



## **Programme Specification**

### **International Nursing Practice {JEP}[Hainan]**

Version: 2022-23, v1.0, 10 Feb 2023

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** International Nursing Practice {JEP}[Hainan]

**Highest award:** MSc International Nursing Practice

**Interim award:** PGCert International Nursing Practice

**Interim award:** PGDip International Nursing Practice

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Hainan Medical University

**Teaching institutions:** Hainan Medical University

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**Department responsible for the programme:** HAS School of Health and Social Wellbeing, Faculty of Health & Applied Sciences

**Contributing departments:** Not applicable

**Professional, statutory or regulatory bodies:** Not applicable

**Apprenticeship:** Not applicable

**Mode of delivery:** Full-time

**Entry requirements:** Applicants should have a bachelor's degree, or college diploma with 3 years' experience of working in nursing, medicine, preventive medicine, health care or another relevant subject area.

Applicants whose first language is not English must have a minimum International English Language Testing System (IELTS) overall score of 6.5 with 6.0 in each component.

Applicants who do not meet the entry requirements detailed above will be assessed on an individual basis taking into account work experience and academic study/qualifications.

**For implementation from:** 01 March 2023

**Programme code:** B79G12

## **Section 2: Programme Overview, Aims and Learning Outcomes**

### **Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** The programme does not enable entry on to the UK Nursing and Midwifery Council Register.

This full time postgraduate programme will enable learners to advance their knowledge and understanding of current issues related to their own field of practice. The programme acknowledges that the quality of healthcare delivery continues to evolve, thus educational programmes in nursing require dynamic strategies that address the needs of service users in any healthcare setting. This programme offers learners a focussed framework that supports the transition from a first level degree to advanced level of nursing practice and more importantly, it gives learners the opportunity to appraise their roles as leaders in healthcare practice.

Learners are offered the opportunity to critically examine evidence and research related to their scope of practice. Learning is based around critical reflection of practice as well as interactive and proactive learning approaches. This allows learners to learn at their own time and pace whilst engaging and reflecting with peers in the classroom setting, which is an essential component of the programme. This type of learning draws strength from the philosophy of learner centred approach that is complemented by a cohesive inclusive learning environment. Conversely, the programme enables learners to develop both academically and professionally,

expanding their knowledge and skills in nursing where they are expected to achieve a high degree of skill in critical evaluation compared to undergraduate students.

Learners will be required to successfully complete all modules including the final project - Evidence Work Based Learning (EWBL) module to achieve the award MSc International Nursing Practice. The EWBL module will enable the learner to focus on an area of practice that influence service delivery and change health and social care policy. All modules are drawn from existing modules within UWE's continuing professional development portfolio.

This programme is an eighteen-month award consisting of modules chosen in negotiation with the Hainan Medical College with approval from the Ministry of Education of China.

**Educational Aims:** Enhance the development of academic and professional knowledge and skills in developing mastery in nursing and promote the ethos of continuing independent learning.

Develop mastery in nursing practice through advancing analytical skills, nursing knowledge and communication skills to enhance professional nursing practice and service delivery.

Enable learners to demonstrate a systematic understanding and critical evaluation of current issues within health and social care by using new and research informed knowledge to share with the wider audience.

Enhance the role of the nurses by implementing evidence-based care, evaluate the effectiveness of such practices to ensure best clinical outcomes, and improved patient experience.

**Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

## Programme Learning Outcomes

- PO1. Demonstrate in-depth awareness of shared leadership and innovative approaches to care delivery, through integration of theory and practice in healthcare.
- PO2. Critically analyse and evaluate evidence of collaborative and integrated healthcare delivery systems, to enhance the patient, carers and family experience
- PO3. Apply in-depth knowledge and clinical skills in recognising the physical, psychological and psychosocial needs of patients, carers and families.
- PO4. Demonstrate in-depth knowledge and higher-level critical thinking skills required for autonomous and independent decision-making and problem solving skills.
- PO5. Critically evaluate and reflect on the autonomous role of the nurse through inter professional collaboration and making recommendations for optimum practice.
- PO6. Critically appraise and synthesise evidence based research, evaluations, audits, and apply them to ensure measurable high quality improvements in nursing practice.
- PO7. Actively promote workplace staff physical and psychological well-being, prevent illness and improve quality of nursing care.

