

Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

Programme Title:	
MSc Nursing (Adult) with NMC Registration MSc Nursing (Mental Health) with NMC Registration	
Programme (AOS) Code(s):	MN1MNA1, MN1MNM1
UCAS Code:	N/A
Name of Final Award:	Master of Science, MSc
Level of Qualification:	Level 7
Regime of Delivery:	Attendance
Mode(s) of Delivery:	Full Time
Typical Length of Study (Years):	Two years
Professional Body Recognition / Accreditation (including specific requirements where applicable):	Nursing and Midwifery Council (NMC)

Brief Description of the Programme

This Master of Science (MSc) programme in pre-registration nursing (Adult or Mental Health Field) is designed for high achieving graduates, recognising transferable academic skills, alongside healthcare and valuable life experience, who wish to pursue a nursing career. This exciting, innovative, and dynamic programme is approved by the Nursing and Midwifery Council (NMC) and delivered in two years as opposed to the standard BSc (Hons) undergraduate three years, supported by Recognition of Prior Learning (RPL).

The programme integrates post-graduate academic study alongside placement practice-based learning, underpinned by a strong collaboration between the university, service users (experts by experience) and practice partners. This will develop and nurture a masters-level compassionate, proficient, confident, and digitally abled qualified nurse, who will adopt a biopsychosocial, person-centred approach, working autonomously and accountably, in preparation for future leadership and specialist roles within the integrated care system. By successfully meeting the requirements for the MSc Nursing (Adult or Mental Health) with NMC registration award, students will be eligible to register with the NMC as a Registered Nurse (Adult or Mental health).

The Buckinghamshire New University (BNU) MSc Nurse will demonstrate a high level of critical thinking, problem-solving skills and reflexivity underpinned by research and evidence-based nursing knowledge and practice in a variety of clinical and service provision. Working collaboratively with a wider healthcare team in the leading, coordinating and delivery of care with reference to the digital technological, ethical, political, social, and clinical governance agendas.

This is a challenging and inspiring programme and will be delivered using a student-centred approach to learning, teaching and assessment. Students will build on their existing life experiences and previous academic knowledge.

Programme Aims

1	To develop qualified nurses who meet the requirements of the Nursing and Midwifery Council including The Code (NMC 2018), Standards for the pre-registration nursing education (NMC 2018), which includes the European requirements, as set out in Annexe 1, and the Standards of proficiency for registered nurses (NMC; 2018) cumulating in NMC registration.
2	To develop qualified nurses who demonstrate self-direction and originality, empowering them to take responsibility and accountability for their own actions whilst playing a vital role in providing, leading in the provision, and coordinating compassionate and evidence based person-centred care.
3	To develop qualified nurses who display research literacy and engage advanced skills to take part in and conduct research that demonstrates innovation and knowledge exchange.
4	To develop qualified nurses who engage in personal reflexivity to explore own beliefs, clinical judgements, and nursing practice.

Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

Please note this programme is only taught in English.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
Graduate Attribute: Knowledge and its application (K)	
K1	Communicate to an advanced level using self-awareness, empathy, and reflection with a range of individuals and stakeholders to provide safe, compassionate, person-centred nursing care, in the best interests of people, underpinned by contemporary research, evidence and best practice.
K2	Perform a range of nursing skills, with proficiency, predicated on contemporary knowledge and a critical evaluation of best practice.
K3	Evaluate mental, physical, cognitive, behavioural, spiritual, and social needs to identify the priorities and requirements for evidence-based, person-centred nursing interventions and support.
K4	Lead the care of people with complex healthcare needs to optimise independence, manage risk and reduce vulnerability across organisations and settings.
K5	Demonstrate a critical understanding of contemporary research processes that underpin evidence based, professional nursing practice.
Graduate Attribute: Creativity (C)	
C1	Master a diverse range of culturally sensitive communication and relationship management skills to ensure that individuals, families, and their carers are actively involved in and understand care decisions.
C2	Perform as critically reflective, resilient practitioners, demonstrating an ability to learn from experience, solve problems and develop as professionals.
Graduate Attribute: Social and ethical awareness and responsibility (S)	

