analyse, summarise and present data effectively

C10 prepare, deliver and discuss time-limited oral, poster and written presentations
</br>

Transferable/Key Skills

D1 communicate effectively in writing and by oral presentation

D2 develop numeric and problem solving skills

D3 use a range of software packages

D4 work effectively either independently or as part of a team

D5 manage their time efficiently and prioritise tasks working to deadlines

D6 disseminate their research findings appropriately

D7 reflect on and analyse progress and assess personal learning needs on an ongoing basis

D8 demonstrate creative solutions to problems
</br>

Teaching and Learning for all sections if summarised

The programme learning outcomes specified above will be achieved through a combination of lectures, seminars, tutorials, practical activities, skills workshops and a research project. Learning outcomes will also be achieved through directed study time, independent study, student presentations, practical studies, experiential learning practice, group discussions, peer and tutor feedback and reflective clinical practice.
</br>

Assessment for all sections if summarised

A variety of assessment methods are utilised throughout the programme as follows: Individual written assignments Poster and oral presentations Individual written reports of analysis of data sets Written reports of clinical case studies Practical assessment of clinical skills Research project report Patient examinations Professional portfolios Learning logs

Section A. Basic Information

1 Title

Physiotherapy

2 Course Code

B164

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Physiotherapy

2 Course Code

B164

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Physiotherapy

2 Course Code

B165

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Physiotherapy

2 Course Code

B165

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Continuing Professional Development (Physiotherapy)

2 Course Code
B166

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The programme aims to develop the students interest in and knowledge and understanding of their profession, its current position in health care provision, its scope for development and their place within that scope. In doing so it will develop students as intellectually developed individuals with an insight into the principles of lifelong learning, and capable of applying them for both personal and professional benefit.

Outline Description of Course

This is a 60 credit award, which may be taken in no less that 2 semesters and no more than 1 year. Students are required to achieve a minimum of 20 maximum of 30 credits study from the common / introductory modules, which must include the Personal Development in Professional Practice module. The remaining credits may be selected from the optional modules provided by this course.
Students may also select relevant module(s) offered by other Masters courses at Nottingham but these must have prior approval by the Course Co-ordinator.

Distingushing Features

The student pathways enable students to take a flexible route through the course, integrating optional modules reflecting their specific interests and needs.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	2.2
IELTS Requirements	7.0 (with no less than 6 for each element)
TOEFL Paper Based Requirements	600 (with a TWE score of at least 5)

2 Course Structure

Year 1
Compulsory
  Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B94001	Personal Development in Professional Practice	15	N	Full Year
	Credit Total	**15**		

Restricted
  Group 1   Students can choose either or both of these

Students Must Take a minimum of 10.00 and a maximum of 20.00 from this group

Code	Title	Credits	Compensatable	Taught
B94003	Introduction to Research	10	N	Autumn
B94002	Clinical Reasoning	15	N	Full Year
	Credit Total	**25**		

  Group 2

AND a minimum of 20.00 and a maximum of 40.00 from this group

Code	Title	Credits	Compensatable	Taught
B94015	Clinical Module in Physiotherapy Practice - Neurological Emphasis	20	N	Full Year
B94016	Work based project in Professional Practice I	10	N	Full Year
B94017	Work based project in Professional Practice II	20	N	Full Year
B94018	Contemporary Practices in Manual Therapy 1 - Upper Quadrant	30	N	Full Year
B94019	Contemporary Practices in Manual Therapy II - Lower Quadrant	30	N	Full Year
B94020	Contemporary Practices in Injection Therapy	20	N	Full Year
B94022	Movement Science Based Approach to Stroke Rehabilitation	30	N	Full Year
B94012	Women's Health	20	N	Autumn
B94011	Physiotherapy in Mental Health	20	N	Autumn
B94010	Neurorehabilitation	20	N	Spring
B94009	Sports Medicine/Sports Injuries	20	N	Spring
B94008	Exercise Science and Therapy	20	N	Autumn
B94007	Management of Pain	20	N	Autumn
B94006	Analysis of Human Movement	20	N	Spring
B94005	Health Education and Health Promotion	20	N	Autumn
B94004	Planning Research	20	N	Autumn
	Credit Total	**340**		

Additional Module Choice Information for Year 1

3 Assessment Criteria

Progression Information:

Each module is assessed individually using methods appropriate to the nature of the Module. These are described in the Course Handbook. Specific dates for submission are given.
Anonymous marking of submissions is carried out where feasible.
Candidates are required to achieve a standard satisfactory to the examiners on each Module. No compensation between modules is permitted.

Candidates must complete assessments related to each module as detailed in the course submission document. Assessment guidelines and criteria shall be specified in each module handbook.

Taught module assessments must be submitted on the dates specified at the beginning of the course of study. Non-attendance at an examination, without adequate reason, will result in a "fail" being recorded for that modular assessment. Any absence due to sickness must be accompanied by a doctor's note.

Degree Information:

As from September 2003 the pass mark for all assessments is 40% for Certificate level work. There shall be no compensation between modules. Unless otherwise stated in the module descriptor, there will be no compensation between assessments within a module.

No compensation between modules is permitted: candidates must pass each core or Candidates who fail to satisfy the Examiners in any part of the module assessment will normally be permitted to undergo re-examination on one further occasion in a form defined by the Course Director and with the approval of the Board of Examiners. No more than three such examinations will be permitted, and upon re-examination a bare pass (40%) only will be awarded.
Candidates who fail to attain the satisfactory standard on re-examination will normally be expected to terminate their studies.

