

School of Health and Social Work

Title of Programme: MSc Nursing (Pre-Registration)

Programme Code: HHMNUR

Programme Specification

This programme specification is relevant to students entering:
12 September 2022

Associate Dean of School (Academic Quality Assurance):
Cheryl Holman

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme

Date	Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification MSc in Nursing

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

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane/De Havilland
Programme accredited by	Nursing and Midwifery Council
Final Award (Qualification)	MSc
All Final Award titles (Qualification and Subject)	MSc Nursing
FHEQ level of award	7
UCAS code(s)	
Language of Delivery	English

A. Programme Rationale

This post-graduate programme is for students who wish to become Registered Nurses (RN) in one of the following fields of nursing; adult, mental health or learning disability. Registered nurses who graduate from this programme will be central in 'providing, leading and co-ordinating evidence based and person centred care' (NMC, 2018:p4). The programme will prepare students to practise in a wide array of health and social care arenas that includes the NHS and the Private, Voluntary and Independent sectors. The public and the profession expect registered nurses to act in a professional manner ensuring high standards of care. To meet these expectations our 'Future Nurses' (NMC, 2018) will value the diversity of their service users and carers in their care, whilst treating them with compassion, dignity and respect. Caring in a dynamic health and social care system will require our graduates to be accountable and able to act autonomously whilst working effectively in an interdisciplinary team.

Extensive partnership work has ensured that the programme has been co-produced with key stakeholders including service users, carers, students, academics and practice partners. This approach has led to a number of distinctive features:

- It is designed to encourage future practitioners to engage meaningfully with nursing research and evidence and is guided by the four aspects of the Healy and Jenkins (2009) Research Informed Teaching perspectives in the teaching and learning outcomes, learning materials and proposed teaching and practice experiences. This scholarly approach will further the development of critical cognitive skills and other graduate attributes and facilitate on-going personal and professional development.
- Strength in the delivery of field specific modules and practice experiences whilst still ensuring that the holistic care needs of individuals encountered across the fields can be addressed.
- Programme delivery that reflects the views of service users and carers with meaningful input by them into a range of teaching and assessment activities.
- Authentic simulation activity that has been designed with the aid of service users, carers, students and practice partner input.

The programme has been constructed to meet the NMC requirements as defined within the Standards Frameworks (NMC 2018). The programme has also been designed in line with the Framework for Higher

Education Qualifications (QAA, 2008), the European Directive 2005/36/EC (including Annex V, point 5.2.1) on the training of nurses responsible for general care

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to:

- Provide a learning environment that enables the student to become a proficient, confident, safe and accountable nurse equipped with the necessary knowledge, skills, capabilities and value-bases to achieve fitness for practice, purpose, academic award and professional standing.
- Further develop students' analytical skills and critical abilities in relation to theory and nursing practice, research and enquiry that will enhance nursing care and leadership in any health and social care setting
- Facilitate and nurture the personal and professional development through the creation of safe stimulating learning environments, valuing collaboration and appreciating the distinctiveness of adult, learning disability and mental health nursing.
- Enable students to contribute to and manage their own learning by effectively engaging with the evidence and research literature, reflecting on practice and continuing life-long learning

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

The programme outcomes are referenced to the Standards for Pre-Registration Nursing (NMC, 2018) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

Knowledge and Understanding:	Teaching/learning methods & strategies	Assessment
A1 -The complex and dynamic legal, ethical, cultural and political issues underpinning health needs and contemporary nursing practice.	Acquisition of knowledge and understanding is based on knowledge construction and inquiry based learning.	A1 -The complex and dynamic legal, ethical, cultural and political issues underpinning health needs and contemporary nursing practice.
A2 - The professional requirements for nursing practice.	To aid this modules focus on developing all four aspects of Healy and Jenkins (2009) research informed teaching	A2 - The professional requirements for nursing practice.
A3 - The theories, frameworks and disciplines with a critical appreciation of quantitative and qualitative research evidence and	Service user and carer involvement is integral to curriculum delivery as is inter-professional education. A combination of the following supports this Supervised practice	A3 - The theories, frameworks and disciplines with a critical appreciation of quantitative and qualitative research evidence and

