

## SECTION A: CORE INFORMATION

1. Name of programme                      Nursing
2. Award title                                      Postgraduate Certificate  
Postgraduate Diploma  
MSc
3. Programme linkage                      Is this part of a group of linked programmes between which students can transfer at agreed points? (eg a group of programmes with a common set of taught modules)
- No**
4. Is the programme a top-up only?                      **No**
5. Level of award:                                      Level 7 only
6. Awarding body:                                      University of Sunderland
7. Which department is it in?                      Health Sciences and Wellbeing
8. Programme Studies Board:                      Postgraduate Health
9. Programme Leader:                              Dr Kathryn King
10. How and where can I study the programme?

<b>At Sunderland:</b>	
Full-time on campus	√
Part-time on campus	√
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

<b>At the University of Sunderland London campus:</b>	
Full-time on campus	√
Part-time on campus	√
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

<b>At a partner college:</b>	
Full-time in the UK	

Part-time in the UK	
Full-time overseas	
Part-time overseas	
By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

**11. How long does the programme take?**

	Min number of years / months	Max number of years / months
Full-time	1	3
Part-time	2	3
Distance learning		
Work-based learning		

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University.

**SECTION B – FURTHER CORE INFORMATION**

**Use Outline Programme Proposal Form for ADC ([AQH-B2-2](#)), for questions 12 to 22**

**23. Learning and teaching strategy.**

The curriculum employs a range of teaching strategies to allow students to gather the requisite knowledge base as well as the many subject specific and generic skills required of a graduate of the programme. There will be formal and informal input of information for the student which will be utilised to facilitate group work with the aim of encouraging each student to investigate and apply the knowledge gained. The classes include the presentation of theory and opportunities are given to the student to discuss and explore issues in detail and to reflect on the application of knowledge to their own practice area.

All teaching throughout the programme is focussed on the application of knowledge. The curriculum is designed to ensure that graduates are able to combine a solid knowledge of the evidence base with enhanced practical skills, an ability to think laterally and to express sound reasoning to respond to the many challenges facing the modern practitioner and in meeting the current healthcare agenda. Students are further prepared for practice through the development of an awareness of legislative issues.

The programme places a particular emphasis on the development of the skills and values that are vital in all areas of teaching and learning. Students will be required to demonstrate a reflexive approach to learning and to develop the attitudes and skills required for reflective practice which is a requirement of nursing and all health professionals. This will equip each student to engage in the

processes of critical self-evaluation and actively engage in life-long learning which are now central to effective health care professionals.

The programme is presented as both an incremental and stand-alone qualification at: Postgraduate Certificate, Postgraduate Diploma and the MSc.

Given that all students are graduates in nursing the typical student will already be able to:

- integrate available information to deal with complex issues both systematically and creatively, make informed judgements in the absence of complete data, and test and refine solutions;
- communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks; and,
- continue to advance their knowledge and understanding, to develop new skills to a high level and to demonstrate the qualities and transferable skills necessary for employment requiring:
  - the exercise of personal responsibility;
  - decision-making in complex and unpredictable situations; and,
  - the exercise of initiative and management responsibility.
- the curriculum for this postgraduate qualification is based on the needs of the nursing student wishing to develop their expertise at a postgraduate level.

#### **24. Retention strategy**

The central support systems provide a fair and equitable admissions service. University open days are usually held four times per year. Students are also made aware of programmes through conventional advertising, through the extensive collaboration with health care providers and through the University's growing reputation for innovative market-led programmes.

All applicants are sent both general and specific programme information. Telephone advice is available and the admissions tutors offer appointments to discuss career opportunities. The regular presence of university staff within the local trusts also provides opportunities for discussion and advice. This is confirmed by the number of students from the local trusts who are enrolled on programmes.

All new students have a formal induction when they receive a comprehensive induction pack which includes details of the programme, modules, assessments and assessment regulations. The induction also includes visits and/or talks about the library facilities, computing and other resources. Following induction, provision is made for registration. Continuing students attend a registration evening.

Students' appreciation of the induction process is assessed by student feedback and programme evaluation; as a result, during the last three years the process has been successfully improved. When programmes are offered off-campus appropriate induction and registration takes place at the site of programme delivery.

Academic support is also offered at modular level. Special help is available, for example, by referring students to other members of staff within the wider team. Furthermore access to specific open learning material produced by the university is also available. The Effective Learner open learning package has been helpful to students. Students with learning difficulties are usually identified during previous training. Nevertheless problems which are identified during study at the University are addressed and support provided. Time Data Security facilitates student support and guidance and offers the opportunity to highlight issues around attendance or engagement in a

prompt and timely manner to offer additional support and guidance and referral to university services as necessary.

## **25. Any other information**

Careers advisors are also available and may be accessed via the Gateway and provide an excellent service consisting of information, job searches and preparation of curriculum vitae. However, while students appreciate this service, the specialist nature of healthcare requires a more proactive response from the teaching team; students are encouraged to plan their studies and professional development within their career aspirations. A lecturer will either assist students or refer them to an appropriate academic or clinical colleague. The programme offers promotion opportunities within teaching and learning and/or clinical practice, for example, students from across the provision have progressed and achieve new positions such as senior lectures and senior clinical positions, others have gained internal and external promotion to higher grades.

