

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	MSc Professional Nursing Practice
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	Buckinghamshire New University
<b>Subject Area:</b>	Nursing & Midwifery
<b>Award Title (including separate Pathway Award Titles where offered):</b>	MSc Professional Nursing Practice
<b>Pathways (if applicable)</b>	
<b>FHEQ level of final award:</b>	Level 7
<b>Other award titles available (exit qualifications):</b>	PG Cert Professional Nursing Practice PG Dip Professional Nursing Practice
<b>Accreditation details:</b>	
<b>Length of programme:</b>	2 years
<b>Mode(s) of Study:</b>	Part time
<b>Mode of Delivery:</b>	Distance learning
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	Subject Benchmark – N/A Framework for Higher Education Qualifications - Level 7 Descriptor (2024)
<b>Other external reference points (e.g. Apprenticeship Standard):</b>	N/A
<b>Course Code(s):</b>	MSPNURDP
<b>UCAS Code(s):</b>	N/A
<b>Approval date:</b>	December 2025
<b>Date of last update:</b>	

## 2. Programme Summary

The MSc Professional Nursing Practice programme enables registered nurses to access development opportunities and academic accreditation from the programme. The programme has been strategically designed to meet their needs, supporting career progression to specialist practice roles, quality improvement roles, clinical educator roles, leadership and management roles and research roles recognising the wealth of experience and knowledge that learners will have from their nursing roles, linking to a range of national and international priorities for high quality healthcare. This programme will support both UK-based and international nurses, including internationally educated nurses currently working

in the UK. It provides an accessible pathway for nurses to advance their pre-existing qualifications and careers through part-time, flexible distance learning.

This Master's-level CPD programme enables nurses to critically interrogate global healthcare perspectives, developing a sophisticated understanding of international systems, policy frameworks, and cultural determinants of care. Through rigorous analysis of diverse practices and complex global health challenges, participants learn to synthesise high-quality evidence, evaluate emerging innovations, including digital health technologies, and apply strategic insights to advance person-centred care. The curriculum will support digital health literacy, ethical leadership, and transformative practice, equipping nurses to influence policy, lead interprofessional teams, and drive quality improvement at both local and international levels.

The programme reflects the WHO Global Strategic Directions for Nursing and Midwifery 2021–2025, which emphasise the importance of:

- Strengthening nursing education and training,
- Promoting leadership at all levels of healthcare,
- Enhancing evidence-based practice,
- Supporting mobility and academic progression of nurses worldwide.

### 3. Programme Aims and Learning Outcomes

#### Programme Aims

This programme aims to:

1. Provide a framework to promote the progression of professional knowledge, skills and expertise for nurses
2. Develop and support professional judgement, accountability and autonomy within nursing
3. Develop a critically analytical approach to nursing care, encouraging the promotion of best practice in line with contemporary policies and guidelines
4. Support nurses to develop an understanding and application of leadership, management and clinical innovation to support development in professional roles
5. Equip nurses with the knowledge and expertise required to deliver and manage complex care across diverse healthcare environments
6. Provide an exceptional distance learning experience to promote and develop an ethos of life-long learning and creative enquiry

#### Programme Learning Outcomes

##### Knowledge and Understanding (K)

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

ID	Learning Outcome
K1	Critically explore relevant national and international guidelines and policies for practice across a range of nursing roles and care.
K2	Formulate principles of health and wellbeing, health promotion and strategies for global health issues to identify potential nursing actions for healthcare.

<b>K3</b>	Evaluate the impact of evidence-based nursing care to improve patient outcomes.
<b>K4</b>	Develop knowledge from evidence to support and challenge a range of issues relating to evidence-based nursing practice, to enhance person-centred care.
<b>K5</b>	Synthesise a range of evidence to design and plan innovative, evidence-informed strategies that can enhance nursing practice and improve patient outcomes.

### Analysis and Criticality (C)

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

<b>ID</b>	<b>Learning Outcome</b>
<b>C1</b>	Critically appraise and synthesise evidence and integrate research into nursing practice, linking theory, research and practice.
<b>C2</b>	Utilise academic skills including the accurate use of referencing, inclusion of high-quality evidence and formation of critical discussion and synthesis to creatively explore key nursing topics.
<b>C3</b>	Accurately utilise established techniques of analysis and enquiry within nursing, in line with contemporary policies and guidance.
<b>C4</b>	Explore critically a range of research processes to demonstrate insight into the strengths and limitations of research and identify appropriate research methods in nursing.
<b>C5</b>	Analyse and evaluate aspects of care where practice could be improved, developing evidence-based recommendations to enhance care through key leadership and innovative approaches to enhance person-centred care through innovation and positively impact patient satisfaction.