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

A1. the legal and ethical responsibilities of professional practice
A2   the scope of professional practice
A3   self-directed learning in the promotion of professional development
A4   their role within health and social care services
A5   government policies for the provision of health and social care
A6   statistics and research methodology as applied to clinical research
A7   the processes involved in making their professional practice "evidence based"
A8   differing theoretical approaches to profession specific rehabilitation research and practice
A9   the historical, social, legal and political factors that influence clinical research and practice
A10 the variety of ways in which the outputs of research can be disseminated

Intellectual Skills

B1   critically appraise and review published research findings
B2   critically evaluate methods of assessment and treatment in clinical practice
B3   place their own work role into its context in healthcare
B4   critically evaluate differing theoretical approaches to research and practice
B5   integrate theory and practice
B6   consider a range of analytic methods and select the most appropriate one(s) to analyse data collected in a research study
B7   identify the appropriate way(s) in which results of a research study can be disseminated

Professional/Pracical Skills

C1   demonstrate the impact of self analysis on personal practice
C2   apply problem solving skills
C3   justify and use of advanced therapeutic skills in practice
C4   appraise the impact of government policies on clinical research and practice
C5   search the literature for evidence
C6   analyse and interpret the results of research studies
C7   design and carry out their own research study
C8   demonstrate a professional and independent working ethic
C9   use IT to search, analyse, summarise and present data effectively
C10 prepare, deliver and discuss time-limited oral, poster and written presentations

Transferable/Key Skills

D1   communicate effectively in writing and by oral presentation

D2   develop numeric and problem solving skills

D3   use a range of software packages

D4   work effectively either independently or as part of a team

D5   manage their time efficiently and prioritise tasks working to deadlines

D6   disseminate their research findings appropriately

D7   reflect on and analyse progress and assess personal learning needs on an ongoing basis

D8   demonstrate creative solutions to problems

Teaching and Learning for all sections if summarised

The programme learning outcomes specified above will be achieved through a combination of lectures, seminars, tutorials, practical activities, skills workshops and a research project. Learning outcomes will also be achieved through directed study time, independent study, student presentations, practical studies, experiential learning practice, group discussions, peer and tutor feedback and reflective clinical practice.

Assessment for all sections if summarised

A variety of assessment methods are utilised throughout the programme as follows:
Individual written assignments
Poster and oral presentations
Individual written reports of analysis of data sets
Written reports of clinical case studies
Practical assessment of clinical skills
Research project report
Patient examinations
Professional portfolios
Learning logs

Section A. Basic Information

1 Title
Continuing Professional Development (Physiotherapy)

2 Course Code
B167

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The programme aims to develop the students interest in and knowledge and understanding of their profession, its current position in health care provision, its scope for development and their place within that scope. In doing so it will develop students as intellectually developed individuals with an insight into the principles of lifelong learning, and capable of applying them for both personal and professional benefit.

Outline Description of Course

The Diploma is a 120 credits award, (the Certificate plus an additional 60 credits) which may be taken in no less than 4 semesters and no more than 2 years.
Students are required to study for the Certificate plus the Planning research module in addition to a minimum of 20 and a maximum of 30 credits study from the common / introductory modules. The remaining credits may be selected from the optional modules provided by this course.
Students may also select relevant module(s) offered by other Masters courses at Nottingham but these must have prior approval by the Course Co-ordinator.

Distingushing Features

The student pathways enable students to take a flexible route through the course, integrating optional modules reflecting their specific interests and needs.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements   2.2
IELTS Requirements   7.0 (with no less than 6 for each element)
TOEFL Paper Based Requirements   600 (with a TWE score of at least 5)

2 Course Structure

Year 1
Compulsory
  Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B94004	Planning Research	20	N	Autumn
B94001	Personal Development in Professional Practice	15	N	Full Year
	Credit Total	**35**		

Restricted
  Group 1   Students can choose either of both of these modules

Students Must Take a minimum of 10.00 and a maximum of 20.00 from this group

Code	Title	Credits	Compensatable	Taught
B94002	Clinical Reasoning	15	N	Full Year
B94003	Introduction to Research	10	N	Autumn
	Credit Total	**25**		

  Group 2

AND a minimum of 60.00 and a maximum of 80.00 from this group

Code	Title	Credits	Compensatable	Taught
B94005	Health Education and Health Promotion	20	N	Autumn
B94007	Management of Pain	20	N	Autumn
B94008	Exercise Science and Therapy	20	N	Autumn
B94009	Sports Medicine/Sports Injuries	20	N	Spring
B94010	Neurorehabilitation	20	N	Spring
B94011	Physiotherapy in Mental Health	20	N	Autumn
B94012	Women's Health	20	N	Autumn
B94018	Contemporary Practices in Manual Therapy 1 - Upper Quadrant	30	N	Full Year
B94019	Contemporary Practices in Manual Therapy II - Lower Quadrant	30	N	Full Year
B94020	Contemporary Practices in Injection Therapy	20	N	Full Year
B94022	Movement Science Based Approach to Stroke Rehabilitation	30	N	Full Year
B94006	Analysis of Human Movement	20	N	Spring
	Credit Total	**270**		

  Group 3   Students must take a maximum of 20 credits from this group

AND a minimum of 0.00 and a maximum of 20.00 from this group

Code	Title	Credits	Compensatable	Taught
B94015	Clinical Module in Physiotherapy Practice - Neurological Emphasis	20	N	Full Year
B94016	Work based project in Professional Practice I	10	N	Full Year
B94017	Work based project in Professional Practice II	20	N	Full Year
	Credit Total	**50**		

Additional Module Choice Information for Year 1

3 Assessment Criteria

Progression Information:

Each module is assessed individually using methods appropriate to the nature of the Module. These are described in the Course Handbook. Specific dates for submission are given.
Anonymous marking of submissions is carried out where feasible.
Candidates are required to achieve a standard satisfactory to the examiners on each Module. No compensation between modules is permitted.

Candidates must complete assessments related to each module as detailed in the course submission document. Assessment guidelines and criteria shall be specified in each module handbook.

Taught module assessments must be submitted on the dates specified at the beginning of the course of study. Non-attendance at an examination, without adequate reason, will result in a "fail" being recorded for that modular assessment. Any absence due to sickness must be accompanied by a doctor's note.
Degree Information:

As from September 2003 the pass mark for all assessments is 40% for Certificate and Diploma level work. There shall be no compensation between modules. Unless otherwise stated in the module descriptor, there will be no compensation between assessments within a module.