## **SECTION C - TEACHING AND LEARNING**

### **26. What is the programme about?**

The modular curriculum is designed to meet the requirements for post-graduate qualifications as stipulated by the QAA for Higher Education. Additionally the curriculum has been designed to also meet the requirements of the standards for teachers, tutors and trainers in the life-long learning sector, the Nursing Midwifery Council standards to support life-long learning, the UK National Leadership Framework and the Knowledge and Skills Framework. The programme has also been designed to meet an expressed need from the home UK market and the transnational nursing workforce and will address in particular the current teaching and learning agenda, the concept of life-long learning and the current healthcare agenda; in public health and leadership. The design of the programme takes account of the recent healthcare changes, for example nursing becoming an all graduate profession and the increasing demand for multi-professional, inter-professional working and will enhance knowledge and skills of the practitioner to meet the global healthcare agenda.

To meet these challenges there are three stages within the programme, each one emphasising a different aspect of change and development in the role of the practitioner. Common to all stages is knowledge, ways in which knowledge is constructed and applied and methods of inquiry. These issues will be addressed in the first stage of the programme, which will equip the practitioner to develop their skills and knowledge and will enable them to focus on an area of interest, which will then be developed in the second stage and culminate in the final stage of the programme.

This programme builds on the undergraduate nursing 'top up' provision to allow a progression route from Postgraduate Certificate, to Postgraduate Diploma and to MSc; consequently interim exit awards are available. The programme responds to the nursing profession's agenda of life-long learning. It addresses the UK government's objective and the World Health Organisation to develop a competent global healthcare workforce; with an emphasis on teaching, learning, leadership and addressing the new public healthcare agenda in the tackling of health inequalities.

The government's emphasis is upon working in partnership and in working across traditional boundaries to ensure maximum enhanced healthcare provision is available. Consequently there will be opportunity for shared learning on the programme as the existing modules are shared with other programmes within the Health provision. This programme therefore will complement the existing 'Health' MSc portfolio and will be of particular interest to individuals charged with responsibility for teaching and learning and those in public health and leadership roles, locally, nationally and internationally; within the healthcare workforce capacity. As well as those involved in organisational capacity/development and educational reform. Estimate cohort size is 15 - 20 students per cohort.

The programme will enhance the employment prospects of students wishing to pursue a career in the area of public health, teaching and learning and/or leadership positions. Graduates will be well suited for progression to Phd or Prof Doctorate research.

The Staff involved in the delivery of the modules are experts and already deliver the subject at various levels across the provision. All have undertaken research and are research active. Research findings will inform the programme development and the future management of the programme.

## **27. What will I know or be able to do at the end of the programme?**

The overall aims of the programme are:

1. to allow the student to develop a systematic understanding of knowledge and skills of critical awareness, analysis, evaluation, organisation and communication.
2. to enable the student to evaluate critically current research and advance scholarship, specifically related to teaching and learning, leadership and public health.
3. to allow the student to specialise in a field of particular interest and enable the student to develop advanced skills in order to design, conduct, analyse and interpret an independent research project.

### **Learning Outcomes Postgraduate Certificate**

By the end of this part of the programme successful students should know, understand or be able to do the following:

#### **Knowledge:**

- K1 a critical understanding of the different methods of data collection, depending on the research question
- K2 a critical understanding of the principles of public health
- K3 a critical understanding of theoretical underpinnings in health and social care

#### **Skills:**

- S1 to analyse and interpret data from a specific research project and apply to a chosen area of practice
- S2 demonstrate analytical and interpretation skills to evaluate population health from a public health perspective
- S3 demonstrate critical analytical and interpretation skills to evaluate theoretical underpinnings in health and social care

### **Learning Outcomes Postgraduate Diploma**

By the end of this part of the programme successful students should know, understand or be able to do the following:

#### **Knowledge:**

- K4 a critical understanding of current teaching and learning strategies to support teaching and learning in post basic education
- K5 a critical understanding of leadership principles

#### **Skills:**

- S4 appraise and evaluate independently, a range of evidence related to the relationships between teaching and learning strategies in post basic education.
- S5 adopt an integrated approach in order to discuss and evaluate current research and advance scholarship in relation to developing a conceptual understanding of the wide range of factors that influence teaching and learning strategies in post basic education

- S6 evaluate independently and assess objectively with justification, the application of issues which influence the development of teaching and learning and the relationship to leadership in post basic education.

### Learning Outcomes Masters

By the end of this part of the programme successful students should know, understand or be able to do the following:

#### Knowledge:

- K6 a critical understanding of different methods of data collection, depending on the research question

#### Skills:

- S7 demonstrate the ability to apply theoretical concepts in order to design, conduct, analyse and interpret an independent research project.
- S8 demonstrate transferable skills in self-management of time, application of relevant computer software and the critical appraisal of differing opinions and conflicting empirical data.