S1	Demonstrate enhanced leadership around professional values and duty of candour, in the protection and safeguarding of the public and in dealings with other professionals and agencies whilst assuring confidentiality.
S2	Proactively advocate for and empower individuals, families, communities, and populations throughout the life span, assimilating current health data and economics, assessing and meeting health needs, improving health outcomes and positively impacting health inequalities.
S3	Demonstrate a high level of emotional intelligence in therapeutic relationships across the lifespan, integrating theoretical and practical skills and demonstrating ethical discernment and clinical judgement.
Graduate Attribute: Leadership and self-development (L)	
L1	Provide effective leadership for the timely delivery and evaluation of evidence-based, compassionate, and safe, person-centred nursing interventions, which engenders shared decision making, whilst protecting equality, diversity and inclusion.
L2	Lead the development of collaborative team working, through the critical appraisal of leadership knowledge, skills, and behaviours, supporting the management of change and challenge.
L3	Work in partnership with the multidisciplinary team, acting an effective role model for others.
L4	Critical evaluate processes, resources and policies influencing organisational change, utilising developments in digital health technology.
L5	Critically analyse risk monitoring processes, whilst demonstrating leadership in the delivery of quality improvement agendas in uncertain and changing environments.

Programme Structure

Programmes are structured in parts. The number of parts will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later part enabling the programme to respond to sector developments.

Foundation Level (Optional for students on degree programmes)

Level Seven

Code	Module Title	Credit	Core / Optional	Compensable (Normally Yes)
NS721	Professional Nursing Practice Underpinning Evidence-Based Healthcare	15	Core (All fields)	No

NS724	Introduction to Public Health and Community Nursing	15	Core (All fields)	No
NA714	The Principles of Adult Nursing Practice	30	Core (Adult field)	No
NM714	The Principles of Mental Health Nursing Practice	30	Core (Mental Health Field)	No
NS722	Nursing Research and Knowledge Exchange in Healthcare	30	Core (All fields)	No
NA717	Developing Public Health and Community Adult Nursing Practice	15	Core (Adult field)	No
NM717	Developing Public Health and Community Mental Health Nursing Practice	15	Core (Mental Health Field)	No
NA715	Advancing Bio-psychosocial Nursing skills in Adult Practice	30	Core (Adult field)	No
NM715	Advancing Bio-psychosocial Nursing Skills in Mental Health Practice	30	Core (Mental Health Field)	No
NS725	Leading and Co-ordinating Care	15	Core (All fields)	No
NA716	Leading and Managing Care in Adult Practice	30	Core (Adult field)	No
NM716	Leading and Managing Care in Mental Health Practice	30	Core (Mental Health Field)	No

Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

The philosophy of the Buckinghamshire New University MSc Nursing Programme is predicated on a community of practice, with students placed at the heart. Students choose to study a specific field of practice: adult or mental health. The programme is inclusive and celebrates diversity in the student population; the School of Nursing, Midwifery and Allied Health is committed to supporting a diverse range of students with different academic needs.

This is a full-time post-graduate pre-registration nursing programme that utilises a variety of blended classroom based and online learning teaching methods in the University including: seminar-based teaching; lectures; authentic scenarios and case studies; presentations; online learning resources, and simulation in the simulation suites. To enhance students' digital literacy and engagement, online teaching, and digital learning opportunities (e.g., discussion boards, interactive web-based response systems) will also be integrated throughout many modules within this programme. This will enable students to develop and enhance the necessary skills required to support a modernised and dynamic health care delivery model. Students are required to be self-regulated and engage in independent study, guided through their modules. They will utilise a variety of e-resources and e-tools including the University Virtual Learning Environment (VLE); professional websites; online numeracy assessment and education; online assignment submission; academic databases and library e-resources. Students will also be introduced to social media

alongside e-professionalism, as a tool for online networking and learning, supporting a community of practice.

Simulation is recognised within the School of Nursing, Midwifery and Allied Health as essential in disseminating the required knowledge, skills, and behaviours from expert nurse academics to our students. Nursing simulation incorporates the use of human patient simulators in a virtual “real-life” healthcare environments and situations. Within this learning environment, real-time evolving clinical situations can be simulated, repeated, evaluated, and reflected, reducing the risk of patient harm. The simulation areas are equipped to a national standard of excellence. Our facilities offer a high-fidelity environment, which includes the use of NHS approved consumables, genuine functioning equipment and a combination of actors and technology enhanced manikins. The essential element of debrief in simulation is undisputed; audio/visual technology is available and widely used by the teaching teams to enhance feedback to students. Within this curriculum simulation is not counted as practice hours. The use of simulation to assist in the development and assessment of clinical skills ensures that students are better prepared for practice learning and can use time in the practice learning environment more effectively for skills rehearsal and consolidation. Simulation is not limited to psycho-motor skills alone but includes a range of other skills, e.g., interpersonal, communication and decision-making skills.

