



**UNIVERSITY OF
PLYMOUTH**
Faculty of Health and
Human Sciences

University of Plymouth

Faculty of Health and Human Sciences

School of Nursing & Midwifery

Programme Specification

MNurs (Hons) Nursing (Adult Health and Child Health)
MNurs (Hons) Nursing (Adult Health and Mental Health)
MNurs (Hons) Nursing (Child Health and Mental Health)

Leading to eligibility to apply for Professional Registration with the
Nursing and Midwifery Council

A handwritten signature in black ink, appearing to read 'A. Helmer'.

Date of approval: 16/07/2019

Date of implementation: September 2019

Year of first award: 2022

CONTENTS

1. Award titles.....	5
2. Awarding Institution	5
3. Accrediting Body	5
4. Distinctive Features of the Programme and the Student Experience.....	6
5. Relevant QAA Subject Benchmark Group(s)	12
6. Programme Structure and Assessment.....	12
7. Programme Aims	16
8. Programme Intended Learning Outcomes	17
9. Admissions Criteria including RPL and DS arrangements	19
10. Progression Criteria for Final and Intermediate Awards	21
11. Non Standard Regulations.....	23
12. Transitional Arrangements	23
Appendix 1: Programme Specification Mapping: module contribution to the meeting of Award Learning.....	24
Appendix 2: Mapping to NMC Standards 2018.....	27

1. MNurs (Hons) Nursing (Dual Field) (Adult Health, Child Health, Mental Health)

Final award titles

MNurs (Hons) Nursing (Adult Health and Child Health)

MNurs (Hons) Nursing (Adult Health and Mental Health)

MNurs (Hons) Nursing (Child Health and Mental Health)

Level 4 Intermediate award title

Certificate of Higher Education.

Level 5 Intermediate award title

Diploma of Higher Education

Level 6 Intermediate award title

BSc (Hons) Nursing

(Leading to eligibility to apply for NMC registration)

BSc Health and Social Care

(This award does not lead to eligibility to apply for NMC registration)

UCAS code: Adult Health and Child Health - B742; Adult Health and Mental Health – B743; Child Health and Mental Health – B744.

JACS codes: B740, B730, B760

2. Awarding Institution: University of Plymouth

Teaching institution(s): University of Plymouth

3. Accrediting body: Nursing and Midwifery Council

4. Distinctive Features of the Programme and the Student Experience

The four year dual field programme offers the opportunity for students to be recognised in two of the three fields of nursing offered at the University of Plymouth while achieving a Master's degree, the programme prepares students for a clinical role in a range of healthcare settings nationally or internationally. The development of the programme is in response to workforce needs that require high level entrants into the nursing profession in order to progress at a swifter pace to advanced practitioner and specialist practitioner roles, or into research/nurse education or management positions.

Consequently, this contemporary programme has been designed through a dynamic collaborative working relationship between the University, its students and stakeholders. It takes into consideration the national drivers directed towards mental *and* physical health throughout the lifespan, in an integrated approach to care delivery and treatment (NHS England's Five Year Forward (2001¹); Nursing and Midwifery Council Standards (NMC) (2018²)).

Raising the Bar "Shape of Caring" (2015³) made significant recommendations for the education and training of the future workforce including recommendations on pathways into, and flexibility in, nursing education. Inclusion and alignment of the Nurse Apprenticeship and Nursing Associate routes in our suite of programmes enables students to be able to take Recognition of Prior Learning (RPL) into the programme. Providing the option of a four-year Master's programme of study with registration in a second field enables students with high UCAS tariff points to exit with a Masters of Nursing (MNurs (Hons)) and a dual field nursing qualification. Recognition by the NMC in two fields of nursing is a highly desirable feature of modern careers in nursing within the context of integrated models of care delivery.

¹ Five Year Forward View - NHS England <https://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf> accessed 06/8/18

² Nursing and Midwifery Council (2018) Future nurse: Standards of proficiency for registered nurses. www.nmc.org.uk Accessed 06/08/18

³ Health Education England (2015) Raising the Bar Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants, Lord Willis, Independent Chair - Shape of Caring review.

4.1 The Student Experience

This is central to the quality of educational programmes. The student experience has a direct bearing and significant impact on patient care. Therefore quality monitoring, including retention and achievement, and continuous quality enhancement is an important part of the delivery process of the programme.

Students will work in an environment alongside health professionals who will provide a model for the attributes and qualities required of learners. Through the School's position in the Faculty of Health and Human Sciences, students on the MNurs (Hons) Nursing will be encouraged to access a wide range of events, which extend their learning, including research seminars in the health professions, Schwartz rounds, and other continuing professional development type events as appropriate to the students' stage and interests.

A main feature of the student experience is engagement in a research community. Students are encouraged to think of research and practice as an iterative, cyclical process involving: enquiry, design, technique, communication, practice, and reflection. Students will be encouraged to reflect on their learning regularly throughout the year, dedicated tutorials for MNurs (Hons) students built around critical reflexivity (thinking deeply about the impact of our assumptions, values, and actions on others) activities will ensure this is integrated within their own practice.