<p>application to contemporary nursing practice</p> <p>A4 - Inter-professional education and the range of strategies that may be selected to enhance collaborative working.</p>	<p>experiences; simulated practice sessions; reflection; portfolio development; seminar and care plan presentations; individual and small group academic tutorials; discussion groups, problem-based and inquiry-based type learning approaches; interactive lectures; coursework; laboratory based practical work/experiments; workshops, learning packages; e-technology approaches to learning and teaching including, podcasts, video, and digital storyboards.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. Additional support is provided by the Learning Resource Centre.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>application to contemporary nursing practice</p> <p>A4 - Inter-professional education and the range of strategies that may be selected to enhance collaborative working.</p>
Intellectual skills:	Teaching/learning methods & strategies	Assessment
<p>B1 - Critically analyse research findings and synthesise diverse sources of evidence to develop strategies that show initiative and promote optimum health and delivery of nursing care.</p> <p>B2 - Analyse and solve complex problems by selecting and applying the most appropriate forms of evidence and by using systematic and effective methods of reasoning.</p> <p>B3 - Critically analyse nursing care needs and be able to formulate a range of collaborative solutions which enable safe, effective, person and family-centred care.</p>	<p>Intellectual skills are developed through the programme by the methods and strategies outlined in section A, above. Analysis, problem solving, and reflection skills are further developed by activities that encourage engagement with current research and evidence,</p> <p>Students will critically discuss research with staff and peers. They will undertake active learning, through role-play, tutorials, simulation and practice placement experiences.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>Intellectual skills are assessed through a combination of examinations in the form of multiple choice questions and scenario based short answer questions, assessed in-course assessments in the form of, essay assignments, practice assessments, project work, reflective accounts and presentations.</p> <p>The final Imagination and Innovation module allows students to engage intellectually with innovation service delivery and change management.</p>

<p>B4 - Systematically evaluate service provision and risk management strategies to ensure a safe and therapeutic environment.</p> <p>B5 - Critically appraise the evidence and think creatively about clinical practice to propose research informed strategies that address problems and questions which exist in practice.</p>		
Practical skills:	Teaching/learning methods & strategies	Assessment
<p>C1 - Confidently use information technology to assist in the organisation and management of nursing care in a variety of different contexts.</p> <p>C2 - Effectively utilise comprehensive and systematic approaches to assess, plan, implement and evaluate nursing care in partnership with patients/service-users and/or their carers.</p> <p>C3 - Adapt to the changing health needs of individuals and groups to make decisions which are ethically sound and based on best available evidence.</p> <p>C4 - Adopt and promote anti-discriminatory and anti-oppressive practice whilst promoting the dignity and rights of patients/service users and balancing any competing needs.</p> <p>C5 - Promote and lead in partnership-working through skilful team, inter-professional and multi-agency collaboration.</p> <p>C6 - Demonstrate effective leadership, support and direction to team members in delivering efficient quality care.</p>	<p>Practical skills are developed through the programme by a combination of experience in the practice setting, simulated practice sessions, skills practice, reflection sessions, seminar and scenario-based presentations, individual and small group tutorials, discussion groups, lectures, coursework and laboratory based practical work/ experiments, workshops, learning packages and computer assisted learning.</p> <p>Skills' learning is also facilitated by maintaining a Portfolio, which is a record of personal and professional learning and development. Throughout the student is expected to consolidate their development of practical computing skills by use of computers in the learning resources centre.</p>	<p>Practical skills are assessed in practice placements by means of achievement of modular learning outcomes for practice, contained in the Practice Assessment Document (PAD) This approach is complemented by the production of other practice related assessments</p>

Transferable skills:	Teaching/learning methods & strategies	Assessment
<p>D1 - Systematically apply and adapt a range of literacy, numeracy and information technology skills according to context.</p> <p>D2 - Demonstrate and promote appropriate professional discipline, organisation, presentation and standards of conduct.</p> <p>D3 - Be able to self-manage and take initiative for planning to meet own needs/responsibilities and facilitating those of others.</p> <p>D4 - Demonstrate effective engagement communication and collaboration skills with service users, carers and a wide range of personnel from a variety of organizational levels.</p>	<p>Transferable skills are developed through the programme by interactive teaching sessions, practical computer assisted learning, debate, academic writing, practice experience and observation, oral and poster presentations and group/individual projects. These are complemented by the development of specialist intra-professional transferable skills by the methods outlined in achieving 'practical' skills.</p> <p>Transferrable skills development is also facilitated by maintaining a portfolio, which is a record of personal and professional learning and development. Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan</p>	<p>Transferable skills are assessed through a range of assignments built into the curriculum assessment strategy, in coursework, examinations, on-line \and computer based activities, oral presentations, reflective accounts and reports and practice documents. Communication with service users, carers and other personnel is assessed within practice and forms an aspect of the assessment within the Inter-Professional Education module.</p>

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full time over 2 years and leads to the award of MSc in Nursing. Entry is normally at level 7 with an appropriate first degree. Intake is normally in September.