No compensation between modules is permitted: candidates must pass each core or Candidates who fail to satisfy the Examiners in any part of the module assessment will normally be permitted to undergo re-examination on one further occasion in a form defined by the Course Director and with the approval of the Board of Examiners. No more than three such examinations will be permitted, and upon re-examination a bare pass (40%) only will be awarded.
Candidates who fail to attain the satisfactory standard on re-examination will normally be expected to terminate their studies.

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

A1. the legal and ethical responsibilities of professional practice
A2 the scope of professional practice
A3 self-directed learning in the promotion of professional development
A4 their role within health and social care services
A5 government policies for the provision of health and social care
A6 statistics and research methodology as applied to clinical research
A7 the processes involved in making their professional practice "evidence based"
A8 differing theoretical approaches to profession specific rehabilitation research and practice
A9 the historical, social, legal and political factors that influence clinical research and practice
A10 the variety of ways in which the outputs of research can be disseminated

Intellectual Skills

B1 critically appraise and review published research findings
B2 critically evaluate methods of assessment and treatment in clinical practice
B3 place their own work role into its context in healthcare
B4 critically evaluate differing theoretical approaches to research and practice
B5 integrate theory and practice
B6 consider a range of analytic methods and select the most appropriate one(s) to analyse data collected in a research study
B7 identify the appropriate way(s) in which results of a research study can be disseminated

Professional/Pracical Skills

C1 demonstrate the impact of self analysis on personal practice
C2 apply problem solving skills
C3 justify and use of advanced therapeutic skills in practice
C4 appraise the impact of government policies on clinical research and practice
C5 search the literature for evidence
C6 analyse and interpret the results of research studies
C7 design and carry out their own research study
C8 demonstrate a professional and independent working ethic
C9 use IT to search, analyse, summarise and present data effectively
C10 prepare, deliver and discuss time-limited oral, poster and written presentations

Transferable/Key Skills

D1 communicate effectively in writing and by oral presentation

D2 develop numeric and problem solving skills

D3 use a range of software packages

D4 work effectively either independently or as part of a team

D5 manage their time efficiently and prioritise tasks working to deadlines

D6 disseminate their research findings appropriately

D7 reflect on and analyse progress and assess personal learning needs on an ongoing basis

D8 demonstrate creative solutions to problems

Teaching and Learning for all sections if summarised

The programme learning outcomes specified above will be achieved through a combination of lectures, seminars, tutorials, practical activities, skills workshops and a research project. Learning outcomes will also be achieved through directed study time, independent study, student presentations, practical studies, experiential learning practice, group discussions, peer and tutor feedback and reflective clinical practice.

Assessment for all sections if summarised

A variety of assessment methods are utilised throughout the programme as follows:
Individual written assignments
Poster and oral presentations
Individual written reports of analysis of data sets
Written reports of clinical case studies
Practical assessment of clinical skills
Research project report
Patient examinations
Professional portfolios
Learning logs

Section A. Basic Information

1 Title

Continuing Professional Development (Physiotherapy)

2 Course Code

B168

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The programme aims to develop the students interest in and knowledge and understanding of their profession, its current position in health care provision, its scope for development and their place within that scope. In doing so it will develop students as intellectually developed individuals with an insight into the principles of lifelong learning, and capable of applying them for both personal and professional benefit.

Outline Description of Course

The MSc is a 180 credit award, (the Diploma plus a speciality specific dissertation of 60 credits) which may be taken in no less than 4 semesters and no more than 4 years.
Students may select relevant module(s) offered by other Masters courses at Nottingham to add to their portfolio but these must have prior approval by the Course Co-ordinator.

Distingushing Features

The student pathways enable students to take a flexible route through the course, integrating optional modules reflecting their specific interests and needs.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements   2.2
IELTS Requirements   7.0 (with no less than 6 for each element)
TOEFL Paper Based Requirements   600 (with a TWE score of at least 5)

2 Course Structure

Year 1
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B94001	Personal Development in Professional Practice	15	N	Full Year
B94004	Planning Research	20	N	Autumn
	Credit Total	**35**		

Restricted
 Group 1   A minimum of 40 credits and a maximum of 80 credits from these modules

Students Must Take a minimum of 40.00 and a maximum of 80.00 from this group

Code	Title	Credits	Compensatable	Taught
B94005	Health Education and Health Promotion	20	N	Autumn
B94006	Analysis of Human Movement	20	N	Spring
B94007	Management of Pain	20	N	Autumn
B94008	Exercise Science and Therapy	20	N	Autumn
B94009	Sports Medicine/Sports Injuries	20	N	Spring
B94010	Neurorehabilitation	20	N	Spring
B94011	Physiotherapy in Mental Health	20	N	Autumn
B94012	Women's Health	20	N	Autumn
B94018	Contemporary Practices in Manual Therapy 1 - Upper Quadrant	30	N	Full Year
B94019	Contemporary Practices in Manual Therapy II - Lower Quadrant	30	N	Full Year
B94020	Contemporary Practices in Injection Therapy	20	N	Full Year
B94022	Movement Science Based Approach to Stroke Rehabilitation	30	N	Full Year
	Credit Total	**270**		

 Group 2   Students must take a maximum of 20 credits from these modules

AND a maximum of 20.00 from this group

Code	Title	Credits	Compensatable	Taught
B94015	Clinical Module in Physiotherapy Practice - Neurological Emphasis	20	N	Full Year
B94016	Work based project in Professional Practice I	10	N	Full Year
B94017	Work based project in Professional Practice II	20	N	Full Year
	Credit Total	**50**		

 Group 3   Students can take either or both of these modules

AND a minimum of 10.00 and a maximum of 20.00 from this group

Code	Title	Credits	Compensatable	Taught
B94002	Clinical Reasoning	15	N	Full Year
B94003	Introduction to Research	10	N	Autumn
	Credit Total	**25**		

Additional Module Choice Information for Year 1

Year 2
Compulsory
 Group 1

Students must take All modules in this group

Code	Title	Credits	Compensatable	Taught
B94021	Dissertation - CPD Physiotherapy	60	N	Full Year
	Credit Total	**60**		

Additional Module Choice Information for Year 2

3 Assessment Criteria

Progression Information:

Each module is assessed individually using methods appropriate to the nature of the Module. These are described in the Course Handbook. Specific dates for submission are given.
Anonymous marking of submissions is carried out where feasible.
Candidates are required to achieve a standard satisfactory to the examiners on each Module. No compensation between modules is permitted.

