



SECTION 1: KEY PROGRAMME DETAILS

PROGRAMME INFORMATION	
Final Award Title	MSc Nursing (International)
Default Award Title (Exit Award)	N/A
Interim Award Titles (Exit Awards)	Postgraduate Certificate in Nursing Studies (International) or Postgraduate Diploma in Nursing Studies (International)
Awarding Institution	University of the West of England
Teaching Institutions	University of the West of England, United Kingdom Villa College, Maldives
Partner Institutions	Villa College, Maldives
Delivery Locations	University of the West of England, United Kingdom Villa College, Maldives
Study Abroad / Exchange / Credit Recognition	N/A
Faculty Responsible For Programme	Faculty of Health and Applied Sciences
Department Responsible For Programme	Nursing and Midwifery Department
Professional Statutory or Regulatory Body (PSRB) Links	N/A
Apprenticeship	N/A
Mode of Delivery	FT
Entry Requirements	<p>The University's Standard Entry Requirements apply. The normal entry requirement is a first degree from a recognised institution of higher education or its equivalent in a relevant subject area.</p> <p>Additional requirements: Individuals must be a registered nurse with the professional regulatory body in the home country and have experience of, or be working in an area that enables achievement of the programme learning outcomes.</p> <p>Applicants whose first language is not English must have a minimum International English Language Testing System (IELTS) overall score of 6.5 with 5.5 in each component.</p>
For Implementation From	September 2019
Programme Codes	PA: B7BY, PT: B7BY12

PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY	
First UVP Approval Date	V1: 4 July 2019 (SUVP) V2: Interims amended and approved at UCP 11/10/19
Date of Last Revalidation (through Programme Enhancement Review)	Dates of subsequent PERs and revalidations
Next Programme Enhancement Review Date	Academic year in which next Programme Enhancement Review due (6 years from initial approval or last PER)

SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

This section provides students with an overview of the programme, its aims and its learning outcomes. It sets out what prospective and registered students can expect to know, understand and be able to do on successful completion of the programme.

Please write this section in the first person, addressing your prospective students.

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

1. (Programme) Overview (c. 400 words)

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

This full time postgraduate programme will enable international registered nurses 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 Dissertation module to achieve the award MSc Nursing (International). The Dissertation 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.

UWE delivery: UWE delivery will be a one-year award. This offer will be based on the student's academic profile on application. This programme will be open to cohorts of international students who will be recruited from partnership collaborations.

Maldives delivery: The Maldives programme is also a one-year award consisting of modules chosen in negotiation with the Maldives Nursing and Quality team at Villa College with agreement from the Maldives Nursing Council.

2. Educational Aims (c. 4-6 aims)

The main educational aims of the programme are to:

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

- 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.

3. Programme Learning Outcomes (c. 6-8 outcomes)

On successful completion of the programme the student will be able to:

Programme (Learning) Outcomes (POs)

No.	PO Text
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 relevant research, evaluations, audits, and applying them to ensure measurable high quality improvements in nursing practice.

4. Programme (Learning) Outcomes (POs) Mapping

The programme learning outcomes are based around reflection as well as interactive and proactive approaches to learning. The ethos of this programme is to develop independent learning, enabling personal and professional development that will contribute directly towards the delivery of best quality health care.

<i>Programme Outcomes:</i>	UZWSVQ-20-3 Advancing Practice in Long Term Conditions UZWSVR-20-M Advancing Practice in Long Term Conditions	UZTK9S-20-3 Recognising and responding to a deteriorating patient UZTK9T-20-M Recognising and responding to a deteriorating patient	UZTK9Q-20-3 Contemporary Community Practice UZTK9R-20-M Contemporary Community Practice	UZVSJL-20-3 Workplace Health and Wellbeing UZVSJM-20-M Workplace Health and Wellbeing	UZZRQ8-20-3 Dual Diagnosis: Substance Misuse and Mental Health UZZRSM-20M Dual Diagnosis Substance Misuse and Mental Health	UZWRGQ-20-M Health and Social Care Research and Research Methodologies	UZTSVU-20-3 Leadership and Innovation UZTSW-20-M Leadership and Innovation	UZWS4V-40-M Dissertation
Knowledge and understanding:								
Explore the impact and influence of policy and practice on their field of practice	✓	✓	✓	✓	✓		✓	✓
Demonstrate an in depth knowledge and understanding of their discipline	✓	✓	✓	✓			✓	
Demonstrate a systematic understanding of knowledge, and a critical awareness of current issues and developments in their professional discipline		✓					✓	
The capacity to synthesise practice and theory, to underpin demonstrably higher levels of discretion and judgement in decision making within healthcare	✓	✓		✓	✓			