### Application and Practice (P)

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

<b>ID</b>	<b>Learning Outcome</b>
<b>P1</b>	Creatively apply understanding of the application of research to support evidence-based nursing practice and identify innovations for care.
<b>P2</b>	Utilise new knowledge for nursing practice including digital and technological developments to identify improvements for assessment, treatment and management of key clinical issues.
<b>P3</b>	Through reflection, evaluate personal and broader nursing practice to determine ongoing learning requirements and opportunities for application of leadership and innovation.
<b>P4</b>	Critically explore a range of interventions utilised in practice to identify priorities for nursing care.
<b>P5</b>	Develop a range of recommendations for education, research and practice to direct innovation to improve person-centred nursing care.

### Transferable skills and other attributes (T)

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

<b>ID</b>	<b>Learning Outcome</b>
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<b>T1</b>	Utilise knowledge and skills to enhance autonomy and decision making in nursing practice.
<b>T2</b>	Apply advanced academic and professional capabilities to critically explore nursing practice and identify areas for enhanced leadership and management.
<b>T3</b>	Critically evaluate and demonstrate advanced insight into personal learning and development needs, encompassing professional, academic, and technology-enhanced skills, to inform strategic growth and innovation.
<b>T4</b>	Appraise and synthesise leadership theories, models, and techniques to design and implement strategies that drive change at individual, team, and organisational levels.
<b>T5</b>	Engage with and promote a culture of lifelong learning, continuous professional development, and evidence-based nursing practice to advance quality and innovation in care.

## Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development 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.

On this programme, attributes are developed through the acquisition and critical application of knowledge essential to nursing care (K1, K2, T2). This knowledge and understanding will relate to a range of relevant topics including evidence-based practice, key clinical issues, global health issues, leadership and management and innovation for healthcare to support and challenge current nursing care (K3, K4, K4, T2, T4). Learners throughout the programme will demonstrate self-direction for their learning, and access support appropriately (T3, T5) while independently managing their engagement with a range of asynchronous resources.

Learners develop knowledge of subjects through review and critical exploration of the evidence base linked to the topic being studied (C1, C2). Evidenced-based practice, technology, national guidelines and research are linked to enable learners to understand factors contributing to the development, implementation and evaluation of clinical practice and research (C4, T4).

Reflection on practice and through the understanding and exploration of common global issues in healthcare allows learners to synthesise contemporary initiatives into current professional nursing practice, demonstrating their ability to critically evaluate nursing practice (K2, C1, P2, P3, P4). By developing their confidence in interpreting evidence, and communicating findings, learners will feel able to work with others to address contemporary health issues and contribute meaningfully to improving professional practice through recommendations for innovation (P2, P5, T1, T4). This is achieved throughout the modules and culminates in completion of a research proposal and Practice-based Project focussed on a selected area of practice (P1, C3, C4, C5).

The programme utilises a variety of approaches to support learning, appropriate to a postgraduate degree award and distance learning including: synchronous sessions covering key concepts relevant to each module, utilising learner experience from nursing practice, pre-recorded videos (with closed captions), appropriate short videos (with closed captions),

slide sets, research and commentary articles, web links, podcasts (audio), ebook chapters, quizzes, case scenarios.

#### 4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions:

- Learners must be a registered nurse
- Learners must be working in a practice-based nursing role
- Hold a Degree with Honours or equivalent, or evidence of successful study at degree level

Learners with international nursing qualifications, will have the academic level of their qualifications assessed by the UK ENIC (or equivalent).

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

## 5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
<p><b>Level 7</b></p>	<p><b>Core modules:</b>                      NAM7160 Evidence into Action: Applied Scholarship for Professional Nursing Practice (20 credits)                      NAM7161 Global Health: Advancing International Professional Nursing Practice (20 credits)                      NAM7166 Innovation Adoption for Professional Nursing Practice (20 credits)                      NAM7167 Applied Leadership and Management for Professional Nursing Practice (20 credits)                      NAM7168 Applied Research for Professional Nursing Practice (20 credits)                      NAM7169 Practice-based Project for Professional Nursing Practice (60 credits)</p> <p><b>Option modules (All 20 credits):</b>                      Choose 1 module from:                      NAM7162 International Perspectives for Evidence-based Stroke Management and Care                      NAM7163 International Perspectives for Evidence-based Diabetes Management and Care                      NAM7164 International Perspectives for Recognising and Managing Adult Deterioration                      NAM7165 International Perspectives for Evidence-based Dementia Management and Care</p>	<p><b>Postgraduate Certificate</b>, awarded on achievement of 60 credits</p> <p><b>Postgraduate Diploma</b>, awarded on achievement of 120 credits excluding NAM7169</p>

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

## 6. Learning, Teaching and Assessment

### Learning and teaching

Paramount to the teaching and learning strategy will be the value placed on the learners own individual experience and workplace. This aligns with adult learning theory, emphasising the link between professional experience, linking theoretical underpinnings of health and social care delivery ensuring relevance to the students' role and specialty. A varied programme of learning and teaching strategies enables the learner to achieve an award whatever their professional nursing role. Active learning is embedded across all modules, promoted through discussions to ensure student engagement, and through completion of self-directed learner focused elements across assessments. These approaches will support development and promotion of critical thinking, synthesis and evaluation to impact nursing practice.

