

**PROGRAMME SPECIFICATION**

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	Glenside
Study abroad/Exchange/Credit recognition	Not applicable
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Nursing and Midwifery
Professional Statutory or Regulatory Body Links	Nursing and Midwifery Council
Highest Award Title	MSc Nursing (Adult) MSc Nursing (Mental Health)
Default Award Title	MSc Health and Social Care Studies
Interim Award Titles	PG Cert Health and Social Care Studies PG Dip Health and Social Care Studies
UWE Progression Route	Not applicable
Mode(s) of Delivery	Full time
ISIS Code	
For Implementation from	February 2018

Part 2: Description

The MSc Nursing (Adult/Mental Health) programme focuses on preparing individuals to achieve Nursing and Midwifery Council (NMC) registration in their chosen field. In line with the NMC (2010) Standards for Pre-registration Nursing Education. In order to achieve NMC registration, students are required to complete all modules; 6 theoretical, 2 uni-professional and 2 practice modules. Students study this modular programme full time over a two year period with a 50:50 split between theory and practice.

The aims of the programme are to:

1. Provide a stimulating, supportive and sensitive learning environment that will enable students to maximise their learning and facilitate their development as self-directed and reflective learners.
2. Produce graduates who demonstrate comprehensive knowledge, skills and understanding of the complex care needs necessary to practice competently in their specific field of practice (Adult or Mental Health Nursing).
3. Enable students to demonstrate a systematic understanding and critical evaluation of current issues within nursing, using new knowledge in innovative ways and to share this with a wider audience.
4. Enable students to develop the knowledge and skills required for autonomous and independent decision-making, demonstrating creativity and originality in tackling and solving problems in the absence of complete data.
5. Support students to critically evaluate current research in order to effectively and efficiently plan, evaluate and manage care delivery in a variety of contexts.
6. Support students to work in partnership with service users, carers and their families to develop person centred holistic care.
7. Enable students to become independent and self-critical reflective practitioners, who have the ability to question and challenge practice and evidence, with confidence and courage.
8. Enable students to demonstrate a comprehensive understanding and evaluation of the knowledge base related to change and service improvement; displaying originality of thought in initiating, influencing and contributing to service improvement and development.
9. Develop the skills and attitudes needed to establish and nurture positive and collaborative relationships with team members, colleagues, disciplines and agencies.
10. Offer variety and flexibility in methods of teaching and learning, enabling students to maximise the potential for learning and the development of higher level critical thinking skills.

Distinctive features:

In accordance with professional regulatory requirements, the programme comprises a 50:50 theory/practice split. Students are supported in placement by Practice Academic teams (PAT). Students on the MSc Nursing pathway will complete 5 placements in total across a diverse range of field specific settings. The programme is a three year course undertaken in two years through the accreditation of a students undergraduate degree and relevant practical experience

In line with the Nursing and Midwifery Council (NMC) regulation, all courses leading to

Part 2: Description
<p>registration (no matter their academic level) must be of three years duration. However, for students who already have a suitable degree and relevant work experience, we can shorten the duration of the course to two years. Students are required therefore to produce an advance standing portfolio, which reflects their work at the level expected of a year one student nurse within their chosen field.</p>
<p>The programme provides students with the opportunity to undertake a period of practice in an alternative place of work for the duration of 4 weeks. This placement is scheduled during year 2 whereby students on the Adult nurse pathway will complete a placement in a mental health care setting; Mental Health nursing students will complete a placement in an adult care setting. This placement is designed to enrich and broaden the student experience of professional practice and to support students from both fields of practice to gain skills and experience in relation to unique yet transferable practice learning opportunities.</p>
<p>Patient and public involvement in the design and delivery of education programmes for professionals is a key tenet of current policy (DH, 2009, Marmot, 2010, Munro, 2011, Francis, 2013) and there is an increasing expectation that Higher Educational Institution (HEI) programmes demonstrate patient and public involvement in both their design and delivery. In response to these drivers, the programme team at UWE Bristol has been working closely with patients and the public; their feedback has helped inform and shape the programme.</p>
Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)
<p>The NMC (2010) standards for Pre-Registration in Nursing must be achieved to complete the MSc Nursing (Adult/Mental Health) and gain NMC registration. The MSc Nursing aims to create a symbiotic relationship linking academic theory to clinical practice. Future practitioners, leaders and researchers will possess the professional values required to challenge, transform and promote best practice.</p>
<p>Students will be supported in practice by Academics in Practice (AiPs) and Academic Personal Tutors (APTs), module leaders and the programme leader during theoretical module components. The theoretical component includes both attendance at UWE and blended learning activities.</p>
Regulations
<p>Approved to University Regulations and Procedures</p>