### 28. What will the programme consist of?

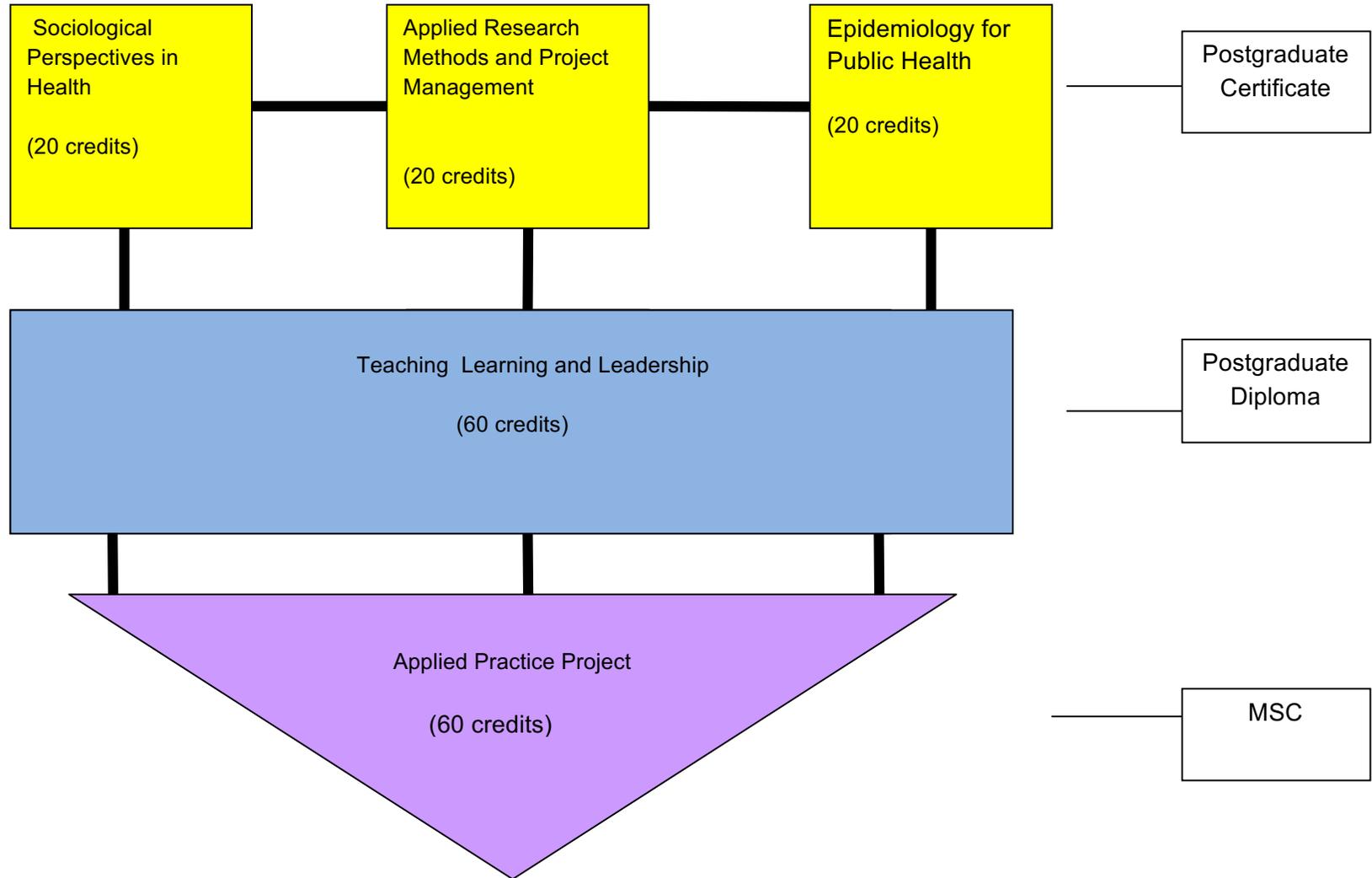
Taught postgraduate programmes generally consist of a number of taught modules leading to the award of a Postgraduate Certificate (60 credits) or Postgraduate Diploma (120 credits). A Masters qualification (180 credits) usually culminates in a major piece of independent work such as a project or dissertation. All modules are at postgraduate level (level 7 in the UK's national scheme). The summary below describes briefly what is contained in the programme. The programme structure, including a detailed list of modules, can be found in the [programme regulations](#).

The following table details the programme content.

Stages of the Programme	Credits Required	Interim Structure
<b>Stage One</b> Post Graduate Certificate in Nursing	60	Applied Research Methods & Project Management (HSSM31) 20 Credits Sociological Perspectives in Health (HSSM47) 20 Credits Epidemiology for Public Health (HSSM48) 20 Credits
<b>Stage Two</b> Post Graduate Diploma in Nursing	60	<b>(HSSM40) Teaching Learning and Leadership</b> <b>60 Credits</b>
<b>Stage Three</b> Master of Science in Nursing	60	Applied Practice Project (HSSM34) 60 credits

The diagram on the following page details the structure of the provision.

## Delivery Structure for MSc in Nursing



## 29. How will I be taught?

Scheduled teaching activities	x
Independent study	x
Placement	

A summary of the teaching and learning approaches are given as follows:

- Lectures: formal lectures are delivered by the teaching team. Further direct staff contact is provided through tutorial support, VLE and scheduled supervision of projects. Visiting lecturers in specialised areas may deliver keynote lectures allowing the opportunity to share valuable, current experience with the students. Hand-outs covering key points will be provided and accessed through the University's VLE provision.
- Seminars / Group-work: seminars and group-work are strongly integrated into the programme to illustrate and expand theoretical principals, encourage team work, and develop peer and self-assessment.
- Tutorials: these will usually be in smaller groups and provide a major input from internal or external staff.
- Directed self-directed study: students make use of many modes of study in the various specified learning activities summarised in the module descriptors, including self-directed study of presented material, working through set examples, preparation for presentations, prescribed reading or other media work directly related to taught material and project work.
- Advised self-directed study: reference to additional sources of information will be given to enable students to read around the module topic to provide opportunities for a broadening of knowledge.
- The integration of knowledge through integrative assignments, and development of a deep understanding of the principles and practice of health and bio psychosocial models will be encouraged.

For each module, students will receive a module guide. Further information about the respective modules that make up the wider programme is included within this integrated programme guide. The module guide will detail the contact details of the module leader, syllabus and assessment strategy of the module. Each module guide will consist of a carefully structured study plan to ensure that students cover the appropriate materials. Basic information will be provided in the module and students will be informed as to appropriate sources of additional material as required.

