

## Matrix showing the variations of pre-registration nursing programmes between Singapore and the four UK countries

**Originally prepared by** Dr Jennifer Loke, Lecturer at the University of Hull. The Singapore data is based on a Professor Sir Ron Cooke International Scholarship Scheme, which may have changed since observation in July to November 2012. Data for the four UK countries is based on the author's current experience but the information is in the public domain. Hence, the information must be consumed in the appreciation of these limitations.

Observations	Singapore	England	Northern Ireland	Scotland	Wales
Professional regulators accredit the programmes	Singapore Nursing Board (SNB) validate and approve curricula and clinical placements once every three years. <a href="http://www.healthprofessionals.gov.sg/content/hprof/snb/en.html">http://www.healthprofessionals.gov.sg/content/hprof/snb/en.html</a>	Nursing and Midwifery Council (NMC) validate and approve curricula and clinical placements once every five years. <a href="http://www.nmc-uk.org/">http://www.nmc-uk.org/</a>			
Nursing bodies available for student membership	Singapore Nurses Association: Objective: to work towards recognising and enhancing the professional contributions of courses	Royal College of Nursing: represents nurses and nursing, promotes excellence in practice and shapes health policies. Objective is to campaign on issues of concern to nurses and patients, influences health policies and promotes excellence in nursing practice on behalf of its members			
Educational institutions	<ul style="list-style-type: none"> <li>• Nanyang Polytechnic (1992)</li> <li>• Ngee Ann Polytechnic (2005)</li> <li>• Parkway College (2008)</li> <li>• National University of Singapore (NUS) (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• East Midlands(x5)</li> <li>• East of England(x6)</li> <li>• London (x8)</li> <li>• North East (x3)</li> <li>• North West (x10)</li> <li>• South East(x6)</li> <li>• South West(x3)</li> <li>• West Midlands(x6)</li> <li>• Yorkshire and Humber (x8)</li> </ul>	<ul style="list-style-type: none"> <li>• Queen's U</li> <li>• U of Ulster</li> </ul>	<ul style="list-style-type: none"> <li>• Edinburgh Napier U</li> <li>• Stirling U</li> <li>• Glasgow Caledonian U</li> <li>• U of the West of Scotland</li> <li>• U of Dundee</li> <li>• Robert Gordon U</li> <li>• U of Edingburgh</li> <li>• Abertay U</li> <li>• U of Glasgow</li> <li>• Queen Margaret U</li> </ul>	<ul style="list-style-type: none"> <li>• Bangor U</li> <li>• Cardiff U</li> <li>• U of South Wales</li> <li>• Swansea U</li> <li>• Glyndwr U</li> </ul>
				Open University	