Candidates must complete assessments related to each module as detailed in the course submission document. Assessment guidelines and criteria shall be specified in each module handbook. Masters candidates must, in addition, submit a dissertation of between 12,000 - 15,000 words.
All candidates for the Master''s degree will submit themselves for a viva voce examination of their research project. This will account for 20% weighting for the module.
Taught module assessments must be submitted on the dates specified at the beginning of the course of study. Non-attendance at an examination, without adequate reason, will result in a "fail" being recorded for that modular assessment. Any absence due to sickness must be accompanied by a doctor's note.
Degree Information:

As from September 2003 the pass mark for all assessments is 50% for MSc level work, and 40% for Certificate and Diploma level work. There shall be no compensation between modules. Unless otherwise stated in the module descriptor, there will be no compensation between assessments within a module.

Candidates who attain a pass mark of 40% or more but less than 50% would need to submit themselves for reassessment in order to be eligible for consideration of MSc degree.

No compensation between modules is permitted: candidates must pass each core or Candidates who fail to satisfy the Examiners in any part of the module assessment will normally be permitted to undergo re-examination on one further occasion in a form defined by the Course Director and with the approval of the Board of Examiners. No more than three such examinations will be permitted, and upon re-examination a bare pass (50%) only will be awarded.

Candidates who fail to attain the satisfactory standard on re-examination will normally be expected to terminate their studies.

4 Other Regulations

Section D. Learning Outcomes

Knowledge and Understanding

A1. the legal and ethical responsibilities of professional practice
A2 the scope of professional practice
A3 self-directed learning in the promotion of professional development
A4 their role within health and social care services
A5 government policies for the provision of health and social care
A6 statistics and research methodology as applied to clinical research
A7 the processes involved in making their professional practice "evidence based"
A8 differing theoretical approaches to profession specific rehabilitation research and practice
A9 the historical, social, legal and political factors that influence clinical research and practice
A10 the variety of ways in which the outputs of research can be disseminated

Intellectual Skills

B1 critically appraise and review published research findings
B2 critically evaluate methods of assessment and treatment in clinical practice
B3 place their own work role into its context in healthcare
B4 critically evaluate differing theoretical approaches to research and practice
B5 integrate theory and practice
B6 consider a range of analytic methods and select the most appropriate one(s) to analyse data collected in a research study
B7 identify the appropriate way(s) in which results of a research study can be disseminated

Professional/Pracical Skills

C1 demonstrate the impact of self analysis on personal practice
C2 apply problem solving skills
C3 justify and use of advanced therapeutic skills in practice
C4 appraise the impact of government policies on clinical research and practice
C5 search the literature for evidence
C6 analyse and interpret the results of research studies
C7 design and carry out their own research study
C8 demonstrate a professional and independent working ethic
C9 use IT to search, analyse, summarise and present data effectively
C10 prepare, deliver and discuss time-limited oral, poster and written presentations

Transferable/Key Skills

D1 communicate effectively in writing and by oral presentation

D2 develop numeric and problem solving skills

D3 use a range of software packages

D4 work effectively either independently or as part of a team

D5 manage their time efficiently and prioritise tasks working to deadlines

D6 disseminate their research findings appropriately

D7 reflect on and analyse progress and assess personal learning needs on an ongoing basis

D8 demonstrate creative solutions to problems

Teaching and Learning for all sections if summarised

The programme learning outcomes specified above will be achieved through a combination of lectures, seminars, tutorials, practical activities, skills workshops and a research project. Learning outcomes will also be achieved through directed study time, independent study, student presentations, practical studies, experiential learning practice, group discussions, peer and tutor feedback and reflective clinical practice.

Assessment for all sections if summarised

A variety of assessment methods are utilised throughout the programme as follows:
Individual written assignments
Poster and oral presentations
Individual written reports of analysis of data sets
Written reports of clinical case studies
Practical assessment of clinical skills
Research project report
Patient examinations
Professional portfolios
Learning logs

Section A. Basic Information

1 Title

Physiotherapy (Manual Therapy)

2 Course Code

B16A

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Chartered Society of Physiotherapy

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The programme aims to develop the students' interest in and knowledge and understanding of their profession, its urrent position in health care provision, its scope for development and their place within that scope. In doing so it will develop students as intellectual, critical individuals with an insight into the principles of lifelong learning, and capable of applying them for both personal and professional benefit.

<p><u>Students will acquire</u>
 Skills, concepts and knowledge related ot advanced practice to strengthen a carer in physiotherapy, or related field.
 the ability to work as both an autonomous decision-maker, as well as part of a multi-disciplinary teams
 the ability to critically appraise published material, interpret and then apply this information
 effective written and oral communication skills.
 further knowledge and skills in academic disciplines allied to physiotherapy depending on the chosen optional module pathway
 the ability to plan, conduct, write-up and defend an in-depth project related to the specific area of academic and clinical interest.

Outline Description of Course

<p>The programme is modular and comprised of core modules, including protocol and project modules and optional modules. The courses may be taken on a full-time or part-time basis.
The study period is one year full-time or two years part-time. Each year is divided into two taught 15 week Semesters.</p>

<p><u>Full-time</u> 2 x 15 week taught semesters, beginning October to the end of June in one academic year.
Attendance dependent on chosen modular pathway
Continued project work throughout the summer period.</p>

<p><u>Part-time</u> 4 x 15 week taught semesters, beginning October to the end of June in two academic years.
Continued project work throughout the summer periods.
Attendance dependent on chosen modular pathway
Core modules must be taken in Year 1.</p>

<p><u>or</p></u>

a pre-determined mixture of part-time and full-time study for up to a maximum of four years. A study break of up to, but not exceeding, two academic years will be permitted.