The design of the curriculum uses 3 progressive knowledge, skill and behaviour streams, embraces and promotes intra and inter-professional education and practice, across diverse settings within the developing integrated care system. The curriculum includes generic and field specific learning and teaching in all three parts of the programme. This supports students from all fields to be taught and learn together thus allowing them to benefit from their individual experiences, to share insights and to offer competing perspectives. Inter-professional learning features within and outside theoretical learning, primarily occurring in the practice settings. Consequently, students will demonstrate their awareness of and competence in working within the multi-disciplinary teams within the practice proficiencies. This innovative curriculum reflects the university’s core values of creating a learning environment that is inclusive, challenging and promotes collaboration, professionalism, and confidence in students. Quality Assurance mechanisms are embedded in the School of Nursing, Midwifery and Allied Health: course Committees, student representation, module and programme evaluations, practice audit and evaluation, module and subject assessment boards and subject annual monitoring processes.

As professional nurses and educators, staff bring a wealth of clinical expertise and research activity through individual scholarship across all four fields of nursing (adult, child, mental health and learning disability). An existing and expanding portfolio of health and social care courses including midwifery, physiotherapy, operating department practitioner, social worker, physician associate as well as specialist community and public health nurses, provide increasing opportunity for inter-professional learning (IPL). In addition, expert and specialist nurses regularly deliver, and service users (experts by experience) support sessions for students within the university.

Students apply their academic knowledge to their practice experiences, supported by practice supervisors, assessors, practitioners, and link lecturers. Each student is allocated to a diverse range of placement learning experiences to meet NMC requirements and reflect the demand for integrated health and social care workforce planning. All three parts of the programme support an integrated theory/practice model, which will enable students to apply and reflect on clinical practice within their academic studies. Students are supported through a variety of mechanisms including personal tutors, module leaders and course leaders. In practice they remain supported by personal tutors and course leaders, in addition to practice supervisors, practice assessors and

academic assessors who appraise proficiency. Additionally, in practice, students are supported through link lecturing activities.

Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

Travel for placements
Maths cards
On-going printing costs

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours.

The 180-credit programme is made up of 1,800 theory hours (+ 40 additional theoretical hours, added to NS722 dissertation module to support absence throughout the programme). Theory hours include classroom-based learning, online learning, and guided independent study (GIS). Students will have between 8 to 16 (most commonly 10 -12 hours) hours per week contact time in theory blocks depending on the part of the programme they are studying. The programme also provides 1,800 practice hours (+ 40 additional practice hours to support absence).

This equates to a 40-hour week across the whole programme. Additional catch up / progression time is also provided throughout. As per NMC regulatory standards (NMC, 2018) with the addition of RPL (see below for detail) students can meet the required minimum total hours of 4,600.

Course Part	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad / Work Based Learning (Hours)
Part One	181	419	520
Part Two	150	450	480
Part Three	154	446 (+40 theory buffer)	840
Total	472 +	1368 = 1,840 (Theory hrs)	1,840 (Practice hrs)

Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our

commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

The following assessment activities are used on this programme:

- Reflective writing
- Report production
- Essay
- Personal development 'action' planning
- Oral assessment and presentations
- Numeracy exams (online)
- Short answer question exam
- OSCE (Observed structured Clinical Examination)
- Practice placement related assessments

A professional portfolio, aligned to professional revalidation requirements, informed by theory and practice learning and reflection, facilitated by personal tutor sessions is also a programme requirement.

Classification

Calculation of final award: Level 7 – 100%

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

The profile of students who would be suitable for the course, including any specific requirements beyond the University's general requirements above.

- Evidence of study within the previous five years.
- Successful interview
- Enhanced Disclosure and Barring Service check
- Five GCSEs at grade C or above, including English language or literature, mathematics, and a science subject
- For students, whose first language is not English, there is a requirement to achieve an IELTS tariff of 7 with no individual component below 6.5.
- Establish digital and technological literacy on application
- Classification of 2:1 or above in any subject/discipline OR consideration will be given to applicants who have: Classification of 2:2 in a subject with relevant content and experience, e.g., sociology; psychology; physiology; bio-chemistry; health studies or social work.
- Evidence of 500 hours of related clinical practice (within 3 years) demonstrated through an enhanced CV

- Evidence of 500 hours of related theoretical work (within 3 years) aligned to nursing and healthcare demonstrated through an enhanced CV
(See below Recognition of Prior Learning (RPL) information)

Applications are reviewed on an individual basis. Applicants who do not fulfil the entry criteria may discuss their profile with the admissions team.