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Programme Types	<ul style="list-style-type: none"> <li>• Full-time programmes</li> <li>• General Nursing including: Adult/Geriatric, Paediatric, Mental Health, Midwifery</li> </ul>	<ul style="list-style-type: none"> <li>• Full-time/part-time programmes</li> <li>• Specialised nursing fields of practice including: (1) Adult Nursing; (2) Child (Paediatric) Nursing; (3) Learning Disability Nursing; (4) Mental Health Nursing</li> </ul>			
Programme academic levels	<ul style="list-style-type: none"> <li>• Diploma (predominately offered by the 2 polytechnics)</li> <li>- Diploma in Nursing – three years</li> <li>Degree (offered by Alice centre in NUS)</li> <li>- BSc (Nursing) – three years</li> <li>- BSc (Nursing) (Hons) – four years</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma (discontinued in 2010)</li> <li>• Degree in Nursing (Hons) – three years from Sep 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma (discontinued in 2011)</li> <li>• Degree in Nursing (Hons) – three years from Sep 2011</li> </ul>	<ul style="list-style-type: none"> <li>• Degree in Nursing – three years</li> <li>• Degree in Nursing (Hons) – four years</li> </ul>	<ul style="list-style-type: none"> <li>• Degree in Nursing (Hons) from 2004</li> </ul>
Admissions: academic requirements	<ul style="list-style-type: none"> <li>• Diploma – Ministry of Education recommends minimum entry requirement: at least three GCE 'O' levels [including English (1–7), Elementary or Additional Maths (1–6), Science (1–6)]; Nitec in Nursing (GPA 3).</li> <li>• Degree – local university set admission criteria based on Singapore–Cambridge A-level Curricula (H1/2/3 subjects and A/AO levels) and diploma (GPA4) <a href="http://www.nus.edu.sg/oam/apply/local/alevel/">http://www.nus.edu.sg/oam/apply/local/alevel/</a></li> </ul>	<p>Each higher education institution (HEI) sets its own criteria <a href="http://www.nhs Careers.nhs.uk/explore-by-career/nursing/entry-requirements/">http://www.nhs Careers.nhs.uk/explore-by-career/nursing/entry-requirements/</a></p> <p>The usual minimum requirement is five General Certificate of Secondary Education (GCSEs) at grade C or above (typically including English language, Mathematics and a science subject), plus University Certificate in Practice Skills for Health and Social Care or plus two A-levels. *Some universities require min three A-levels grade B, B, C (min 280 UCAS points) excluding general studies.</p> <p>Acceptable A-level equivalent are; BTEC (1st cert/dip), Intermediate GNVQ, OCR level two (National Award/Certificate); three Scottish Highers – SVQ3 Advanced Highers minimum CCC grades; five Irish leaving Cert Subjects (Highers) – min C<sub>1</sub> in all five subjects; Access to Higher Education Certificate/diploma; International Baccalaureate diploma</p>			
Admissions: character and health requirements	<ul style="list-style-type: none"> <li>• Interview required for degree programmes</li> <li>• Character: self-declaration</li> <li>• Age: at least 16 years of age</li> <li>• Health: pass medical examination prior to acceptance; absence of physical disability and uncontrolled long term health conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Interview required</li> <li>• Character: self-declaration and evidence by Disclosing and Barring Service (DBS) checks, two references (one must be current employer or teacher as appropriate)</li> <li>• Age: at least 18 years of age</li> <li>• Health: self-declaration of health status and pass occupational health screening prior to acceptance. *While undertaking the programmes, individuals must continue to pass good health and character requirement set by NMC</li> </ul>			

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Routes of admissions	<ul style="list-style-type: none"> <li>Diploma: completion of secondary school, non-nursing diploma, Enrolled Nursing Cert (GPA 3–4), or Enrolled Nursing Cert (GPA &gt;3) + one year clinical experience</li> <li>Degree: completion of junior college education (similar to 6th form in the UK), diploma in Nursing, an Allied-Health degree or other non-health degree programmes</li> </ul>	Completion of year 11 secondary education with General Certificate of Secondary Education (GCSE) and a higher education diploma based on one year access course; a non-nursing degree and post-sixth form education			
Student profile	<ul style="list-style-type: none"> <li>Majority of individuals are below age 21.</li> <li>Diploma programmes: slightly less than 50% locals (population has a diverse culture and ethnicity); more than 50% are international students from regional countries.</li> <li>Degree programmes: majority are locals (population has a diverse culture and ethnicity)</li> </ul>	<ul style="list-style-type: none"> <li>Mature students are common, although there is a changing trend where there are increasing populations of direct-school leavers</li> <li>Predominantly UK population (which can be multicultural), small number of EC/EEA students.</li> </ul>			
Accreditation of prior learning	<ul style="list-style-type: none"> <li>Diploma programme: non-nursing diploma holders able to register for accelerated programme to complete in two years in one polytechnic; enrolled nursing certificate holders able to enter programme in second semester of the first year</li> <li>Degree programmes: Nursing diploma holders able to enter second year of programme; Applied Science diploma holders can claim credits against specific modules.</li> </ul>	<ul style="list-style-type: none"> <li>Usually no claiming of credits against any modules</li> <li>Credit transfer in Open University</li> </ul>			
Failing learning outcomes	<ul style="list-style-type: none"> <li>Repeat entire theoretical module (once only)</li> <li>Repeat clinical placement (once only) *mitigating circumstances considered</li> </ul>	<ul style="list-style-type: none"> <li>Resubmit assessment for that particular module (up to 2 times)</li> <li>Repeat clinical placement (once only) *mitigating circumstances considered</li> </ul>			
Exit points	No award given to individuals who exit at any stage of the diploma programmes. For degree: third year – BSc Nursing; fourth year – BSc Nursing (Hons)	First year: certificate in higher education health studies Second year: diploma in Nursing (field specific) Third year: Bachelors degree in Nursing (field specific)			
Classification of qualifications	None	First class honours ('first' or '1st'); upper second class honours (2:1); lower second class honours (2:2); third class honours ('third' or '3rd'); ordinary degree (pass)			