**Lectures** (Synchronous and Asynchronous): keynote lectures will be employed to launch fundamental theoretical aspects of the programme and will provide the academic foundation for learner-led activity within seminars and/or workshops.

**Seminars:** seminars will offer a forum by which learners can explore key areas and will combine the presentation of information and ideas, exploration of relevant issues, and the application of theoretical principles. There will be further opportunities for them to discuss the application of these in their field of nursing practice.

**Case-based Discussion:** during synchronous sessions, a range of case studies will be used as a vehicle for enquiry-based learning. Learners will explore and critically discuss the components of those cases, to learn from successful and unsuccessful approaches as well as to be able to iterate the nature of good and bad experiences. The case studies will enable learners to illuminate the nature of work, and the demands inherent within nursing practice, leadership and innovation to enable the development of critical knowledge and problem-solving skills.

**Directed reading:** throughout the programme, learners will be required to engage in critical discussion, which will require them to undertake directed reading. They will be provided with relevant reading lists by the lecturers, and via the Virtual Learning Environment and will be encouraged to undertake independent reading to ensure they engage with a breadth of literature, evidence and activities, so they are cognisant of contemporary debates within a range of nursing fields/issues.

**Virtual Learning Environment VLE:** Asynchronous learning and support will be provided through a range of approaches and materials which will include: pre-recorded lecture videos (with closed captions), appropriate short videos (with closed captions), slides, research and commentary articles, web links, podcasts (audio), eBook chapters, quizzes, case scenarios. Learners will participate in discussion boards for the individual modules to facilitate the sharing of information and engagement with asynchronous learning.

## Assessment

**Presentation:** Learners are supported to develop their presentation skills with presentations assessed by the tutor using a clear marking scheme. Presentations will include an exploration of their own leadership style based on colleague feedback and presentation on key elements of their practice-based project with emphasis on strengths, limitations and recommendations for future practice, education and research.

**Essay/Report:** a variety of written assessments are used ranging from reflection on individually identified elements of nursing practice, to reports and the development of portfolios and education tools for colleagues, developed from critique of practice and evidence.

**Engagement with the VLE -** Engagement with the VLE will foster scholarly debate, resource sharing, and collaborative reflection. Students will participate in a variety of online activities and discussion forums, followed by a concise reflective summary of their engagement.

**Literature review:** A review of literature is used as part of a range of summative assessments. This allows the students to explore in greater depth a subject of their choice utilising a range of evidence leading to a greater understanding of the topic and to identify recommendations for evidence-based practice innovations.

**Practice-based project:** an evidence-based work-related project will be completed in the final stages of the programme. This allows the student to identify an area of clinical interest and relevance to their nursing role and complete research.

**Formative assessment:** elements of formative assessment are included in all modules so learners can prepare for the summative assessments and identify any gaps in their knowledge/approach to the assessment through developmental feedback.

## Contact Hours

Each year of the MSc Professional Nursing Practice (Top up) consists of 60 credits, therefore 600 hours of scheduled learning activities (synchronous and asynchronous) and independent study. For 20-credit modules, learners can expect to receive approximately 3 hours of synchronous contact for scheduled learning activities per week, for 9 weeks. In addition, there will be approximately 30 hours of identified asynchronous activities for each 20-credit module. A full breakdown of contact hours can be found in individual module descriptors.

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Regulations for Taught Degree Programmes (2023)
- Adherence to the BNU Maintaining Academic Confidentiality policy

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies

- Library resources, include access to books, journals and databases - available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, Multifaith chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in relevant external surveys
- Student representatives
- Programme Committees, via appointed student representatives
- Informal feedback to your module/programme leaders

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner/s following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

### Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Level 7</b>																					
NAM7160	X		X	X		X	X	X			X			X				X	X		X
NAM7161	X	X		X		X	X				X	X	X	X	X	X	X		X		
NAM7166			X	X	X	X	X	X			X		X	X	X						X
NAM7167	X			X			X				X		X					X	X	X	
NAM7168				X	X	X	X	X	X	X	X	X			X		X				
NAM7169			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Option clinical module -</b>																					
NAM7162/7163/7164/7165	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X