Independent work is also expected throughout the programme culminating with an extensive study in a particular chosen area. Each student will be designated their own research supervisor and is expected to demonstrate reflective, data gathering and analysis skills, while discussing results and their relevance to past and present studies.

Presentation of work is delivered using a variety of methods to allow the students to illustrate their ability to interpret and communicate data. This includes formal write up of case studies, verbal presentations, role play/simulation.

Students will be given directed learning and are signposted to specific websites, journals and books to encourage continuing professional development and maintenance of their personal development files. They are expected to read widely, highlighting the importance of life-long learning.

The University has a 'duty of care' to ensure that all graduates are fit for practice. In essence, this requires that all graduates meet a set of minimum threshold standards of proficiency in the taught skills. Thus the programme aims to build on core knowledge, skills and values, introducing ideas, interventions, assessment approaches and instruments, which have been demonstrated through research to have been effective, and to consider these in the context of team work and service configurations and acceptability to service users and carers.

The diversity of cultures represented within student cohorts represents a significant opportunity for peer group learning beyond the context of an academic curriculum and students from across the programme are encouraged to share their life and educational experiences as a means of enriching the overall student experience.

The University VLE will be used as a mechanism of centrally storing lecture and seminar briefs and core documentation from the programme and regular announcements will be posted for students on the programme.

A list of the modules in the programme can be found in the [Programme Regulations](#).

### **30. How will I be assessed and given feedback?**

Written examinations	x
Coursework	x
Practical assessments	x

A summary of the types of teaching, learning and assessment in each module of the programme can be found on the following pages:

## Matrix of modes of teaching, learning and assessment

The following table details the mapping exercise of the programme Learning Outcomes against each of the modules

Module	Modes of T&L	Modes of Assessment	LO K1	LO K2	LO S1	LO S2	LO K3	LO K4	LO S3	LO S4	LO S5	LO K5	LO K6	LO S6	LO S7	LO S8
HSSM48 Epidemiology for Public Health	Lectures, private study, seminars	Written multiple choice exam & Essay	T L A	T L A	T L A	T L A	T L A		T L A	T L A	T L A				T L A	T L A
HSSM47 Sociological Perspectives	Lectures, private study, group work, seminars	50% Essay 50% Exam (seen Paper)	T L A	T L A	T L A	T L A	T L A		T L A							
HSSM31 Applied Research Methods & Project Management	Lectures, private study, group work, seminars	80% Protocol Development 20% Group Presentation	T L A	T L A	T L A	T L A	T L A		T L A							
HSSM40 Teaching Learning and Leadership	Lectures, Seminars, Directed Study Self Learning	Portfolio	T L A		T L		T L A	T L A		T L A	T L A	T L A		T L A		
HSSM34 Applied practice Project	Lectures, self directed study, individual supervision	80% Project Submission 20% Oral Presentation	T L A	T L A	T L A	T L A	T L A	T L	T L A		T L A	T L A	T L A		T L A	T L A

### Key

<p><b>T = Taught</b>  <b>L = Learning</b>  <b>A = Assessed</b></p>
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The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	<b>Yes</b>	
This programme uses the Subject Specific Assessment Criteria	<b>No</b>	

The University regulations can be found [here](#).

The aim of the overall assessment strategy is to enable the assessment of both knowledge and skills through which the student will demonstrate their postgraduate achievement. There is a strong focus on the practice area and linking theory to practice. The assessment methods include essays, assessed teaching presentations, and the reflection on skills through written reports.

The syllabus is designed to deliver a programme focusing on the delivery of a graduate empowered with knowledge and skills which will ensure that the student is fully prepared for new roles envisaged by the changing healthcare agenda locally, nationally and internationally. At this level (postgraduate) students are expected to be self-directed. Assignments are designed to relate theory to practice in a clear and focused manner and will address the respective learning outcome of the module and the broad aims of the programme. Specifically assessment will employ the use of written assignments, including essays to students to write about a specific topic in-depth. A written exam occurs at the end of the period of learning in Term 1 to assess student achievement of the intended learning outcomes. In Term 2 a Portfolio containing a collection of works around teaching learning and leadership including a reflective account allows students the opportunity to both develop specific knowledge and skill and report on the experience itself. A final report concludes the assessment process and this consists of a substantial piece of work derived from research as a result of a student's independent work, carried out under the guidance of a supervisor.

[Teaching, learning and assessment matrix see above](#)

### **31. How does research influence the programme?**

The Staff involved in the delivery of the modules are experts and already deliver the subject at various levels across the provision. All have undertaken research and are research active. Research findings will inform the programme development and the future management of the programme. Many of the staff also have links with FUSE (Translational Research in Public Health) and many of the staff are members and are research active and there are associated projects all of which inform the teaching of the programme. A sample of our publications is given as follows:

Amaechi AC., Hayes C., & Summerfield P., (2016) Issues in Global Maternal Health - Trends in the Management of Pre-eclampsia; a Systematic Review of the Literature' International Journal of Current Research

Boatemah, G. & Hayes, C., (2016). Window on the World: Buruli Ulcer in the Ga West Municipality, Ghana. Podiatry Now

Bohr, S., Hayes C., & Bhugra P., (2016) Effectiveness and Safety of Probiotics in the Treatment of Clostridium Difficile Infection in the U.K. And Other European Countries: A Systematic Review' International Journal of Current Research

Drew, Rosie. King, Kathryn. Okosieme, Onyebuchi. Pearce, Simon. Donovan, Gemma. Leese, Graham. Hickey, Janis. Razvi, Salman. Dayan, Colin. Wilkes, Scott. (2017) Patients' Attitudes and Perceptions towards Treatment of Hypothyroidism in General Practice. BJGP. 0125