Professional and Statutory Regulatory Bodies

All aspects of the programme are governed by the Nursing Midwifery Council professional regulations. The requirements for the adult field of practice are bound by EU directive 2005/36/EC (including Annex V.2). Within the programme there is equal weighting between the delivery and assessment of theory and practice.

Work-Based Learning, including Sandwich Programmes

To meet the Nursing Midwifery Council regulations 4,600 programme hours are required for the full-time programme of which 2,300 are to be evidenced by practice experiences. Practice learning experiences are undertaken with a range of environments and students are supported by appropriately approved mentors.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) are provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study

Full Time

Entry point

Normally Semester A with September intake

APL/APCL&APEL for second registration.

Shortened route for second registration determined by APL/APEL/APCL processes

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semester
Compulsory Modules						
1st Year Adult Field						
Fundamentals of Nursing Practice	6HSK1077	30	0	100	P/F*	AB
Nursing Art and Science	7HSK0274	30	0	100	P/F*	BC
Nursing Practice: Knowledge and Care	6HSK1078	30	0	70	30	A
Integrated Nursing Care of the Adult Patient	6HSK1079	30	0	100	0	B
2nd Year Adult Field						
Enhancing Health & Social Care through Inter-professional Education	7HEP1057	15	0	100	0	A
Imagination and Innovation in Evidence Based Nursing Practice	7HSK0288	30	0	100	0	AB
Clinical Decision Making	7HSK0279	15	0	100	0	B
Leading and Managing Nursing Care for Adult Nursing	7HSK0280	30	0	100	0	AB
Co-ordinating Care in Adult Nursing	7HSK0281	30	0	100	0 P/F*	ABC
Final numeracy exam	7HSK0304	0		P/F**	0	AB

NOTE

*This Pass/Fail element of assessment must be successfully completed to pass the module; however, it will not contribute to the overall numeric grade awarded.

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semester
Compulsory Modules						
1st Year Learning Disability Field						
Fundamentals of Nursing Practice	6HSK1077	30	0	100	P/F*	AB
Nursing Art and Science	7HSK0274	30	0	100	P/F*	BC
Understanding the Lived Experience and the Role of the RNLD	6HSK1080	30	0	100	0	A
Complex Healthcare Needs	6HSK1081	30	0	100	0	B

2nd Year Learning Disability Field						
Enhancing Health & Social Care through Inter-professional Education	7HEP1057	15	0	100	0	A
Imagination and Innovation in Evidence Based Nursing Practice	7HSK0288	30	0	100	0	AB
People with Learning Disabilities who Experience Mental Ill-Health	7HSK0285	15	0	100	0	B
Leading and Managing Learning Disability Nursing Practice	7HSK0286	30	0	100	0	AB
Planning Care in Learning Disability Nursing Practice 3	7HSK0287	30	0	100	P/F*	ABC
Final numeracy exam	7HSK0304	0	0	P/F**	0	AB

NOTE

*This Pass/Fail element of assessment must be successfully completed to pass the module, however it will not contribute to the overall numeric grade awarded.

** This module is pass/fail with no numeric grade awarded. Each pass/fail element of assessment must be successfully completed to pass the module.

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semester
1st Year Mental Health Field						
Fundamentals of Nursing Practice	6HSK1077	30	0	100	P/F*	AB
Nursing Art and Science	7HSK0274	30	0	100	P/F*	BC
Essentials of Mental Health Nursing	6HSK1082	30	0	100	0	AB
Research and the Evidence Base for Mental Health Nursing	6HSK1083	30	0	100	0	AB
2nd Year Mental Health Field						
Enhancing Health & Social Care through Inter-professional Education	7HEP1057	15	0	100	0	A
Imagination and Innovation in Evidence Based Nursing Practice	7HSK0288	30	0	100	0	AB
Medicines Management for Mental Health Nursing	7HSK0282	15	0	100	0	B
Leading and Managing Mental Health Nursing	7HSK0283	30	0	100	0	AB
Mental Health Nursing Practice 3	7HSK0284	30	0	100	P/F*	ABC
Final numeracy exam	7HSK0304	0	0	P/F**	0	AB

NOTE

*This Pass/Fail element of assessment must be successfully completed to pass the module, however it will not contribute to the overall numeric grade awarded.