Distingushing Features

The student pathways enable students to take a flexible route through the course, integrating optional modules reflecting their specific interests and needs. This chosen pathway will enhance students' professional profile and the development of this programme has been influenced strongly by profession career progression requirements. The Manual Therapy route is accredited by the Manipulation Association of Chartered Physiotherapists (MACP).

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	A first degree in Physiotherapy or a related Health Care subject of at least a 2.2 classification with relevant experience or equivalent
Other Requirements	International students whose first language is not English are required to have the following English language qualifications before they can register on an academic programme. However, applicants from certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at: http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc

IELTS Requirements	IELTS 7.0 (no less than 6.5 in any element)
TOEFL Paper Based Requirements	TOEFL paper-based 600 (no less than 5.0 in TWE)

The MACP accreditation Manual Therapy route requires at least 2 years clinical experience in a musculoskeletal setting.

2 Course Structure

3 Assessment Criteria

Progression Information:

This programme will comply with the University Regulations for Taught Masters Degrees, Postgraduate Diploma and Postgraduate Certificate courses which can be found at:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm</br>
</br>

Degree Information:

Information on the marking criteria used by the School can be found in the Course Handbook. These criteria will provide students with clear guidance on the performance required to obtain marks at various levels (e.g. 70%+, 60-70, 50-60, 40-50).</br>

<p>(a) a credit-weighted mark of at least 70% must be gained for a Distinction to be awarded.

b) a credit-weighted mark of between 60 and 69% must be gained for a Merit to be awarded.</br></p>
</br>

4 Other Regulations

<p>The Board of Examiners has the discretion to determine classification as follows. When a final credit weighted mark falls within a borderline either of 68% or 69% for Distinction, the Examiners will take into account other relevant performance (eg balance of grades on assessment, rising profile, extenuating circumstances etc) to determine if the classification may be raised to a Distinction.</p>

<p>When a student has personal extenuating circumstances such that the final mark is deemed to be unrepresentative of their normal performance, the Board of Examiners will satisfy itself by appropriate means that an exception should be made to the normal rules of classification and a recommendation should be made to the appropriate Academic/Faculty Board Assessment Committee for ratification. There is no discretion to lower the classification below that indicated by the final credit weighted average mark.</p>

<p>No compensation between modules is permitted: candidates must pass
all modules for which they are registered must be passed at the appropriate level. Candidates must pass each element of any module where it is stipulated in the Module Specification that no compensation is permitted. Candidates who fail to satisfy the examiners of an assessment for a Module are permitted one re-examination of the assessment and/or one re-examination of one element of an assessment where a module has more than one assessment in a form to be agreed by the Course Director. Students must pass the module at the required level: 40% for Certificate and Diploma, 50% for Masters.</p>

<p>Where APL has been awarded the APL portfolio assessment will be factored into the calculation for the credit weighting average.</p>

<p>Candidates failing to satisfy the examiners in the project dissertation at first or second submission may be awarded a Diploma on completion of requirements for that qualification.</p>

Section D. Learning Outcomes

Knowledge and Understanding

A1 the leagaal and ethical responsibilities of professional practice
A2 the scope of professional practice
A3 self-directed learning in the promotion of professional development
A4 their role within health and social care services
A5 government policies for the provision of health and social care
A6 statistics and research methodology as applied to clinical research
A7 the processes involved in making their professional practice "evidence based"
A8 differing theoretical approaches to profession specific rehabilitation research and practice
A9 the historical, social, legal and political factors that influence clinical research and practice
A10 the variety of ways in which the outputs of research can be disseminated
</br>

Intellectual Skills

B1 critically appraise and review published research findings
B2 critically evaluate methods of assessment and treatment in clinical practice
B3 place their own work role into its context in healthcare
B4 critically evaluate differing theoretical approaches to research and practice
B5 integrate theory and practice
B6 consider a range of analytic methods and select the most appropriate one(s) to analyse data collected in a research study
B7 identify the appropriate way(s) in which results of a research study can be disseminated
</br>

Professional/Pracical Skills

C1 demonstrate the impact of self analysis on personal practice
C2 apply problem solving skills
C3 justify and use of advanced therapeutic skills in practice
C4 appraise the impact of government policies on clinical research and practice
C5 search the literature for evidence
C6 analyse and interpret the results of research studies
C7 design and carry out their own research study
C8 demonstrate a professional and independent working ethic
C9 use IT to search, analyse, summarise and present data effectively
C10 prepare, deliver and discuss time-limited oral, poster and written presentations
</br>

Transferable/Key Skills

D1 communicate effectively in writing and by oral presentation

D2 develop numeric and problem solving skills

D3 use a range of software packages

D4 work effectively either independently or as part of a team

D5 manage their time efficiently and prioritise tasks working to deadlines

D6 disseminate their research findings appropriately

D7 reflect on and analyse progress and assess personal learning needs on an ongoing basis

D8 demonstrate creative solutions to problems
</br>

Teaching and Learning for all sections if summarised

The programme learning outcomes specified above will be achieved through a combination of lectures, seminars, tutorials, practical activities, skills workshops and a research project. Learning outcomes will also be achieved through directed study time, independent study, student presentations, practical studies, experiential learning practice, group discussions, peer and tutor feedback and reflective clinical practice.
</br>

Assessment for all sections if summarised

A variety of assessment methods are utilised throughout the programme as follows: Individual written assignments Poster and oral presentations Individual written reports of analysis of data sets Written reports of clinical case studies Practical assessment of clinical skills Research project report Patient examinations Professional portfolios Learning logs

Section A. Basic Information

1 Title
Physiotherapy (Manual Therapy)

2 Course Code
B16A

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Chartered Society of Physiotherapy

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Skills, concepts and knowledge related ot advanced practice to strengthen a carer in physiotherapy, or related field.
the ability to work as both an autonomous decision-maker, as well as part of a multi-disciplinary teams
the ability to critically appraise published material, interpret and then apply this information
effective written and oral communication skills.
further knowledge and skills in academic disciplines allied to physiotherapy depending on the chosen optional module pathway
the ability to plan, conduct, write-up and defend an in-depth project related to the specific area of academic and clinical interest.