Part 3: Learning Outcomes of the Programme													
Learning Outcomes:	Shared Modules	UZZY3A-15-3 Fundamentals of Nursing Practice	UZZY3B-15-3 Nursing Biosciences	UZTY3C-15-M Advancing Nursing Practice for Public Health	UZWSPX-15-M Research methods and methodology	UZZY3E-15-M Leadership in Nursing	UZWSUL-45-M Dissertation	Uni-professional modules	UZTY3H-30-M Caring for Adults with Long Term Health Needs (Adult)	UZTY3J-30-M Decision making and assessment skills for Adult Nursing (Adult)	UZZY3E-30-M Working in Partnership (Mental Health)	UZZY3G-30-M Promoting Recovery (Mental health)	UZTY3D-30-2 / UZTY3K-30-3 Professional Practice 1 & 2
	A) Knowledge and understanding:												
Meet the required NMC standards of competence, exercising judgment, discretion and decision making in the following areas: <ul style="list-style-type: none"> Professional values Communication and interpersonal skills Nursing practice and decision making Leadership, management and team working 		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Demonstrate in-depth knowledge and understanding of the social, political and economic factors which affect the health and social wellbeing of individuals, families and communities and critically apply this information during the holistic assessment of health needs and in the delivery of nursing care		✓		✓	✓				✓	✓	✓	✓	✓
Provide evidence to demonstrate comprehensive knowledge and understanding of leadership and		✓				✓				✓	✓		✓

Part 3: Learning Outcomes of the Programme													
management strategies and identify their impact on the efficiency and effectiveness of care delivery.													
Provide evidence to demonstrate comprehensive awareness of legal and ethical implications for care in practice.	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Critically review a wide range of research and literature related to partnership and collaborative working, and outline ways in which this can be applied creatively when working with service users, carers, families, colleagues and organisations.	✓		✓	✓		✓						✓	✓
Demonstrate enhanced knowledge of research processes and evidence based practice and the ability to evaluate and synthesise a wide range of evidence, methodologies and theoretical frameworks in the application and dissemination of research findings relating to nursing practice to underpin assessment and delivery of care in a range of settings.	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Critically evaluate the roles and contribution of institutions and organisations and the impact of an interdisciplinary and interagency approach to support the care of individuals, families and communities.	✓		✓	✓	✓			✓		✓	✓	✓	✓
(B) Intellectual Skills													
Develop enhanced critical thinking, problem-solving and reflective skills in order to improve and challenge professional practice, demonstrating self-direction and originality.			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Critically appraise and synthesise emerging themes regarding the discipline in order to gain a comprehensive understanding of theory and practice	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
(C) Subject/Professional/Practical Skills													
Assess and manage the health and health related needs of patients, their families and other carers, and identify	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓

Part 3: Learning Outcomes of the Programme													
appropriate steps for effective care for individuals, groups and communities in a variety of settings.													
Demonstrate the ability to exercise competent levels of judgement, discretion and autonomous decision making to ensure continuous quality improvement in clinical care.				✓		✓			✓	✓	✓	✓	✓
Assess and manage risk in complex situations and in doing so, develop effective relationships with colleagues, service users/carers and other professionals based on trust and openness.		✓		✓	✓	✓			✓	✓	✓	✓	✓
Demonstrate effective inter-disciplinary and inter-agency team working, alongside the ability to work independently and accept professional accountability and responsibility.		✓		✓	✓	✓			✓	✓	✓	✓	✓
Demonstrate the application of innovative and effective strategies coordinating, managing and delivering programmes of care for people with complex and enduring health and nursing needs.		✓		✓	✓	✓			✓	✓	✓	✓	✓
Demonstrate competent leadership skills to enable positive role modelling, effective systems for ongoing supervision and strategies to develop resilience,						✓			✓	✓	✓	✓	✓
Work and study in line with the code: Professional Standards of Practice and Behaviour for Nurses and Midwives (NMC 2015)		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
D) Transferable Skills and other attributes													
Demonstrate advanced communication and inter-personal skills (including use of information technology) with service users, carers, agencies and other members of the multi-disciplinary team.		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓
Reflect on own performance, demonstrating autonomy, responding positively to feedback, modelling openness and a willingness to learn with and from others.		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Competently manage information from a wide range of					✓		✓						✓