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Credibility and validity of programmes	<ul style="list-style-type: none"> <li>• SNB focus on regulatory standards and quality of contents which includes a set of generic and specialised nursing competencies and essential skills that students must have achieved through summative assessments in each semester.</li> <li>• Quality jointly managed by key stake holders from: SNB, Ministry of Education, Task force of Ministry of Health, members of public, representatives of polytechnics (diploma programmes), and representatives of the university (degree programmes).</li> <li>• External examiners are employed for degree programmes</li> </ul>	<ul style="list-style-type: none"> <li>• NMC review and set regulatory standards of programmes which includes a set of generic and field specific competencies and essential skills clusters that students must have been successfully assessed as competent by end of their courses</li> <li>• Quality Assurance Agency for Higher Education (QAA) focus on quality of curricula contents</li> <li>• Service user and carer/patient and public involvement (PPI) with reference to professional body requirements is particularly emphasised in mental health nursing</li> <li>• External examiners are employed to address processes of quality assessments against curricula contents and degree awarding.</li> </ul> <p>*NHS Education for Scotland (NES) has overarching role in student numbers and structure and delivery of the programme in Scotland</p>			
Funding	<ol style="list-style-type: none"> <li>1. Self</li> <li>2. Financial support (gained in return for determined yr of service) in the following forms: <ul style="list-style-type: none"> <li>• *Sponsorship by public health clusters (comprised various healthcare organisations)</li> <li>• *Scholarship based on academic merits, awarded by the Ministry of Education, Public Service Commission and local charities – allowances for uniform (plus shoes).</li> </ul> </li> </ol> <p>* consumed funds to be returned without any interest if individuals fail programme or discontinue it (for personal reasons).</p> <ul style="list-style-type: none"> <li>• Bursaries offered to relieve financial hardships are based on good character and aspirations of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial support as means tested bursary and non means-tested grants to UK/EC/EEA nationals by the NHS Trust as planned by the Strategic External Relations (SER), Workforce Strategy (WS), Workforce Development Strategy Branch (WDC). The Funding is managed through agencies as seen in Scotland and Wales:</li> </ul>		<p>In Scotland: Scottish Government Health and Social Directorate (SG) via the Scottish Funding Council (SFC); Including all four-year degrees in Nursing (Hons) from 2013.</p>	<p>In Wales: National Leadership and Innovation Agency for Healthcare</p>
		<ul style="list-style-type: none"> <li>• Allowances include: hardship support, dependencies, books and uniform, disability allowance, clinical placement expenses.</li> <li>• Sponsorship by employers required for Open University education</li> </ul>			