** This module is pass/fail with no numeric grade awarded. Each pass/fail element of assessment must be successfully completed to pass the module.

The award of a Masters in Nursing with eligibility to register with the NMC in one of the relevant fields of nursing requires 240 credits with 150 credits at level 7 and 90 credits at level 6. In order for students to meet NMC practice and theory requirements for professional registration, exemptions were given against UPR AS11 4.3 and AS11.5

indicating the number of credits normally required for a Master's award.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

- Final compensatory credit (exemption from UPR AS14 section D4.4) and or intramodular compensation is not permissible within the programme.
- Students awarded an FREN grade for 75 credits or more at a progression point will normally result in the student being withdrawn from their programme of study (exemption from UPR AS14 section D3).
- All assessment outcomes must be successfully completed, and results confirmed at an examination board by the progression point (i.e. end of each academic year) (Exemption from UPR AS14, section D3).
- Students can not undertake further study at higher levels on the same programme of study if they have more than 30 credits of failure outstanding from previous levels (Exemption from UPR AS14 D3.6).

Further points of clarification and interpretation relevant to this specific programme are given below:

- Students are required to attend all programme components in theory and practice.
- Students will be expected to attend all practice components of the programme without exemption. Failure to follow the attendance guidance, as per programme policy, will normally lead to withdrawal from the programme. Failure to fulfil the requirements for practice as per programme policy (including undertaking barring and enhanced disclosure checks, attending occupational health screening when referred and (where applicable) completing a statutory declaration will normally lead to the student being withdrawn from the programme.
- Failure to achieve a pass grade in relation to those attributes associated with professionalism within the practice document (as stated in the Professional Values Statement) in each year/part of the programme within EITHER the final summative practice experience of that part of the programme OR the subsequent retrieval practice experience will normally result in a student being withdrawn from their programme of study.
- Students must pass, with 100%, a health numeracy assessment in their final year before the student may be recommended for entry to the professional nursing register.
- On completion of the programme, each student must submit a self-declaration of good health and character, as required by the NMC and which must be confirmed by a designated senior programme officer before the student may be recommended entry to the professional nursing register.
- We will use every reasonable effort to provide your educational and other related services in the manner and to the standards set out in our prospectuses, on our website, and in our other published materials. At times there may be circumstances outside our reasonable control which have a detrimental effect on how we provide our services to you. If circumstances such as these arise, we cannot make an absolute commitment that your studies will not be disrupted, but we will use every reasonable effort to minimise any disruption to you.
- Due to the nature of certain programmes of study, we advise applicants who will be under 18 years of age on or after the date of registration that this may mean there are financial implications and/or an impact on the structure, timing and trajectory of their studies, since the legislative requirements for safeguarding students under the age of 18 may present challenges in securing an appropriate range and scope of practice placements. If you have any concerns, we would be pleased to discuss the issues outlined above with any potential applicants.

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- Dean of School
- Associate Dean of School (AQA)
- Departmental Heads
- A Programme Lead, responsible for the strategic management and organisation of the Programme
- Student representatives on programme committees
- Module Leaders who are responsible for the administration and delivery of individual modules
- A Senior Admissions Tutor, with specific responsibility for coordinating recruitment, open days and selection processes
- An APEL/APCL coordinator who is responsible for advising prospective candidates regarding the production and submission of an APEL/CL claim
- Programme admissions tutor
- A Senior Administrator for Practice Placements to plan and administer the student placement allocations
- A designated programme administrator

Support

Students are supported by:

- Dean of School
- Associate Dean of School (AQA)
- Departmental Heads
- A Programme Lead, responsible for the strategic management and organization of the Programme
- Student representatives on programme committees
- Module Leaders who are responsible for the administration and delivery of individual modules
- A Senior Admissions Tutor, with specific responsibility for coordinating recruitment, open days and selection processes
- An APEL/APCL coordinator who is responsible for advising prospective candidates regarding the production and submission of an APEL/CL claim
- Programme admissions tutor
- A Senior Administrator for Practice Placements to plan and administer the student placement allocations
- A team of programme administrators
- Guided student-centred learning through the use of StudyNet and Canvas
- An English language drop in centre
- A Mathematics drop in centre
- A Student Forum with representatives on programme committee

Practice support

In addition to the support mechanisms available to the students at the university, they will be supported in practice by practice assessors, practice supervisors and other individuals such as Practice Experience Facilitators

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;

The Ask Herts website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, UPR SA07 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

Normally a 2:1 honours degree in any subject. Consideration will be given to applicants with a 2:2 if their degree is related to nursing and they have previous care work experience.