Do applicants require a Disclosure and Barring Service (DBS) Check?

Yes

Opportunities for students on successful completion of the programme

Typically, students who are successful on this programme will be employed in a healthcare environment at band 5 level in the relevant field of nursing.

Recognition of Prior Learning

In accordance with NMC regulatory standards (NMC, 2018) pre-registration nursing students are required to complete 4,600 hours of learning by the end of the programme. 2,300 hours of practice learning and 2,300 hours of theoretical learning. For the MSc Nursing (pre-registration) programme, students will need to complete a total of 1,800 hours for each, following the successful completion of a recognition of prior learning (RPL) claim for 500 hours of practice learning and 500 hours of theoretical learning. Claims for RPL will be considered through a tripartite assessment consisting of, submission of an enhanced CV, clinical verification of practice hours, demonstration of ongoing professional development learning, successful viva at interview and a reflective piece of writing.

Please refer to our [Credit Accumulation webpages](#) for further guidance.

Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated an academic **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Student Achievement and Success Unit for skills and study support, the Library and Learning Resources, the Student Opportunities and Career Success Team, Student Finance Team, Accommodation and Counselling Services. Programme specific support (if applicable)

In addition, to practice supervisors, practice assessors and academic assessors, students are also supported in all their practice learning environments by the School of Nursing, Midwifery and Allied Health Placement Learning Unit and a designated practice visitor (link lecturer) in the form of a nurse academic.

Appendices

Quality Assurance

Awarding Body:	Buckinghamshire New University
Language of Study:	English
QAA Subject Benchmark Statement(s):	QAA Benchmark Statement under review Mapped against: <ul style="list-style-type: none"> • QAA Framework for Higher Education (FHEQ) Level 7 • QAA Characteristics Statement Master's Degree • Standards of proficiency for Registered Nurses (NMC; 2018) • Standards framework for Nursing and Midwifery Education (NMC; 2018) • Standards for supervision and assessment (NMC; 2018) • Standards for pre-registration Nursing programmes (NMC; 2018)
Assessment Regulations:	<i>Regulations for Pre-registration nursing programmes as an appendix to Academic Assessment Regulations, accessible via the Academic Advice webpages (https://bucks.ac.uk/students/academicadvice)</i>
Does the Fitness to Practise procedure apply to this programme?	Yes
Date Published / Updated:	February 2022

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

Name of Exit Qualification:	Master of Science (MSc)
Full name of Qualification and Award Title:	Master of Science (MSc) in Health-Related care (without NMC registration) This award will be made in the rare situations where students have successfully completed all credit bearing modules on the programme but have not fulfilled other requirements, for example mandatories, portfolio etc. after referral or are not considered fit for registration with the NMC e.g., 'Fitness to Practise'.

Credits requirements:	180 Credits
Module requirements:	ALL 180 Credits at Level 7 from all modules in part 1, 2 and 3
Learning Outcome	