Part 3: Learning Outcomes of the Programme

sources and undertake research activity with minimal guidance													

Part 4: Programme Structure

The MSc Nursing (Adult/Mental Health) programme focusses on preparing individuals to achieve Nursing and Midwifery Council (NMC) registration in their chosen field. In line with the NMC (2010) Standards for Pre-registration Nursing Education, in order to achieve NMC registration, students are required to complete all modules; 6 theoretical, 2 uni-professional and 2 practice modules. Students study this modular programme full time over a two year period with a 50:50 split between theory and practice

Students are expected to achieve a minimum of 1575 hours in practice. Practice hours will be confirmed by a suitably qualified mentor. Mentors must be trained and up to date, as required by the NMC (Standards for learning and assessment in practice NMC, 2008) and hold current registration on the relevant part of the register enabling them to assess student(s) (Adult and Mental Health respectively).

The MSc Nursing (Adult or Mental Health) programme comprises of 12 modules of varying credit value, all of which are compulsory:

- Fundamentals of Nursing Practice (15 credits)
- Nursing Biosciences (15 credits)
- Research methods and methodology (15 credits)
- Advancing Nursing Practice for Public Health (15 credits)
- Leadership in Nursing (15 credits)
- Dissertation (45 credits)
- Professional Practice 1 (30 credits)
- Professional Practice 2 (30 credits)

Mental Health Nursing compulsory modules

- Working in Partnership (Mental Health; 30 credits)
- Promoting Recovery (Mental Health; 30 credits)

Adult Nursing compulsory modules

- Caring for Adults with Long Term Health Needs (Adult; 30 credits)
- Decision Making and Assessment Skills for Adult Nursing (Adult; 30 credits)

Full time Programme Structure: MSc Nursing (Adult) (Mental Health)

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**.

	Compulsory Modules	Optional Modules	Interim Awards
Entry Point	Entry on to the MSc Nursing programme requires students to have met NMC progression point 1; prior to registration all students will have met the criteria equivalent to the BSc (Hons) Nursing Year 1 through Recognition of Prior Learning.	None	None

	Compulsory Modules	Optional Modules	Interim Awards
Year 1	Fundamentals of Nursing Practice UZZY3A-15-3	None	
	Nursing Biosciences UZZY3B-15-3		
	Research Methods and Methodology UZWSPX-15-M		
	Advancing Nursing Practice for Public Health UZTY3C-15-M		
	Professional Practice 1 UZTY3D-30-2		
Year 2	Compulsory Modules	Optional Modules	Interim Awards
	Dissertation UZWSUL-45-M	None	<p>PG Cert Health and Social Care Studies : This award is not eligible for NMC Registration</p> <p>60 credits at level 3 or above, of which not less than 40 are at level M</p> <p>PGDip Health and Social Care Studies: This award is not eligible for NMC Registration</p> <p>120 credits at level 3 or above, of which not less than 80 are at level M; must include Research Methods and Methodology UZWSPX-15-M</p> <p>Default award: MSc Health and Social Care Studies : This award is not eligible for NMC Registration 180 credits at level 3 or above of which not less than 120 are at level M; must include Research Methods and Methodology UZWSPX-15-M and Dissertation UZWSUL-45-M</p> <p>MSc Nursing (Adult/Mental Health) 240 credits at level 3 or above of which not less than 120 are at level M.</p> <p>Achievement of all compulsory modules must be completed in order to be eligible to apply for NMC registration of Adult or Mental Health Nurse.</p>
	Leadership in Nursing UZZY3E-15-M		
	Working in Partnership UZZY3F-30-M (Mental Health)		
	Promoting Recovery UZZY3G-30-M (Mental Health)		
	Caring for Adults with Long Term Health Needs UZTY3H-30-M (Adult)		
	Decision Making and Assessment Skills for Adult Nursing UZTY3J-30-M (Adult)		
	Professional Practice 2 UZTY3K-30-3		

GRADUATION

Part 5: Entry Requirements

A graduate (2:1 or above) in a science or social science subject, plus 5 GCSEs including English Language and Maths grade C or above, or equivalent. Applicants without the stipulated entry requirements will be considered on an individual basis providing they can demonstrate study at the appropriate level, and are likely, on the evidence presented, to achieve the required standard.