Outline Description of Course
<p>The programme is modular and comprised of core modules, including protocol and project modules and optional modules.

The courses may be taken on a full-time or part-time basis.

The study period is one year full-time or two years part-time. Each year is divided into two taught 15 week Semesters.

<p><u>Full-time</u> 2 x 15 week taught semesters, beginning October to the end of June in one academic year.

Attendance dependent on chosen modular pathway

Continued project work throughout the summer period.

<p><u>Part-time</u>   4 x 15 week taught semesters, beginning October to the end of June in two academic years.

Continued project work throughout the summer periods.

Attendance dependent on chosen modular pathway

Core modules must be taken in Year 1.

<p><u>or</u>

<p>a pre-determined mixture of part-time and full-time study for up to a maximum of four years. A study break of up to, but not exceeding, two academic years will be permitted.

Distingushing Features
The student pathways enable students to take a flexible route through the course, integrating optional modules reflecting their specific interests and needs. This chosen pathway will enhance students' professional profile and the development of this programme has been influenced strongly by profession career progression requirements. The Manual Therapy route is accredited by the Manipulation Association of Chartered Physiotherapists (MACP).

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	A first degree in Physiotherapy or a related Health Care subject of at least a 2.2 classification with relevant experience or equivalent
Other Requirements	International students whose first language is not English are required to have the following English language qualifications before they can register on an academic programme. However, applicants from certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at: http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc
IELTS Requirements	IELTS 7.0 (no less than 6.5 in any element)
TOEFL Paper Based Requirements	TOEFL paper-based 600 (no less than 5.0 in TWE)

2 Course Structure

3 Assessment Criteria

Progression Information:

Please refer to full time programme specification for details.
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Degree Information:

Please refer to full time programme specification for details.
</br>

4 Other Regulations

Please refer to full time programme specification for details.
</br>

Section D. Learning Outcomes

Knowledge and Understanding

A1 the leagaal and ethical responsibilities of professional practice
A2 the scope of professional practice
A3 self-directed learning in the promotion of professional development
A4 their role within health and social care services
A5 government policies for the provision of health and social care
A6 statistics and research methodology as applied to clinical research
A7 the processes involved in making their professional practice "evidence based"
A8 differing theoretical approaches to profession specific rehabilitation research and practice
A9 the historical, social, legal and political factors that influence clinical research and practice
A10 the variety of ways in which the outputs of research can be disseminated
</br>

Intellectual Skills

B1 critically appraise and review published research findings
B2 critically evaluate methods of assessment and treatment in clinical practice
B3 place their own work role into its context in healthcare
B4 critically evaluate differing theoretical approaches to research and practice
B5 integrate theory and practice
B6 consider a range of analytic methods and select the most appropriate one(s) to analyse data collected in a research study
B7 identify the appropriate way(s) in which results of a research study can be disseminated
</br>

Professional/Pracical Skills

C1 demonstrate the impact of self analysis on personal practice
C2 apply problem solving skills
C3 justify and use of advanced therapeutic skills in practice
C4 appraise the impact of government policies on clinical research and practice
C5 search the literature for evidence
C6 analyse and interpret the results of research studies
C7 design and carry out their own research study
C8 demonstrate a professional and independent working ethic
C9 use IT to search, analyse, summarise and present data effectively
C10 prepare, deliver and discuss time-limited oral, poster and written presentations
</br>

Transferable/Key Skills

D1 communicate effectively in writing and by oral presentation

D2 develop numeric and problem solving skills

D3 use a range of software packages

D4 work effectively either independently or as part of a team

D5 manage their time efficiently and prioritise tasks working to deadlines

D6 disseminate their research findings appropriately

D7 reflect on and analyse progress and assess personal learning needs on an ongoing basis

D8 demonstrate creative solutions to problems
</br>

Teaching and Learning for all sections if summarised

The programme learning outcomes specified above will be achieved through a combination of lectures, seminars, tutorials, practical activities, skills workshops and a research project. Learning outcomes will also be achieved through directed study time, independent study, student presentations, practical studies, experiential learning practice, group discussions, peer and tutor feedback and reflective clinical practice.
</br>

Assessment for all sections if summarised

A variety of assessment methods are utilised throughout the programme as follows: Individual written assignments Poster and oral presentations Individual written reports of analysis of data sets Written reports of clinical case studies Practical assessment of clinical skills Research project report Patient examinations Professional portfolios Learning logs

Section A. Basic Information

1 Title

Physiotherapy (Manual Therapy)

2 Course Code

B16B

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Physiotherapy (Manual Therapy)

2 Course Code

B16B

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Physiotherapy (Manual Therapy)

2 Course Code
B16C

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Physiotherapy (Manual Therapy)

2 Course Code

B16C

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Physiotherapy (Neurorehabilitation)

2 Course Code
B16D

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body
Chartered Society of Physiotherapy

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

The programme aims to develop the students interest in and knowledge and understanding of their profession, its current position in health care provision, its scope for development and their place within that scope. In doing so it will develop students as intellectual, critical individuals with an insight into the principles of lifelong learning, and capable of applying them for both personal and professional benefit.
</br>
<u>Students will acquire</u>
Skills, concepts and knowledge related to advanced practice to strengthen a career in physiotherapy, or related field in the specialism of neurorehabiltation.
the ability to work as both an autonomous decision-maker, as well as part of a multi-disciplinary teams.
the ability to critically appraise published material, interpret and then apply this information
effective written and oral communication skills.
further knowledge and skills in academic disciplines allied to physiotherapy depending on the chosen optional module pathway
</br>

Outline Description of Course

<p>The programme is modular and comprised of core modules, including protocol and project modules and optional modules.

The courses may be taken on a full-time or part-time basis.

The study period is one year full-time or two years part-time. Each year is divided into two taught 15 week Semesters.

<p><U>Full-time</U>   2 x 15 week taught semesters, beginning October to the end of June in one academic year.