Graduate Attribute: Knowledge and its application (K)	
K1	Communicate to an advanced level with a range of individuals and stakeholders to provide safe, compassionate, person-centred nursing care, in the best interests of people, underpinned by contemporary research, evidence and best practice.
K2	Perform a range of nursing skills, with proficiency, predicated on contemporary knowledge and a critical evaluation of best practice.
K3	Evaluate mental, physical, cognitive, behavioural, spiritual, and social needs to identify the priorities and requirements for evidence-based, person-centred nursing interventions and support.
K4	Lead the care of people with complex healthcare needs to optimise independence, manage risk and reduce vulnerability across organisations and settings.
K5	Demonstrate a critical understanding of contemporary research processes that underpin evidence based, professional nursing practice.
Graduate Attribute: Creativity (C)	
C1	Master a diverse range of culturally sensitive communication and relationship management skills to ensure that individuals, families, and their carers are actively involved in and understand care decisions.
C2	Perform as critically reflective, resilient practitioners, demonstrating an ability to learn from experience, solve problems and develop as professionals.
Graduate Attribute: Social and ethical awareness and responsibility (S)	
S1	Demonstrate enhanced leadership around professional values and duty of candour, in the protection and safeguarding of the public and in dealings with other professionals and agencies whilst assuring confidentiality.
S2	Proactively advocate for and empower individuals, families, communities, and populations throughout the life span, assimilating current health data and economics, assessing and meeting health needs, improving health outcomes and positively impacting health inequalities.
S3	Demonstrate a high level of emotional intelligence in therapeutic relationships across the lifespan, integrating theoretical and practical skills and demonstrating ethical discernment and clinical judgement.
Graduate Attribute: Leadership and self-development (L)	
L1	Provide effective leadership for the timely delivery and evaluation of evidence-based, compassionate, and safe, person-centred nursing interventions, which engenders shared decision making, whilst protecting equality, diversity and inclusion.
L2	Lead the development of collaborative team working, through the critical appraisal of leadership knowledge, skills, and behaviours, supporting the management of change and challenge.
L3	Work in partnership with the multidisciplinary team, acting an effective role model for others.

L4	Critical evaluate processes, resources and policies influencing organisational change, utilising developments in digital health technology.
L5	Critically analyse risk monitoring processes, whilst demonstrating leadership in the delivery of quality improvement agendas in uncertain and changing environments.

Name of Exit Qualification:	Postgraduate Diploma (PGDip)
Full name of Qualification and Award Title:	Postgraduate Diploma (PGDip) in Health-Related care (without NMC registration)
Credits requirements:	120 credits
Module requirements:	ALL 120 credits at level 7 from modules in part 1 and 2 Module Codes

Learning Outcome	
	Graduate Attribute: Knowledge and its application (K)
K2	Perform a range of nursing skills, with proficiency, predicated on contemporary knowledge and a critical evaluation of best practice.
K3	Evaluate mental, physical, cognitive, behavioural, spiritual, and social needs to identify the priorities and requirements for evidence-based, person-centred nursing interventions and support.
K5	Demonstrate a critical understanding of contemporary research processes that underpin evidence based, professional nursing practice.
	Graduate Attribute: Creativity (C)
C1	Master a diverse range of culturally sensitive communication and relationship management skills to ensure that individuals, families, and their carers are actively involved in and understand care decisions.
	Graduate Attribute: Social and ethical awareness and responsibility (S)
S2	Proactively advocate for and empower individuals, families, communities, and populations throughout the life span, assimilating current health data and economics, assessing and meeting health needs, improving health outcomes and positively impacting health inequalities.
S3	Demonstrate a high level of emotional intelligence in therapeutic relationships across the lifespan, integrating theoretical and practical skills and demonstrating ethical discernment and clinical judgement.
	Graduate Attribute: Leadership and self-development (L)
L2	Lead the development of collaborative team working, through the critical appraisal of leadership knowledge, skills, and behaviours, supporting the management of change and challenge.
L3	Work in partnership with the multidisciplinary team, acting an effective role model for others.

Name of Exit Qualification:	Postgraduate Certificate (PGCert)
------------------------------------	--

Full name of Qualification and Award Title:	Postgraduate Certificate (PGCert) in Health-Related care (without NMC registration)
Credits requirements:	60 Credits
Module requirements:	All 60 credits at level 7 from modules in part 1 Module Codes
Learning Outcome	
Graduate Attribute: Knowledge and its application (K)	
K2	Perform a range of nursing skills, with proficiency, predicated on contemporary knowledge and a critical evaluation of best practice.
K5	Demonstrate a critical understanding of contemporary research processes that underpin evidence based, professional nursing practice.
Graduate Attribute: Creativity (C)	
C1	Master a diverse range of culturally sensitive communication and relationship management skills to ensure that individuals, families, and their carers are actively involved in and understand care decisions.
Graduate Attribute: Social and ethical awareness and responsibility (S)	
S2	Proactively advocate for and empower individuals, families, communities, and populations throughout the life span, assimilating current health data and economics, assessing and meeting health needs, improving health outcomes and positively impacting health inequalities.
Graduate Attribute: Leadership and self-development (L)	
L2	Lead the development of collaborative team working, through the critical appraisal of leadership knowledge, skills, and behaviours, supporting the management of change and challenge.
L3	Work in partnership with the multidisciplinary team, acting an effective role model for others.