GCSE mathematics and English at grade C/4 or above (or equivalent).

Evidence of completion of 12 years general school education before commencing the programme.

Plus

Where the International English Language Testing System (IELTS) is offered, the programme will normally require an overall score of 6.5, with a minimum score of 6.5 for every component (listening, reading, writing and speaking). Where the Occupational English Test (OET) is offered it must be at least a B grade in listening and reading, and at least a B grade in writing and speaking. In addition, English language qualifications that are recognised by the University as equivalent to the IELTS and OET bands specified above will also be accepted.

All offers will be subject to the applicants' demonstration of the NHS constitution's 'Values and Behaviours', satisfactory interviews, numeracy and literacy test, health screening and the Disclosure and Barring Services (DBS) checks. You can view the full NHS Constitution for England on the Government website: <https://www.gov.uk/government/publications/the-nhs-constitution-for-england>

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format, please contact: Programme Lead Thomas Beary t.j.beary@herts.ac.uk

If you wish to receive a copy of the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

MSc in Nursing

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

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

		Programme Learning Outcomes (as identified in section 1 and the following page)																			
		Knowledge & Understanding				Intellectual Skills					Practical Skills						Transferable Skills				
Module Title	Module Code	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
Year 1 Adult Field Modules																					
Fundamentals of Nursing Practice	6HSK1077	x	X			x						x	x	x		x	x	x	x		
Nursing Art and Science	7HSK0274	x	x	x		x	x	x	x			x	x	x	x	x	x	x	x	x	
Nursing Practice: Knowledge and Care	6HSK1078			x		x	x	x			x	x	x								
Integrated Nursing Care of the Adult Patient	6HSK1079	x		x		x	x	x		x		x		x							
Year 2 Adult Field Modules																					
Enhancing Health & Social Care through Inter-professional Education	7HEP1057	x	x		x	x	x	x	x	x					x	x		x		x	
Imagination and Innovation in Evidence Based Nursing Practice	7HSK0288	x	x	x		x	x	x	x	x							x		x		
Clinical Decision Making	7HSK0279	x	x	x	x	x				x			x	x			x				
Leading and Managing Nursing Care for Adult Nursing	7HSK0280	x	x	x	x	x	x	x	x	x		x	x	x							
Co-ordinating Care in Adult Nursing	7HSK0281		x	x	x			x	x	x	x	x	x	x	x	x		x	x	x	

Programme Learning Outcomes (as identified in section 1 and the following page)

		Knowledge & Understanding				Intellectual Skills					Practical Skills						Transferable Skills			
Module Title	Module Code	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
Year 1 Mental Health Field Modules																				
Fundamentals of Nursing Practice	6HSK1077	x	x			x						x	x	x		x	x	x	x	
Nursing Art and Science	7HSK0274	x	x	x		x	x	x	x			x	x	x	x	x	x	x	x	x
Essentials of Mental Health Nursing	6HSK1082	x	x	x		x	x	x			x	x	x	x	x		x	x		x
Research and the Evidence Base for Mental Health Nursing	6HSK1083			x		x	x	x	x	x	x	x	x	x	x		x	x		x
Year 2 Mental Health Field Modules																				
Enhancing Health & Social Care through Inter-professional Education	7HEP1057	x			x	x	x	x	x	x					x	x		x		x
Imagination and Innovation in Evidence Based Nursing Practice	7HSK0288	x	x	x		x	x	x	x	x							x		x	
Medicines Management for Mental Health Nursing	7HSK0282	x	x	x			x	x	x	x		x	x	x	x			x		x
Leading and Managing Mental Health Nursing	7HSK0283	x	x	x	x	x	x	x	x	x		x	x		x					x
Mental Health Nursing Practice 3	7HSK0284		x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x