4. Programme (Learning) Outcomes (POs) Mapping									
An ability to apply knowledge and skills to their individual area of practice to lead and develop services;	✓	✓	✓		✓	✓	✓	✓	
A critical and systematic understanding of the research process from project development through to implementation including critical review of evidence			✓			✓		✓	
Intellectual Skills									
Work across professional, organisational and system boundaries and proactively develop and sustain new partnerships and networks to influence and improve outcomes for patients and service users		✓			✓		✓		
Develop practices that are appropriate to patient and service need through understanding the implications of demographic, social, political and professional trends and developments;	✓		✓		✓			✓	
Critically appraise and synthesise the outcomes of relevant research, evaluations and audits and apply the information when seeking to improve practice;	✓	✓		✓	✓	✓	✓	✓	
Design and conduct a research project from conception to implementation addressing a relevant area of professional practice		✓			✓	✓		✓	
Use personal reflection to analyse self and own actions, through a critical thinking, problem solving, enquiry based approach and be able to influence and implement change			✓	✓	✓		✓		
Synthesise information from a variety of perspectives in order to contextualize practice	✓	✓	✓		✓			✓	
Subject and Professional Skills									
Continually assess and monitor risk in their own and others' practice and challenge others about wider risk factors;	✓	✓	✓	✓			✓		
Have the confidence, knowledge and skills to challenge accepted wisdom when developing practice	✓	✓	✓	✓	✓		✓		
Are resilient and determined and demonstrate leadership in contexts that are unfamiliar, complex and unpredictable		✓		✓	✓		✓		
A high level of autonomy in the critical appropriation, transfer and transformation of knowledge derived from diverse sources of evidence	✓	✓	✓		✓	✓		✓	
Demonstrate self -direction and originality in tackling and solving problems	✓	✓	✓		✓	✓		✓	
Act autonomously in implementing tasks at a professional or equivalent level	✓	✓							

4. Programme (Learning) Outcomes (POs) Mapping									
Transferable skills									
Draw upon an appropriate range of multi-agency and inter-professional resources in their practice	✓	✓	✓	✓	✓		✓		
Actively seek and participate in peer review of their own practice	✓	✓	✓	✓	✓		✓		
Develop robust governance systems by contributing to the development and implementation of and promoting the use of evidence-based protocols, documentation processes, standards, policies and guidelines.	✓	✓	✓	✓	✓		✓		
Advocate and contribute to the development of an organisational culture that supports continuous learning and development and evidence-based practice	✓		✓	✓	✓		✓	✓	
Have high-level communication skills and contribute to the wider development of those working in their area of practice, by publicising and disseminating their work	✓		✓	✓	✓			✓	
Work in collaboration with others to plan and deliver interventions to meet the learning and development needs of their own and other professions	✓		✓	✓	✓		✓		

5. Stage Learning Outcomes (Optional)

This section is *optional*, and is to be completed only where relevant.

Please see respective module specs for module learning outcomes

PART B: PROGRAMME STRUCTURE**1. Structure (Full-time)****The programme Structure**

The table below presents the programme structure diagram demonstrating the student journey from Entry through to Graduation.

MSc Nursing (International)

Entry	MSc Nursing (International) (1 Year)
Postgraduate Certificate Nursing Studies (International) 60 credits at level 3 or above, of which not less than 40 are at level M	UZWSVQ-20-3 Advancing Practice in Long Term Conditions Or UZWSVR-20-M Advancing Practice in Long Term Conditions
	UZTK9S-20-3 Recognising & responding to a deteriorating patient Or UZTK9T-20-M Recognising & responding to a deteriorating patient
	UZWRGQ-20-M Health and Social Care Research and Research Methodologies
	UZVSJL-20-3 Workplace Health and Wellbeing Or UZVSJM-20-M Workplace Health and Wellbeing
Postgraduate Diploma Nursing Studies (International) 120 credits at level 3 or above, of which not less than 80 are at level M.	UZTK9Q-20-3 Contemporary Community Practice Or UZTK9R-20-M Contemporary Community Practice
	UZZRQ8-20-3 Dual Diagnosis: Substance Misuse and Mental Health Or UZZRSM-20-M Dual Diagnosis Substance Misuse and Mental Health
	UZTSVU-20-3 Leadership and Innovation Or UZTSVV-20-M Leadership and Innovation
	UZWS4V-40-M Dissertation
MSc Nursing (International) 180 credits at level M or 120 credits at level M or above, of which not more than 60 are at level 3.	
Graduation	MSc Nursing (International)

PART C: HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR) SYNOPSIS

This programme is for nurses working in a variety of care settings who are registered to practice by their professional regulatory body in their home country.

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

The design of the MSc Nursing (International) 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.

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-frameworkservices/> [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 [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 [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 [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]

[QAA UK Quality Code for HE](#)

QAA (2008) Benchmark mapping for Higher Education: The Framework for Higher Education Qualifications in England, Wales and Northern Ireland.

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

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 and some lecturing staff have joint appointments and strong links with practice. Secondly, the programmes offer a great degree of flexibility and learners have the freedom to apply their own practice experiences to develop their service as part of the assessment strategies for the compulsory modules. Learners 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. Advanced Practice graduates will be ready and able to make a positive contribution to society through their scope of practice. University of the West of England (online) Vision and Mission. Available <http://www1.uwe.ac.uk/aboutus/visionandmission>

PART E: REGULATIONS

Approved to [University Regulations and Procedures](#)