Hayes, C & Fulton JA (2016) Peer Assisted Student Support (PASS) and Supplemental Instruction (SI) Programme with International Postgraduate PhD and MSc Healthcare Students; A Pilot Case Study. Student Engagement in Higher Education Journal

King, K. M. King, P. J. Nayar, R. Wilkes, S. (2017) Perceptions of Adolescent Patients of the "Lived Experience" of Type 1 Diabetes. Diabetes Spectrum. Vol. 30. (1) Pp23-34

Meshack, E. King, K. M. Fulton, J. A. (2013) Poor Adherence to antipsychotics amongst schizophrenia patients in Nigeria. International Journal of Culture and Mental Health. Pp 1-13

Mobeen J., Hayes C., & Fulton JA., (2016) 'McDonaldisation – Creating a Generation of McPharmacists in the Workplace?' International Journal of Current Research  
Mobeen, J., Hayes, C., & Fulton, J. (2016). McDonaldisation: does it affect you as an HCA or AP? British Journal of Healthcare Assistants, 10(6), 281-283.

Nwankwo, U., & Hayes, C (2016) The Impact of High Fidelity Simulation on Learning and Teaching British Journal of Healthcare Assistants

Nwasaki , CC, Hayes C, & Fulton JA, (2016) International Perspectives in Dementia: Sociocultural Factors Impacting on the Perceptions of Nigerian Healthcare Assistants Employed in the United Kingdom International Journal of Current Research

Nwauzor K., & Hayes C., (2016) An Investigation of Socio-Cultural Factors influencing the use of Family Planning Services Among Women (15-49) years of age in Port Harcourt, Nigeria International Journal of Current Research

Obuna BC , Hayes C, & Fulton JA, (2016) Factors Influencing Levels of Alcohol Misuse in UK Adolescents; A Systematic Literature Review International Journal of Current Research

Oseji F., Hayes, C., (2016) 'The Development of Diabetic Retinopathy: A Phenomenological Study in a Community General Hospital, Lagos, Nigeria' Biology Ocular Reports

Owolabi, M., Hayes, C., Fulton JA., (2016) 'A Global Perspective on Motherhood of Down syndrome Children; Experiences in Lagos State, Nigeria' International Journal of Current Research

The 60-credit project module which consists of self-directed work is the climax of the course, as in previous years the students have produced some excellent work and several students have developed their work at MSc Level and have subsequently published their work. Additionally, the research methods module together with additional student support has been piloted and results

demonstrate that students find the provision “highly positive and provides the necessary knowledge and skill to develop researcher skill”.

## SECTION D EMPLOYABILITY

### 32. How will the programme prepare me for employment?

The programme gives you the opportunity to develop advanced skills and knowledge which you can use in the future. Some postgraduate programmes are associated with a particular career path but most skills can be applied to a range of employment situations. The skills which this programme is designed to develop are listed below.

Careers advisors are available and may be accessed via the Gateway and provide an excellent service consisting of information, job searches and preparation of curriculum vitae. However, while students appreciate this service, the specialist nature of healthcare requires a more proactive response from the teaching team; students are encouraged to plan their studies and professional development within their career aspirations. A lecturer will either assist students or refer them to an appropriate academic or clinical colleague. The programme offers promotion opportunities within teaching and learning and/or clinical practice, for example, students from across the provision have progressed and achieve new positions such as senior lectures and senior clinical positions, others have gained internal and external promotion to higher grades.

The programme will enhance the employment prospects of students wishing to pursue a career in the area of public health, teaching and learning and/or leadership positions. Graduates will be well suited for progression to Phd or Prof Doctorate research.

For information about other opportunities available to our students who study on campus, click [here](#).

### 33. Particular features of the qualification.

### 34. Professional statutory or regulatory body (PSRB) accreditation.

PSRB accreditation is not relevant to this programme	x
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

This depends upon successful completion of the programme.

There are programme-specific regulations relating to the following. Details are given in the programme regulations:

The modules to be studied	
Pass-marks for some or all modules and/or parts (elements) of modules	
Placement requirements	
Attendance requirements	
Professional practice requirements	

Final or overall mark for the award	
Other	

Interim or exit awards are not accredited.

## SECTION E PROGRAMME STRUCTURE AND REGULATIONS

Use [Programme Regulations Form](#), for questions 36 and 37

## SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

### 35. What are the admissions requirements?

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

Admission to the programme requires evidence of achievement at Undergraduate Study to BSc (Hons) degree in nursing and a minimum 2:2 classification and an IELTS requirement of 6.5 for international students.

Entry point (delete those not required)	Standard entry requirements <sup>1</sup>	Entry with advanced standing <sup>2</sup>	Other <sup>3</sup>
Level 1	<b>Degree in Nursing AND</b> for Internationally trained students entry is: the above <b>PLUS</b> ILEELTS 6.5 or Equiv.		Not applicable

Can students enter with advanced standing?		<b>No</b>
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If yes, to which Stages?

Stage 1	
Stage 2	
Stage 3	
Stage 4	

If yes, with what qualifications? (Maximum 100 words)

#### Notes:

Where **Entry with advanced standing** is given (ie after the Postgraduate Certificate or Postgraduate Diploma phase of a Masters award) you will need to

- ensure that the entry route is approved

- map the learning outcomes of the entry qualification to the relevant part of this programme (this requires Faculty approval – seek advice from your AD Student Experience)

See [AQH-14](#) Articulation and Related Processes for details or consult Academic Services.