Programme Learning Outcomes (as identified in section 1 and the following page)

		Knowledge & Understanding				Intellectual Skills					Practical Skills						Transferable Skills			
Module Title	Module Code	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
Year 1 Learning Disability Field Modules																				
Fundamentals of Nursing Practice	6HSK1077	x	x			x						x	x	x		x	x	x	x	
Nursing Art and Science	7HSK0274	x		x		x	x	x		x		x	x	x						x
Understanding the Lived Experience and the Role of the RNLD	6HSK1080	x		x		x	x	x			x	x	x	x						x
Complex Healthcare Needs	6HSK1081	x	x	x		x	x	x	x			x	x	x	x	x	x	x	x	x

Year 2 Learning Disability Field Modules

Enhancing Health & Social Care through Inter-professional Education	7HEP1057	x	x		x	x	x	x	x	x					x	x		x		x
Imagination and Innovation in Evidence Based Nursing Practice	7HSK0288	x	x	x		x	x	x	x	x							x		x	
People with Learning Disabilities who Experience Mental-III Health	7HSK0285	x		x	x	x	x	x		x		x	x	x	x	x				x
Leading and Managing Learning Disability Nursing Practice	7HSK0286	x		x	x	x	x	x		x		x	x	x	x	x				x
Planning Care in Learning Disability Nursing Practice 3	7HSK0287	x	x	x	x	x	x					x	x	x	x		x	x	x	x

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. The complex and dynamic legal, ethical, cultural and political issues underpinning health needs and contemporary nursing practice.
- A2. The professional requirements for nursing practice.

- A3. The theories, frameworks and disciplines with a critical appreciation of quantitative and qualitative research evidence and application to contemporary nursing practice
- A4. Inter-professional education and the range of strategies that may be selected to enhance collaborative working.

Intellectual Skills

- B1. Critically analyse research findings and synthesise diverse sources of evidence to develop strategies that show initiative and promote optimum health and delivery of nursing care.
- B2. Analyse and solve complex problems by selecting and applying the most appropriate forms of evidence and by using systematic and effective methods of reasoning.
- B3. Critically analyse nursing care needs and be able to formulate a range of collaborative solutions which enable safe, effective, person and family-centred care.
- B4. Systematically evaluate service provision and risk management strategies to ensure a safe and therapeutic environment.
- B5. Critically appraise the evidence and think creatively about clinical practice to propose research informed strategies that address problems and questions which exist in practice.

Practical Skills

- C1. Confidently use information technology to assist in the organisation and management of nursing care in a variety of different contexts.
- C2. Effectively utilise comprehensive and systematic approaches to assess, plan, management of nursing care in a variety of different contexts implement and evaluate nursing care in partnership with patients/service-users and/or their carers which are ethically sound and based on best available evidence the dignity and rights of patients/service users and balancing any competing needs multi-agency collaboration efficient quality care.
- C3. Adapt to the changing health needs of individuals and groups to make decisions which are ethically sound and based on best available evidence.
- C4. Adopt and promote anti-discriminatory and anti-oppressive practice whilst promoting the dignity and rights of patients/service users and balancing any competing needs.
- C5. Promote and lead in partnership-working through skillful team, inter-professional and multi-agency collaboration.
- C6. Demonstrate effective leadership, support and direction to members in delivering efficient quality care.

Transferable Skills

- D1. Systematically apply and adapt a range of literacy, numeracy and information technology skills according to context.
- D2. Demonstrate and promote appropriate professional discipline, organisation, presentation and standards of conduct.
- D3. Be able to self-manage and take initiative for planning to meet own needs/responsibilities and facilitating those of others.
- D4. Demonstrate effective engagement communication and collaboration skills with service users, carers and a wide range of personnel from a variety of organisational levels.

Section 2

Programme management

Relevant QAA subject benchmarking statements

Type of programme

Date of validation/last periodic review

Date of production/ last revision of PS

Relevant to level/cohort

Administrative School

Nursing

Taught Post Graduate

March 19

July 2018

Level 7 entering September 2022

School of Health and Social Work

Table 3 Course structure

Course details		
Course code	Course description	HECOS
HHMNURA	MSc Nursing (Adult)	100279
HHMNURMH	MSc Nursing (Mental Health)	100287
HHMNURLD	MSc Nursing (Learning Disability)	100286