Attendance dependent on chosen modular pathway

Continued project work throughout the summer period.

<p><U>Part-time</U>   4 x 15 week taught semesters, beginning October to the end of June in two academic years.

Continued project work throughout the summer periods.

Attendance dependent on chosen modular pathway

Core modules must be taken in Year 1.

<p><U>or</U>

<p>a pre-determined mixture of part-time and full-time study for up to a maximum of four years. A study break of up to, but not exceeding, two academic years will be permitted.

Distingushing Features

The student pathways enable students to take a flexible route through the course, integrating optional modules reflecting their specific interests and needs. This chosen pathway will enhance students€™ professional profile and the development of this programme has been influenced strongly by profession career progression requirements.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	A first degree in Physiotherapy or a related Health Care subject of at least a 2.2 classification with relevant experience or equivalent
Other Requirements	International students whose first language is not English are required to have the following English language qualifications before they can register on an academic programme. However, applicants from certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at: http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc
IELTS Requirements	IELTS 7.0 (no less than 6.5 in any element)
TOEFL Paper Based Requirements	TOEFL paper-based 600 (no less than 5.0 in TWE)

2 Course Structure

3 Assessment Criteria

Progression Information:

This programme will comply with the University Regulations for Taught Masters Degrees, Postgraduate Diploma and Postgraduate Certificate courses which can be found at:
http://www.nottingham.ac.uk/quality-manual/study-regulations/taught-postgraduate-regulations.htm
</br>
Degree Information:

Information on the marking criteria used by the School can be found in the Course Handbook. These criteria will provide students with clear guidance on the performance required to obtain marks at various levels (e.g. 70%+, 60-70, 50-60, 40-50).
</br>

(a) a credit-weighted mark of at least 70% must be gained for a Distinction to be awarded.
</br>
(b) a credit-weighted mark of between 60 and 69% must be gained for a Merit to be awarded.
</br>

4 Other Regulations

The Board of Examiners has the discretion to determine classification as follows. When a final credit weighted mark falls within a borderline either of 68% or 69% for Distinction, the Examiners will take into account other relevant performance (eg balance of grades on assessment, rising profile, extenuating circumstances etc) to determine if the classification may be raised to a Distinction.
</br>

When a student has personal extenuating circumstances such that the final mark is deemed to be unrepresentative of their normal performance, the Board of Examiners will satisfy itself by appropriate means that an exception should be made to the normal rules of classification and a recommendation should be made to the appropriate Academic/Faculty Board Assessment Committee for ratification. There is no discretion to lower the classification below that indicated by the final credit weighted average mark.
</br>

No compensation between modules is permitted: candidates must pass
All modules for which they are registered must be passed at the appropriate level. Candidates must pass each element of any module where it is stipulated in the Module Specification that no compensation is permitted. Candidates who fail to satisfy the examiners of an assessment for a Module are permitted one re-examination of the assessment and/or one re-examination of one element of an assessment where a module has more than one assessment in a form to be agreed by the Course Director. Students must pass the module at the required level: 40% for Certificate and Diploma, 50% for Masters.
</br>

Where APL has been awarded the APL portfolio assessment will be factored into the calculation for the credit weighting average.
</br>

Candidates failing to satisfy the examiners in the project dissertation at first or second submission may be awarded a Diploma on completion of requirements for that qualification.
</br>

Section D. Learning Outcomes

Knowledge and Understanding

A1. the legal and ethical responsibilities of professional practice
A2 the scope of professional practice
A3 self-directed learning in the promotion of professional development
A4 their role within health and social care services
A5 government policies for the provision of health and social care
A6 statistics and research methodology as applied to clinical research
A7 the processes involved in making their professional practice "evidence based"
A8 differing theoretical approaches to profession specific rehabilitation research and practice
A9 the historical, social, legal and political factors that influence clinical research and practice
A10 the variety of ways in which the outputs of research can be disseminated
</br>

Intellectual Skills

B1 critically appraise and review published research findings
B2 critically evaluate methods of assessment and treatment in clinical practice
B3 place their own work role into its context in healthcare
B4 critically evaluate differing theoretical approaches to research and practice
B5 integrate theory and practice
B6 consider a range of analytic methods and select the most appropriate one(s) to analyse data collected in a research study
B7 identify the appropriate way(s) in which results of a research study can be disseminated
</br>

Professional/Pracical Skills

C1 demonstrate the impact of self analysis on personal practice
C2 apply problem solving skills
C3 justify and use of advanced therapeutic skills in practice
C4 appraise the impact of government policies on clinical research and practice
C5 search the literature for evidence
C6 analyse and interpret the results of research studies
C7 design and carry out their own research study
C8 demonstrate a professional and independent working ethic
C9 use IT to search, analyse, summarise and present data effectively
C10 prepare, deliver and discuss time-limited oral, poster and written presentations
</br>

Transferable/Key Skills

D1 communicate effectively in writing and by oral presentation

D2 develop numeric and problem solving skills

D3 use a range of software packages

D4 work effectively either independently or as part of a team

D5 manage their time efficiently and prioritise tasks working to deadlines

D6 disseminate their research findings appropriately

D7 reflect on and analyse progress and assess personal learning needs on an ongoing basis

D8 demonstrate creative solutions to problems
</br>

Teaching and Learning for all sections if summarised

The programme learning outcomes specified above will be achieved through a combination of lectures, seminars, tutorials, practical activities, skills workshops and a research project. Learning outcomes will also be achieved through directed study time, independent study, student presentations, practical studies, experiential learning practice, group discussions, peer and tutor feedback and reflective clinical practice.
</br>

Assessment for all sections if summarised

A variety of assessment methods are utilised throughout the programme as follows: Individual written assignments Poster and oral presentations Individual written reports of analysis of data sets Written reports of clinical case studies Practical assessment of clinical skills Research project report Patient examinations Professional portfolios Learning logs

Section A. Basic Information

1 Title
Physiotherapy (Neurorehabilitation)

2 Course Code
B16D

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Chartered Society of Physiotherapy

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Skills, concepts and knowledge related to advanced practice to strengthen a career in physiotherapy, or related field in the specialism of neurorehabiltation.
the ability to work as both an autonomous decision-maker, as well as part of a multi-disciplinary teams.
the ability to critically appraise published material, interpret and then apply this information
effective written and oral communication skills.
further knowledge and skills in academic disciplines allied to physiotherapy depending on the chosen optional module pathway
</br>

Outline Description of Course
<p>The programme is modular and comprised of core modules, including protocol and project modules and optional modules.