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

### 36. What kind of support and help will there be?

The central support systems provide a fair and equitable admissions service. University open days are usually held four times per year. Students are also made aware of programmes through conventional advertising, through the extensive collaboration with health care providers and through the University’s growing reputation for innovative market-led programmes.

All applicants are sent both general and specific programme information. Telephone advice is available and the admissions tutors offer appointments to discuss career opportunities. The regular presence of university staff within the local trusts also provides opportunities for discussion and advice. This is confirmed by the number of students from the local trusts who are enrolled on programmes.

All new students have a formal induction when they receive a comprehensive induction pack which includes details of the programme, modules, assessments and assessment regulations. The induction also includes visits and/or talks about the library facilities, computing and other resources. Following induction, provision is made for registration. Continuing students attend a registration evening.

Students’ appreciation of the induction process is assessed by student feedback and programme evaluation; as a result, during the last three years the process has been successfully improved. When programmes are offered off-campus appropriate induction and registration takes place at the site of programme delivery.

Pastoral support is also embedded into the Programme. Following Induction, in addition to Programme Leader support, each student will be allocated a Personal Tutor who they will meet to discuss their Personal Development Plans (PDPs). With the use of their completed PDPs discussion will focus upon their respective learning needs with referral as necessary – for example for further study skills and language development. The Health and Wellbeing Centre exists for all out on-campus students to provide additional support, for example counselling and general healthcare advice.

Academic support is also offered at modular level. Special help is available, for example, by referring students to other members of staff within the wider team. Furthermore access to specific open learning material produced by the university is also available. The Effective Learner open learning package has been helpful to students. Students with learning difficulties are usually identified during previous training. Nevertheless problems which are identified during study at the University are addressed and support provided.

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

### 37. What resources will I have access to?

On campus	x	In a partner college		By distance learning	
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### On campus

General Teaching and Learning Space	x
IT	x
Library	x
VLE	x
Laboratory	
Studio	x
Performance space	x
Other specialist	
Technical resources	

### Learning Resources

The programme will be delivered in the new £8.5m Science Complex. Our £75m campus development plan means we have the best facilities that meet the needs of the modern day student. Audiovisual aids are also provided for example, Video Enhanced Observation for Education is utilised with an aim of providing a platform for learning to help improve quality and performance. In addition, there is a university-networked computer available for students to use and printing resources. Students are provided with Email accounts and full access to the Student Learning and Support Services. In addition they have access to other geographically convenient library resources though local agreement with other universities and of course via their trust employers.

Student Learning and Support Services which includes the library services, support both staff and students through the provision of a high quality learning environment and information skills sessions. All students have the full use of the University's Student Learning and Support Services which are highly accessible offering extended open hours: 83 hours a week, including weekends and evenings; and both The Murray and St Peter's libraries are open 24x7 during semesters.

The principal stock and services for MSc provision is housed at The Murray Library, which offers comprehensive collection of textbooks, extensive e-resources, 1000 study places, 200+ PCs and information skills training facilities. The Library book fund for 2010/11 was £220,000. The allocation to the Faculty for 2010/11 was £65,337 of which, approximately £2,375 was spent on Nursing. However, the interdisciplinary nature of many of the courses taught within the Faculty is such that resources bought for other courses are of great benefit to students. A professional member of staff is available at all sites during open hours.

Evaluation and feedback are provided by the University's systems for course evaluation and monitoring. Evaluation and monitoring reports are considered by Faculty Quality and Assessment Boards, which are attended by the appropriate site librarian. Students' fora are held once a term where students have the opportunity to raise problems and discuss the Service development with site staff. Students may complete "Comments, compliments and complaints" forms and a member of staff will respond. There is a Student Notice board at each site and in the faculty building. Questions about Student Support Services are included in the University's Student Questionnaire. Student Support Services staff attend staff / student consultative committee. Recent positive feedback from students resulted in the university being awarded the coveted Times Higher Education Student Experience Award 2010

Library services provide access to over 6,000 print and electronic titles. Usage is monitored and the portfolio of titles is continually reviewed. Selection of appropriate library materials is carried out largely by academic staff. The Library service has a responsibility to ensure that at least one copy of an item recommended in a module guide is in the stock of the Library. In practice this extends to other items in reading lists as well. The book fund has been used in recent years to extend the range of the book stock, to improve postgraduate provision by purchasing multiple copies of key texts, and increase provision of new up-to-date materials both electronically and hard copies).

Staff and students can access Library resources either on campus or off campus via the web. Library services maintain a web site ([www.library.sunderland.ac.uk](http://www.library.sunderland.ac.uk)) that is a gateway to information resources and services (internal and external provision). Athens authentication is used to allow staff and student access to extensive subscribed electronic resources regardless of location.

As part of induction, students are registered with Library services and receive their Athens password at the beginning of the academic year. In addition Library services provides specialist information skills sessions to develop their knowledge of electronic resources and search engines. Information skills sessions include the skills necessary for searching for quality academic information on the Internet. All students have access to the interlibrary loans service, which will normally obtain required documents that the service does not hold, well within ten working days.

All students can access the computing facilities which are readily accessible at Chester Road and St. Peter's campus Libraries. The location of all PCs is given in the booklet 'IT and Me', issued to all new students at induction. Computers are accessible 24 hours per day, 7 days per week; this is particularly important for part-time students. Computer hardware and software is well maintained by locally-based specialist technicians. Students studying at the David Goldman Informatics Centre are further supported in their work by the magnificent facilities which include a terraced area containing 450 workstations, which is also available for 24-hour access. During core hours some of this facility is booked for scheduled classes but there are areas set aside which offer permanent open access. Central to the terraces is the technicians' Help Desk which is staffed from 9am to 9pm weekdays and 9am to 12 noon on Saturdays. This provides a visible and highly accessible source of help for students.