In order to fulfil NMC progression point 1 criteria; students will need to have recognition of prior learning verified through University processes. Applicants will need to provide a portfolio of evidence which demonstrates relevant and sufficient experience equivalent to 760 practice hours and 750 theory hours which align to the Year 1 of the BSc (Hons) Nursing programme. A mapping tool template is available to facilitate the evidence required.

In addition the following will be required

- a supporting reference provided by a registrant nurse
- IELTS 7.0 in written and spoken English or equivalent,
- Enhanced DBS and Occupational Health Clearance.

Part 6: Reference Points and Benchmarks

The design of the MSc Nursing (Adult/Mental Health) has been developed with reference to a number of key guidelines, policies and strategies. External influences have been considered e.g. professional body requirements including NMC standards, Subject benchmarks, QAA benchmarks (2001), and Department of Health policies.

[QAA UK Quality Code for HE](#)

- QAA (2001) Benchmark Statement Health Care Programmes: Nursing
- QAA (2008) Benchmark mapping for Higher Education: The Framework for Higher Education Qualifications in England, Wales and Northern Ireland.
- 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

[Strategy 2020](#)

UWE Strategy 2020 has four key priorities; outstanding student learning, ready and able graduates, research with impact and strategic partnerships, connections and networks.

Programme learning, teaching and assessment strategies relate to all four of these key priorities. A number of modules are run in partnership with clinical or business partners in the NHS; some teaching staff hold joint appointments and have strong links with practice. Students are asked to consider the impact of their learning on the service they provide, identifying service improvements and to investigate and apply research with impact to their practice.

[University policies](#)

The programme aligns to UWE's strategic ambition through ensuring that students experience outstanding learning and teaching. MSc Nursing graduates will be ready and able to make a positive contribution to society through their particular field of practice i.e. Adult or Mental Health

Part 6: Reference Points and Benchmarks

nursing.

University of the West of England (online) Vision and Mission.

Available <http://www1.uwe.ac.uk/aboutus/visionandmission>

- Department of Health and Department for Communities and Local Government (2017) *Integration and better care fund policy framework 2017-2019*. Available from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/607754/Integration_and_BCF_policy_framework_2017-19.pdf
- Department of Health (2016) *Making a difference in Dementia: Nursing vision and strategy: refreshed edition* available from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554296/Dementia_nursing_strategy.pdf
- Department of Health (2017) *NHS Outcomes Framework 2016/17* London: Department of Health available from <https://www.gov.uk/government/publications/nhs-outcomes-framework-2016-to-2017>
- Department of Health (2016) *National Framework for children and young people's continuing care* available from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/499611/children_s_continuing_care_Fe_16.pdf
- HM Government (2017) *The government's response to the five year forward view for mental health* available from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582120/FYFV_mental_health_government_response.pdf
- Department of Health (2012) *Liberating the NHS: No decision about me without me*. London: The Stationery Office.
- Department of Health (2011) *NHS at home: children's community nursing services*. Department of Health.
- Department of Health (2011) *Transforming care: A national response to Winterbourne View Hospital, Final Report*. London: Department of Health.
- NHS England (2017) *Five year forward view for mental health*. Available from <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>
- NHS England (2014) *Five Year forward view*. Available from <https://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf>
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- NHS England (2017) *Next steps on the NHS Five Year forward view* available from <https://www.england.nhs.uk/wp-content/uploads/2017/03/NEXT-STEPS-ON-THE-NHS-FIVE-YEAR-FORWARD-VIEW.pdf> .
- Nursing and Midwifery Council (2010) *Standards for Pre-registration Nursing Education*. London.
- Quality Assurance Agency for Higher Education (2008) *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland*. The Quality Assurance Agency for Higher Education, Mansfield.
- Quality Assurance Agency Benchmark statement (2001) *Nursing Academic and Practitioner Standards*.
- University of the West of England (online) Vision and Mission. available <http://www1.uwe.ac.uk/aboutus/visionandmission>

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Date of last Periodic Curriculum Review			