The courses may be taken on a full-time or part-time basis.

The study period is one year full-time or two years part-time. Each year is divided into two taught 15 week Semesters.

<p><U>Full-time</U>   2 x 15 week taught semesters, beginning October to the end of June in one academic year.

Attendance dependent on chosen modular pathway

Continued project work throughout the summer period.

<p><U>Part-time</U>   4 x 15 week taught semesters, beginning October to the end of June in two academic years.

Continued project work throughout the summer periods.

Attendance dependent on chosen modular pathway

Core modules must be taken in Year 1.

<p><U>or</U>

<p>a pre-determined mixture of part-time and full-time study for up to a maximum of four years. A study break of up to, but not exceeding, two academic years will be permitted.

Distingushing Features
The student pathways enable students to take a flexible route through the course, integrating optional modules reflecting their specific interests and needs. This chosen pathway will enhance students'™ professional profile and the development of this programme has been influenced strongly by profession career progression requirements.

Section C. Supplementary Regulations

1 Admission Requirements

Course Requirements	A first degree in Physiotherapy or a related Health Care subject of at least a 2.2 classification with relevant experience or equivalent
Other Requirements	International students whose first language is not English are required to have the following English language qualifications before they can register on an academic programme. However, applicants from certain countries may have these requirements waived subject to the University of Nottingham Policy for Waiving English Language Entry Requirements at: http://www.nottingham.ac.uk/quality-manual/recruitment-admissions/Policy-for-Waiving-English-Language-Requirements%20.doc
IELTS Requirements	IELTS 7.0 (no less than 6.5 in any element)
TOEFL Paper Based Requirements	TOEFL paper-based 600 (no less than 5.0 in TWE)

2 Course Structure

3 Assessment Criteria

Progression Information:

Please refer to full time programme specification for details.
</br>

Degree Information:

Please refer to full time programme specification for details.
</br>

4 Other Regulations

Please refer to full time programme specification for details.
</br>

Section D. Learning Outcomes

Knowledge and Understanding

A1. the legal and ethical responsibilities of professional practice

A2 the scope of professional practice

A3 self-directed learning in the promotion of professional development

A4 their role within health and social care services

A5 government policies for the provision of health and social care

A6 statistics and research methodology as applied to clinical research

A7 the processes involved in making their professional practice "evidence based"

A8 differing theoretical approaches to profession specific rehabilitation research and practice

A9 the historical, social, legal and political factors that influence clinical research and practice

A10 the variety of ways in which the outputs of research can be disseminated
</br>

Intellectual Skills

B1 critically appraise and review published research findings

B2 critically evaluate methods of assessment and treatment in clinical practice

B3 place their own work role into its context in healthcare

B4 critically evaluate differing theoretical approaches to research and practice

B5 integrate theory and practice

B6 consider a range of analytic methods and select the most appropriate one(s) to analyse data collected in a research study

B7 identify the appropriate way(s) in which results of a research study can be disseminated
</br>

Professional/Pracical Skills

C1 demonstrate the impact of self analysis on personal practice

C2 apply problem solving skills

C3 justify and use of advanced therapeutic skills in practice

C4 appraise the impact of government policies on clinical research and practice

C5 search the literature for evidence

C6 analyse and interpret the results of research studies

C7 design and carry out their own research study

C8 demonstrate a professional and independent working ethic

C9 use IT to search, analyse, summarise and present data effectively

C10 prepare, deliver and discuss time-limited oral, poster and written presentations
</br>

Transferable/Key Skills

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D2 develop numeric and problem solving skills

D3 use a range of software packages

D4 work effectively either independently or as part of a team

D5 manage their time efficiently and prioritise tasks working to deadlines

D6 disseminate their research findings appropriately

D7 reflect on and analyse progress and assess personal learning needs on an ongoing basis

D8 demonstrate creative solutions to problems
</br>

Teaching and Learning for all sections if summarised

The programme learning outcomes specified above will be achieved through a combination of lectures, seminars, tutorials, practical activities, skills workshops and a research project. Learning outcomes will also be achieved through directed study time, independent study, student presentations, practical studies, experiential learning practice, group discussions, peer and tutor feedback and reflective clinical practice.
</br>

Assessment for all sections if summarised

A variety of assessment methods are utilised throughout the programme as follows: Individual written assignments Poster and oral presentations Individual written reports of analysis of data sets Written reports of clinical case studies Practical assessment of clinical skills Research project report Patient examinations Professional portfolios Learning logs

Section A. Basic Information

1 Title

Physiotherapy (Neurorehabilitation)

2 Course Code

B16E

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title
Physiotherapy (Neurorehabilitation)

2 Course Code
B16E

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body
Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information
Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria
Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Physiotherapy (Neurorehabilitation)

2 Course Code

B16F

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Physiotherapy (Neurorehabilitation)

2 Course Code

B16F

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Physiotherapy

2 Course Code

B16P

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Physiotherapy

2 Course Code

B16P

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Part time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Physiotherapy

2 Course Code

B16P

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Physiotherapy

2 Course Code

B16P

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes

Section A. Basic Information

1 Title

Physiotherapy

2 Course Code

B16P

3 School(s) Responsible For Management Of The Course

Physiotherapy 100%

4 Type of Course

5 Mode of Delivery

Full time

6 Accrediting Body

Not applicable

7 Releva nt QAA Subject Benchmarks(s)

Section B. General Information

Educational Aims

Section C. Supplementary Regulations

1 Admission Requirements

2 Course Structure

3 Assessment Criteria

Progression Information:

Degree Information:

4 Other Regulations

Section D. Learning Outcomes