The university is keen to provide opportunities for staff development. This is linked to the University's Staff Appraisal Scheme which requires every member of staff to be appraised annually. The central university staff development programme is open to all members of staff. The staff development programme includes a wide variety of courses including those aimed at enhancing academic management skills such as induction for new programme leaders and briefings for chairs and members of assessment boards.

The Health Team also have access to the staff development budget of the Faculty and this can be utilised to support attendance at conferences and at teaching and learning-related events as well as to support specific projects that will enhance staff capabilities. In addition, some members of the team have availed themselves of monies made available through the University's Learning Development Services to undertake innovative projects in the teaching and learning area.

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice,

International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where appropriate, academic or support staff in the Faculty will sign-post students to these specialist services.

Information about the University's facilities can be found [here](#).

Please see the relevant college prospectus or website for details of college learning resources if you are planning to study in one of our partner colleges.

**38. Are there any additional costs on top of the fees?**

No, but all students buy some study materials such as books and provide their own basic study materials.	x
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

**39. How are student views represented?**

All taught programmes in the University have student representatives for each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Faculty Academic Committee also has student representation. This allows students to be involved in higher-level plans for teaching and learning. At university level students are represented by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Every two years we participate in the national Postgraduate Taught Experience Survey (PTES) which is run by the Higher Education Academy.

All students can access the computing facilities which are readily accessible at the respective sites. The location of all PCs is given in the booklet 'IT and Me', issued to all new students at induction. Computers are accessible 24 hours per day, 7 days per week; full details as advertised; this is particularly important for part-time students. Computer hardware and software is well maintained by locally-based specialist technicians. Students studying at the David Goldman Informatics Centre are further supported in their work by the magnificent facilities which include a terraced

area containing 450 workstations, which is also available for 24-hour access. During core hours some of this facility is booked for scheduled classes but there are areas set aside which offer permanent open access. Central to the terraces is the technicians' Help Desk which is staffed from 9am to 9pm weekdays and 9am to 12 noon on Saturdays. This provides a visible and highly accessible source of help for students.

## SECTION G QUALITY MANAGEMENT

### 40. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. They do not cover all subjects at postgraduate level but those which exist can be found at [here](#).

Are there any benchmark statements for this programme?	<b>No</b>	
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The programme is informed by the Nursing Benchmark statement and the following:

NMC Standards to Support Learning and Assessment in Practice

<http://www.nmc-uk.org/Documents/Standards/nmcStandardsToSupportLearningAndAssessmentInPractice.pdf>

Clinical Leadership Competency Framework

[http://www.institute.nhs.uk/building\\_capability/building\\_leadership\\_capability/clinical\\_leadership\\_competency\\_framework\\_project.html](http://www.institute.nhs.uk/building_capability/building_leadership_capability/clinical_leadership_competency_framework_project.html)

QAA Framework for Higher Education Qualifications

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp>

NICATS level descriptors (NB Level 4 is the equivalent of HE Stage 1, Certificate level)

[http://www.nicats.ac.uk/doc/scr\\_pnc\\_guide.pdf](http://www.nicats.ac.uk/doc/scr_pnc_guide.pdf)

National credit guidelines

[http://bookshop.universitiesUK.ac.uk/downloads/Burgess\\_credit\\_report.pdf](http://bookshop.universitiesUK.ac.uk/downloads/Burgess_credit_report.pdf)

University of Sunderland credit framework and regulations

<https://docushare.sunderland.ac.uk/docushare/dsweb/View/Collection-247>

NMC Standards to Support Learning and Assessment in Practice

<http://www.nmc-uk.org/Documents/Standards/nmcStandardsToSupportLearningAndAssessmentInPractice.pdf>

The Higher Education Academy

<http://www.heacademy.ac.uk/>

Guidance of Work Based Learning Providers

[http://collections.europarchive.org/tna/20110214161207/http://www.lluk.org/documents/fewr\\_guidance\\_for\\_wbl\\_providers\\_220408.pdf](http://collections.europarchive.org/tna/20110214161207/http://www.lluk.org/documents/fewr_guidance_for_wbl_providers_220408.pdf)

New overarching standards Professional Standards for Teachers, tutors and trainers in the life-long learning sector

<http://collections.europarchive.org/tna/20110214161207/http://www.lluk.org/wp-content/uploads/2010/11/new-overarching-standards-for-ttt-in-lifelong-learning-sector.pdf>

Knowledge and Skills Framework handbook

<http://www.paymodernisation.scot.nhs.uk/afc/ksf/docs/KSF%20Handbook.pdf>

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

#### **41. How are the quality and standards of the programme assured?**

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression through the programme, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress through the programme and the way in which the final award is made, is kept under review. The programme review report is sent to the Programme Studies Board which in turn reports issues to the University's Quality Management Sub-Committee (QMSC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found at [here](#).

Further information about our quality processes can be found [here](#).