4.2 Patient Engagement

The programme supports the importance of working with patients, service users and carers in a wider capacity to ensure that students gain a robust knowledge of hearing and responding to the patient voice. Our wider patient engagement initiative⁴ instigated by Kim Young won the 2017 Health Education England Award for hearing the patient voice. It enables students to participate in wider patient engagement (WPE) activities to form part of the inclusive experience of care delivery. Examples of activities and resources provided on the programme include:

- Students linking to the Care Opinion (formerly Patient Opinion) organisation which provides students with a unique log-in to access patient stories and examples of written feedback provided by health care organisations. Thus students develop their knowledge of how patient and carer feedback is responded to and see how changes are made to enhance the patient and carer experience.
- Activities linked to clinical placement e.g. joining patient representation groups in GP practices, making contact with specialist services to follow up patients'

⁴ Young, K., Eardley, H and Jones, R (2016) Linking students to patient participation groups. *Nursing Times*, 2016. 112: pp. 29-31

⁵ Jones R, Young K, et al (2017) Including On-Line feedback Site, Patient Opinion in the Nursing Curriculum: Exploratory Study. *Nurse Education Today*

needs in the community, finding out more about patient stories from patient opinion. <https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi/poppi-health/wider-patient-engagement-wpe>

- Encouragement to log WPE activity within the e Portfolio.
- Opportunity for students to showcase their WPE activity as part of practice innovation at the University of Plymouth.
- Opportunity for students to link to the Plymouth Award which is nationally recognised by employers for demonstrating achievements outside of their academic studies.

The WPE Steering Group meets during each academic year to monitor wider patient engagement activity within the programme. The group includes representation from a national patient representation organisation and patients and service users. Patient representatives contribute to the monitoring and quality aspects of the programme, for example patient representatives have attended curriculum planning events as well as being involved in the development of the placement assessment document.

4.3 Sustainability

Sustainability has been embedded throughout the nursing and midwifery curriculum based on the innovative research of the Sustainability, Society and Health Research Group (for example, Grose *et al.* 2012⁶; Grose and Richardson, 2013a⁷,b⁸; Manzi *et al.* 2016⁹; Nichols *et al.* 2009¹⁰; Richardson *et al.* 2009¹¹). Since 2011 we have developed and evaluated evidence based teaching and learning approaches to introduce students to the challenges of climate change in the context of health and wellbeing and sustainable healthcare provision (Grose and Richardson 2015¹²;

⁶Grose J., Bennallick M., Nichols A., Pahl S., Richardson J. (2012). Facilitating Sustainable Waste Management Behaviours Within the Health Sector: A Case Study of the National Health Service (NHS) in Southwest England, UK. *Sustainability* 4: 630 – 642; doi: 10.3390/su4040630 Open Access

⁷ Grose, J., Richardson, J. (2013a) "Managing a sustainable, low carbon supply chain in the English National Health Service: The views of senior managers", *Journal of Health Services Research & Policy*, 18(2): 83-89

⁸ Grose J., Richardson J. (2013b) Strategies to identify future shortages due to interruptions in the healthcare procurement supply chain: a method from the English National Health Service. *Journal of Health Service Research Policy and Practice*. 19/1(19-26):1355-8196

⁹ Manzi S., Nichols A., Richardson J. (2016) A comparison of waste compositions at health and social care facilities. *British Journal of Healthcare Management* 22(9):469-474

¹⁰ Nichols A., Maynard V., Goodman B., Richardson J. (2009) Health, Climate Change and Sustainability: A systematic Review and Thematic Analysis of the Literature. *Environmental Health Insights* [3]:63-88 http://www.la-press.com/article.php?article_id=1603

¹¹ Richardson J., Kagawa F., Nichols A. (2009) Health, Energy Vulnerability and Climate Change: A Retrospective Thematic Analysis of Primary Care Trust Policies and Practices. *Public Health* 123:765-770

¹² Richardson J., Goss Z., Pratt A., Sharman J., Tighe M. (2012). Building HIA approaches into strategies for green space use: an example from Plymouth's (UK) Stepping Stones to Nature Project. *Health Promotion International*

Richardson *et al.* 2015¹³). Our approach has engaged students in discussion about sustainability in the nursing curriculum (Richardson *et al.* 2016¹⁴) and won us a National Green Gown Award in 2014 for learning and teaching (Grose *et al.* 2015¹⁵, Richardson *et al.* 2014¹⁶) this year, 2018; we are again nominated for our development of the NurSusTOOLKIT and embedding the materials / content in our curriculum. Sessions have evaluated extremely well, and in turn have raised practice related issues for further research. Thus ensuring an ongoing and dynamic relationship between research and practice, and demonstrating significant impacts on knowledge and attitudes (Richardson *et al.* 2017¹⁷). More recently, we have used research from our European funded project to compare student attitudes toward sustainability and nursing in EU countries (Richardson *et al.* 2016a¹⁸). This has contributed to the further development of the NurSusTOOLKIT (www.nursus.eu). This resource provides teaching and learning materials for nurses and health professionals, focusing on the health challenges for climate change and sustainability. The materials are evidence based and available in six languages¹⁹.