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Curriculum	<p>Designed to meet local and regional healthcare needs. Emphasises the ‘5 C’s’ as attributes of nursing since introduction of nursing programmes at diploma level in 1992 as: caring, compassionate, committed, competent, challenging.</p> <p>Internationalised curriculum emphasising global perspectives; intercultural communication; socially responsible citizen.</p> <p>50% theory:</p> <ul style="list-style-type: none"> <li>• Subjects: Anatomy and Physiology (A and P), Biochemistry and Pharmacology are threaded through the entire curriculum where knowledge is integrated with nursing knowledge.</li> <li>• Leadership and management module in final year</li> <li>• Research: fundamental knowledge and skills introduced in all years and a student-led research project in the final year with topic often on health promotion in the community and regional countries.</li> <li>• Elective non-nursing focus modules (in year one)               <ol style="list-style-type: none"> <li>1. Language classes for the main languages in Singapore, i.e. English, Malay and Mandarin.</li> <li>2. Communication skills (service orientated and customer focused with the view of Singapore as an international business hub).</li> </ol> </li> <li>• Self-management skills (time management, budgeting, and study skills).</li> <li>• Clinical skills and knowledge: heavy use of simulation based learning (SBL) based on low to high fidelity human patient simulation manikins (HF-HPSMs) to facilitate application of theoretical knowledge in clinical skills every semester.</li> </ul> <p>50% Clinical practice:</p> <ul style="list-style-type: none"> <li>• A variety of settings are used and specialities are mapped to the stage of the programme; e.g. orthopaedic surgical in year 1, outpatient clinics/community nursing in year two and operating theatres in year three.</li> <li>• Final six weeks of clinical placement prior to student graduation is in student’s area of employment to help students gain familiarity to the work place upon graduation.</li> </ul>	<p>Designed to meet health and social care needs of the UK, emphasises the ‘6 C’s’ in nursing since introduction of all-graduate programme in 2009 as: care, compassion, commitment, competency, courage, communication.</p> <p>Curriculum contents are UK-based.</p> <p>50% theory:</p> <ul style="list-style-type: none"> <li>• Subjects: Anatomy and Physiology (A and P), Biochemistry and Pharmacology, each presented as a module, and reinforced in nursing modules throughout the entire curriculum.</li> <li>• Leadership and management in final year.</li> <li>• Research: fundamental knowledge and skills introduced in all years. Application of research is seen in final year dissertation – usually a 10,000-word literature review.</li> <li>• Elective non-nursing focus modules not offered.</li> </ul> <p style="padding-left: 40px;">-Communication theories are emphasised in modules.</p> <ul style="list-style-type: none"> <li>• Clinical skills and knowledge: many HEIs engage in low to moderate SBLs, with some in the process of implementing HF-HPSMs.</li> </ul> <p>50% Clinical practice:</p> <ul style="list-style-type: none"> <li>• Mapped against availability of registered mentors in clinical practice.</li> <li>• Final placement before graduation is also mapped against availability of registered mentors in clinical practice.</li> </ul>			

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Teaching in educational institutions	<ul style="list-style-type: none"> <li>Subjects are taught by subject experts, A and P by medical doctors; Statistics by statisticians; Pharmacology by pharmacists; Sociology by sociologists, Psychology by psychologists, and Nursing Theories and Skills by nurse lecturers.</li> <li>Student's academic progress supported by individual lecturers who taught on the module.</li> </ul>	<ul style="list-style-type: none"> <li>Subjects can be taught by subject experts but usually are taught by nursing lecturers who may have additional qualifications in the subjects. For example, a lecturer who is a professional nurse who has an additional qualification in sociology or experience with social work is likely to teach sociology.</li> <li>Student's academic progress supported by individual academic supervisors (who may not have taught on the module)</li> </ul>			
Learning in educational institutions	<p>Based on</p> <ul style="list-style-type: none"> <li>didactic teaching in lectures</li> <li>student-led and lecturer-facilitated tutorials based on student presentation</li> <li>problem based learning (in selected modules)</li> <li>scenario-based learning (simulation based learning (SBLs) in labs + case studies)</li> <li>social constructivist learning (students book SBL labs and practice on clinical skills using case scenarios independently)</li> <li>inter-professional learning (IPL): embedded in curricula of diploma (Ngee Ann Polytechnic) and degree (NUS) programmes</li> <li>independent online learning supplementing classroom learning</li> <li>experiential (SBLs in clinical labs)</li> </ul>	<p>Based on:</p> <ul style="list-style-type: none"> <li>didactic teaching in lectures</li> <li>lecturer-facilitated tutorials, workshops and student presentations</li> <li>problem based learning (in selected modules in some HEIs)</li> <li>scenario-based learning</li> <li>inter-professional learning (IPL) is an explicit agenda in several HEIs but intensities may vary in different HEIs, in some cases, IPL forms a module.</li> <li>online learning takes the form of blended learning in some modules</li> </ul>			
Assessments in educational institutions	<ul style="list-style-type: none"> <li>Theory – summative and formative assessments are used based on: <ol style="list-style-type: none"> <li>unseen examinations</li> <li>short reflective writings on student-led projects/presentations</li> </ol> </li> <li>Clinical: the majority of clinical skills are summatively assessed in SBL labs based on scenarios before clinical placements. This is done throughout the entire programme of study.</li> </ul>	<ul style="list-style-type: none"> <li>Theory – predominantly summative assessments in the form of essay writing; unseen examinations are for a few modules (usually A and P, calculations on medications or drug use, and fundamental clinical skills, including critical care skills)</li> <li>Clinical assessments (variable in different HEIs) Usually focused on a few selected set of clinical skills and are also confined to one semester in the first year only</li> </ul>			