## Part B: Programme Structure

### Year 1

Hainan course units, not mapped to UWE credit:

The Research on Theory and Practice of Socialism with Chinese Characteristics  
 Introduction to Dialectics of Nature  
 English for Academic Purposes  
 English for Specific Purposes

Module Code	Module Title	Credit
HNMU001	English for Academic Purposes [Hainan] 2022-23	0
HNMU002	English for Specific Purposes [Hainan] 2022-23	0

**Year 2**

**Year 2 Compulsory Modules**

The student must take 180 credits from the modules in Compulsory Modules.

Hainan course units are mapped to the UWE credit as detailed below:

Mapped to UZVYJC-20-M Public Health and Health Promotion:

INPXY15 Main Theoretical Frameworks Informing Public Health and Health Promotion

INPXY16 Concepts and Determinants of Health to Models and Approaches

Mapped to UZTR7R-20-M Communication Skills in Supportive and End of Life Care:

INPXY07 Psychosocial Responses to Acute and Life-Limiting Illness

INPXY08 Key Communication Skills, Qualities and Attributes

Mapped to UZWRGQ-20-M Health and Social Care Research:

INPXY17 Qualitative and Quantitative Research Methods in the Investigation of Health and Social Care Research

INPXY18 Systematic Review and Identifying the Implications for Policy and Practice

Mapped to UZTK9R-20-M Contemporary Community Practice:

INPXY11 Literature, Research and Policy at the Forefront of Contemporary Community Care

INPXY12 Integrated Practice within the Community Setting

Mapped to UZWSGS-40-M Evidencing Work Based Learning:

INPXY19 Evidence work based learning – Developing skills of Individuals in managing Organisational Performance and Innovative Capacity

Mapped to UZVSJM-20-M Workplace Health and Wellbeing:

INPXY13 Changing Nature of Work and Workforce demographics and the Effect of Work on Health and Wellbeing

INPXY14 Theoretical Models for the Management of Employees with Long Term Conditions and Attendance Management

Mapped to UZTSVV-20-M Leadership and Innovation:

INPXY09 Change Theories Influencing Organisational Change

INPXY10 Broad Economic Structure of the Health and Social Care Landscape

Mapped to UZTYJB-20-M Complexities of Caring for Older Adults:

INPXY05 Co-morbidity, Polypharmacy and Ageing Impact on the Older Person's Health

INPXY06 Factors Influence Delivery of Health and Social Care for the Older Person

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZTR7R-20-M	Communication Skills in Supportive and End of Life Care 2023-24	20
UZTYJB-20-M	Complexities of Caring for Older People [Hainan] 2023-24	20
UZTK9R-20-M	Contemporary Community Practice 2023-24	20
UZWSGS-40-M	Evidencing Work Based Learning 2023-24	40
UZWRGQ-20-M	Health and Social Care Research: Methods and Methodology 2023-24	20
UZTSVV-20-M	Leadership and Innovation 2023-24	20
UZVYJC-20-M	Public Health and Health Promotion [Hainan] 2023-24	20
UZVSJM-20-M	Workplace Health and Wellbeing 2023-24	20

### **Part C: Higher Education Achievement Record (HEAR) Synopsis**

Students who have successfully completed this programme will have gained up to date knowledge in their field of nursing, and further strengthened their research capability, critical thinking and writing skills. The leadership and Innovation module enables healthcare professionals to develop effective leadership skills to lead change and service improvement in modern healthcare settings.

### **Part D: External Reference Points and Benchmarks**

The design of the MSc International Nursing Practice has been developed with reference to a number of key guidelines, policies and strategies. However, it is anticipated that these key guidelines, policies and strategies will be contextualised by the host institution to meet the needs of the learners and their regulatory bodies.

Department of Health (2016) NHS Outcomes Framework 2016/17. London:



Department of Health.