**Please also complete the [SITS form](#).**

**QUICK REFERENCE**

Panel: External  Internal   
 Programme: New  Review  Title Change   
 Replacement for existing

**SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS**

(Form to be completed electronically by the Faculty and forwarded to the Quality Assurance and Enhancement (QAE) Quality Officer supporting the Approval event, or sent to Management Information and Systems Development (MISD) for faculty devolved processes before sending to QAE)

<b>PROGRAMME/SUBJECT/SHORT COURSE DETAILS</b>	
Exit Award: Title of programme/award	<b>MSc Nursing</b>
<i>If replacement for existing, specify title of old</i>	
Faculty(ies):	Health Sciences and Wellbeing
Department:	School of Nursing and Health Sciences
SITS Programme/Short Course code <sup>1</sup>	
Programme Studies Board <sup>2</sup>	Postgraduate Health
UCAS code <sup>3</sup> (if applicable). If other please state method.	
JACS code <sup>4</sup>	
Qualification Level / Qualification Aim	MSc
Modes of delivery and duration:	(delete yes/no as necessary) Full time    yes/no    ...1..... years Sandwich    yes/no    ...0..... years Part time    yes/no    .....3-5.. years Work Based Learning    no On-campus    yes Off-campus    yes
CSP Only. Other subject combinations not allowed with this subject:	
Programme/Subject/Short Course Leader:	Dr Kathryn King
Date of Approval /Modification/Review	
Date of next review (QAE to complete)	
Start date of programme/Short Course	October and January
Number of intakes per annum and likely month(s) intake(s) starts.	2 intakes a year
<b>FUNDING DETAILS</b>	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other <sup>5</sup>	Self

<sup>1</sup> To be allocated in consultation with MISD team in Planning and Finance

<sup>2</sup> Programme Studies/Assessment Board that will have management responsibilities for the programme.

<sup>3</sup> Please contact Admissions Manager for code

<sup>4</sup> JACS code = e.g. (V1) History, (G5) Computing Science, etc. for information contact relevant Faculty Associate Dean (See QAA Website [http://www.qaa.ac.uk/WorkWithUs/Documents/jacs\\_codes.pdf](http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf))

If it is TDA, is it primary/secondary/F.E./Other (please state)	
Is the programme Open or Closed <sup>6</sup> :	Open

<b>ACCREDITING BODY</b>	No If yes please attach completed form AQH-Ciii2
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<b>PROGRAMME SPECIFIC REGULATIONS</b>	Are there to be programme specific regulations? Yes If yes, please attach completed form AQH-B3 Appendix 2 or AQH-B8.
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<b>COLLABORATIVE:</b> Please complete details	<b>UK</b> /no <b>Overseas</b> yes/no
<b>Institution</b>	<b>Collaborative model</b> <sup>7</sup> <b>Funding arrangements</b> <sup>8</sup>
.....	.....
.....	.....
.....	.....

### INTERIM AWARD SCHEDULE

Interim award title	Credits required	Interim structure Please show mandatory requirements if applicable e.g. core module codes
<b>Postgraduate Certificate (Core Modules)</b>	<b>60M Level</b>	<i>Postgrad Cert Existing Modules:</i> HSSM31 Applied Research Methods and Project Management 20 credits HSSM37 Theoretical Underpinnings in Health and Social Care 20 credits HSS48 Epidemiology in Public Health 20 Credits
<b>Postgraduate Diploma (Core Module)</b>	<b>120M Level</b>	<b>Including the above plus: New module HSSM40 Teaching Learning and Leadership</b>

<sup>5</sup> Please confer with Amanda Watson for funding status for programme

<sup>6</sup> An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

<sup>7</sup> As per QAE guidelines

<sup>8</sup> Please contact Amanda Watson for confirmation of funding details

		<b>60 Credits</b>
<b>MSc (Core Module)</b>	<b>180M Level</b>	<b>Including the above plus:</b> <i>Existing module:</i> HSSM34 Applied Practice Project 60 Credits

**DETAILS SUPPLIED BY: .....Dr Kathryn King.....**

**DATE: 27/7/17**

## Module List

Award, Route (if applicable) and Level	New/Existing/Modified Module (N/E/M)	Module Title	Module Code	Module Credit Value	Whether core or option	Assessment weighting – give % weight for <i>each assessment item</i>	Pre-/co-requisites	Module leader	Date of Entry on SITS. N/MM only ( After event)	JACS Code
PGCert	E	Epidemiology for Public Health	HSSM48	20	CORE	50% Exam 50% Essay		Mr J Mooney		B700
	E	Applied Research Methods & Project Management	HSSM31	20	CORE	80% Protocol Development  20% Group Presentation		Dr J Fulton		B900
	E	Sociological Perspectives in Health	HSSM47	20	CORE	50% Essay 50% Exam (seen Paper)		Dr J Fulton		L510
PGDip	E	Teaching, Learning and Leadership	HSSM40	60	CORE	Portfolio		Dr C Hayes		B700
MSc	E	Applied Practice Project	HSSM34	60	CORE	80% Project Submission  20% Oral Presentation		Dr C Hayes		B900

## Appendix 2 PART B - PROGRAMME REGULATION/S

**Name of programme:** MSc Nursing

**Title of final award:** MSc Nursing

**Interim awards<sup>9</sup>:** Postgraduate Certificate in Nursing; Postgraduate Diploma in Nursing

### Admissions Requirement

Overseas applicants from countries whose first language is not English are required to produce evidence of advanced competence in English. This will require an IELTS test of score 6.5 or equivalent

Regulation being changed: Postgraduate Regulations 1.1.1 b

### Stage 1

**Core modules:**

Code	Title	Credits
HSSM48	Epidemiology for Public Health	20 credits
HSSM31	Applied Research Methods & Project Management	20 credits
HSSM47	Sociological Perspectives	20 credits

### Stage 2

**Core module:**

Code	Title	Credits
HSSM40	Teaching Learning and Leadership	60 Credits

### Stage 3

**Core module:**

Code	Title	Credits
HSSM34	Applied Practice Project	60 credits

### Progression Regulations

*Progression on the programme will be In accordance with standard University of Sunderland Postgraduate Generic Regulations.*