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Teaching in clinical practice	<ul style="list-style-type: none"> <li>• Shared between lecturers and clinical instructors (employees of healthcare organisations).</li> <li>• Students are encouraged to be proactive in seeking opportunities to learn from any HCPs (emphasizing IPL).</li> </ul>	<ul style="list-style-type: none"> <li>• Solely the responsibility of the registered mentors on NMC record (employees of NHS and health organisations), who are qualified registered nurses (of the specific field).</li> <li>• Students must spend 40% of clinical time with the assigned registered mentors.</li> </ul>			
Learning in clinical practice	<ul style="list-style-type: none"> <li>• Observational and role modelling of any clinical staff.</li> <li>• Scenario-based learning with lecturers.</li> <li>• Social constructivist learning (group discussions with lectures/clinical staff).</li> <li>• Experiential learning (with real patient care and clinical colleagues).</li> </ul>	<ul style="list-style-type: none"> <li>• Observational and role modelling of clinical staff, but mainly the registered mentor.</li> <li>• Experiential learning (with real patient care and clinical mentors).</li> </ul>			
Assessment in clinical practice	<ul style="list-style-type: none"> <li>• Formative assessments by clinical instructors to improve practice and informal feedback from patients are encouraged by the healthcare organisations.</li> <li>• Summative and formative assessments by lecturers and clinical instructors based on criteria set by SNB.</li> </ul>	<ul style="list-style-type: none"> <li>• Summative and formative assessments by registered mentors based on learning outcomes set by NMC.</li> <li>• Patients' opinions regarding care by students are considered.</li> </ul>			
Student support systems	<ul style="list-style-type: none"> <li>• Lecturers are assigned a number of students and act as mentors to track academic progress and oversee well being of students; receive financial support for organising social functions for students.</li> <li>• International students and first year students are assigned a peer (usually from senior year) for social support.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecturers assigned a number of students and act as personal supervisors to provide social support and pastoral care to students.</li> </ul>			
Extra-curricular activities (ECAs)	<ul style="list-style-type: none"> <li>• National and International charity work (topics: sustainable development, community and public health nursing).</li> <li>• National and International competitions, e.g. inter-school/polytechnic debates, world skills competition (promote inter-disciplinary exposures and enhance interprofessional communication skills).</li> <li>• Celebratory events; National Day, Nurses' Day (usually presented as student-led projects for developing leadership and management skills).</li> </ul>	<ul style="list-style-type: none"> <li>• Not extensive within nursing faculties, ECAs are usually through central universities based on activities organised by student unions.</li> </ul>			
Student exchange programmes	<ul style="list-style-type: none"> <li>• Students are fully self-sponsored to undertake exchange programmes around the world including non-English speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>• A fairly new concept among nursing students and exchange programmes are often confined to English speaking areas.</li> </ul>			