Department of Health (2014) The national education and competency framework for Advanced clinical care practitioners, Department of Health: Skills for Health.

NICE (2015) Older people with social care needs and multiple long-term conditions, available from: <https://www.nice.org.uk/guidance/ng22>

NICE (2011, revised Sept. 2021) End of Life Care for Adults, available from: <https://www.nice.org.uk/guidance/QS13>

All Our Health: personalised care and population health (GOV.UK, 2022), available from: <https://www.gov.uk/government/collections/all-our-health-personalised-care-and-population-health>

Report from the independent Mental Health Taskforce to the NHS in England, available from: <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-TaskforceFYFV-final.pdf> [Accessed 19 June 2019]

Skills for Health (2014) Careers Framework, available from: <http://www.skillsforhealth.org.uk/workforce-transformation/customised-career-frameworksservices/> [Accessed 21 June 2019]

World Health Organization (2016) Preventing disease through healthy environments: a global assessment of the burden of disease from environmental risks. Available from: [http://apps.who.int/iris/bitstream/10665/204585/1/9789241565196\\_eng.pdf?ua=1](http://apps.who.int/iris/bitstream/10665/204585/1/9789241565196_eng.pdf?ua=1) [Accessed 20 June 2019]

World Health Organization (2015) Country experiences in integrated policy development for the prevention and control of non-communicable diseases. Available from: [http://www.euro.who.int/\\_\\_data/assets/pdf\\_file/0003/282936/Country-experiences-integrated-policy-development-prevention-control-NCDs.pdf](http://www.euro.who.int/__data/assets/pdf_file/0003/282936/Country-experiences-integrated-policy-development-prevention-control-NCDs.pdf) [Accessed 21 June 2019]

World Health Organisation (2015) State of inequality. Reproductive, maternal, newborn and child health. Available from:

[http://apps.who.int/iris/bitstream/10665/164590/1/9789241564908\\_eng.pdf?ua=1&ua=1](http://apps.who.int/iris/bitstream/10665/164590/1/9789241564908_eng.pdf?ua=1&ua=1) [Accessed 20 June 2019]

World Health Organisation (2014) Global status report on non-communicable diseases. Available from: (<http://www.who.int/nmh/publications/ncd-status-report-2014/en/>) [Accessed 18 June 2019]

World Health Organisation (2022) Global competency and outcomes framework for Universal Health Coverage. Available from:

<https://www.who.int/publications/i/item/9789240034662> [Accessed 21 October 2022]

QAA UK Quality Code for HE QAA (2008) Benchmark mapping for Higher Education

QAA (2014) UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards PART A The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

QAA (2015) Characteristics Statement. Master's Degree

UWE Strategy 2030 and UWE Enhancement Framework

Strategic overview of 2030 transforms futures that power the future workforce, support local economic prosperity, shape the health and sustainability of our communities and create solutions to global challenges.

Our Values are:

Ambitious - we are not afraid to shape, challenge and tackle the big issues, to take the initiative and pave the way.

Inclusive - we make UWE Bristol a supportive and inspiring place to learn and work – somewhere where diversity of experience and perspective is encouraged, and

learning and research is shared and accessible.

Innovative - we create new opportunities for the people who work and study with us. We embrace different ideas and pioneer new and sustainable ways of doing things.

Collaborative - we have strong connections locally and globally. We help people and organisations be the best they can, building trust throughout our university community and beyond.

Enterprising - we instil a thirst for new knowledge, its creation and application, empowering our students and staff to demonstrate a creative questioning approach, a 'can-do' confidence, and ability to navigate uncertainty.

University policies

The programme aligns to UWE's strategic ambition through ensuring that students experience outstanding learning and teaching.

### **Part E: Regulations**

Approved variant to University Regulations and Procedures:

- A UWE Bristol module is made up of one or more JEP course units. To pass a UWE module, a student must achieve a mark of 50% for each of the JEP course units and a mark of 50% overall.
- Until a student has passed all of the JEP course units that make up a UWE module, they will not pass the UWE module.