4.4 Peer Assisted Learning Scheme (PALS)

Our award winning Peer Assisted Learning Scheme (PALS) offers students the opportunity to develop their own learning through assisting those at an earlier stage of the curriculum. PALS is defined as ‘the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions’ (Topping 2005²⁰, p631), with horizontal and vertical peer support, from second and third year students (Black and McKenzie, 2008²¹). PALS was introduced at the University of Plymouth in 2011 and Plymouth is an active member of a dynamic UK and Ireland peer learning network, keen to promote, trial, research and deliver the

¹³ Grose J and Richardson J. (2015) Can a sustainability and health scenario provide a realistic challenge to student nurses and lead to a commitment to making changes in practice? *Nursing and Health Sciences* (2):256-61

¹⁴ Richardson J., Grose G., O’Connor A., Bradbury M., Kelsey J., Doman M. (2015) Nursing students’ attitudes towards sustainability and health care. *Nursing Standard* 29(42):36-41

¹⁵ Grose J., Doman M., Kelsey J., Richardson J., Woods M. (2015) Integrating sustainability education into nursing using an interdisciplinary approach. *Local Economy* 30(3):342-351

¹⁶ Richardson J., Grose J., Gill JL., Hertel J., Jackson B., Sadeghian H., Kelsey J. (2014). Effect of climate change and resource scarcity on health care. *Nursing Standard* 28(45):44-49

¹⁷ Richardson J., Grose J., Bradbury M., Kelsey J. (2017) Developing awareness of sustainability in nursing and midwifery using a scenario-based approach: Evidence from a pre and post educational intervention study. *Nurse Education Today* 54:51-55

¹⁸ Richardson J., Grose J., Nelmes P., Parra G., Linares M. (2016a) Tweet if you want to be sustainable: A thematic analysis of a Twitter chat to discuss sustainability in nurse education. *Journal of Advanced Nursing Article* first published online: 72(5): 1086-1096

²⁰ Topping KJ. (2005) Trends in peer learning. *Educ Psychol.* 2005;vol 25(6):631–45.

²¹ Black, F. M. and MacKenzie, J. (2008) Peer support in the first year, [online] Available at http://www.enhancementthemes.ac.uk/documents/firstyear/PeerSupport_FinalReport.pdf. [Accessed 5 January 2011].

benefits associated with peer assisted learning (further information at <https://www.plymouth.ac.uk/student-life/services/learning-gateway/learning-development/pals>). In 2013, we hosted a PALS leader's conference and in November 2014, our Leaders won a PALS poster competition. We are in the process of engaging with our ²²direct entry students to gain an understanding of their lived experiences of accessing the programme at level five in order to develop a bespoke PALS facility for future students accessing shortened pathways.

4.5 Digital Professionalism

Digital professionalism is introduced from week one and reinforced throughout the programme. We ensure that students have the skills needed to be effective learners (using for example, Moodle the University's Digital Learning Environment (DLE), Pebble Pad, webinars, discussion forums, skype, online surveys, and video calls) and who understand the growing use of the Internet for eHealth including the benefits and challenges of online activities. Our students will be encouraged to use Twitter to develop links with professionals, patient groups, and other students around the world. Our approach to promoting the professional use of Twitter has been researched, evaluated, and presented (for example, Jones *et al* 2016²³; Chudleigh and Jones, 2016²⁴; Jones and Trevena, 2017²⁵; Jones and Woolman, 2017²⁶). Students' understanding of eHealth links closely with Wider Patient Engagement; we are currently piloting 'citizen contacts' for second year students in which students will show volunteer citizens how to make effective use of the internet for health information. This programme utilises 'WeLearn' a digital learning platform linked to the social media site Twitter created by Teresa and Nick Chinn and a team from the University of Plymouth. This is a course on digital professionalism designed to support new student nurses to develop knowledge, skills and appropriate behaviours online. WeLearn uses short bite sized pieces of written, audio, animated and video material presented in a logical and accessible format.

4.6 Practice Placements

As part of the MNurs (Hons) programme all students undertake 3,100 hours in practice. The NMC requirement for entry to the register in a single field is 2,300 hours with an additional 800 hours of practice required for a second field of nursing.

²³Jones, R., Kelsey, J., Nelmes, P., Chinn, N., Chinn, T. & Proctor-Childs (2016) Introducing Twitter as an assessed component of the undergraduate nursing curriculum. *Journal of Advanced Nursing*, 72(7), 1638-1653.

²⁴ Chudleigh, M. & Jones, R. (2016) How to set up and use a Twitter account professionally. *Nurs Stand*, 31(10), 40-43.

²⁵ Jones, R., Trevena, N. (2017) Be a digital professional. *RCNi Career Guide 2017* 46-47.

²⁶ Jones, R., Woolman, J (2017) Megan Betts. A healthy approach to social networking. *RCNi Career Guide* 65-66.

In order to facilitate a possible step off at BSc, should this be required, students will identify which field they would wish this to be and placements one, three, five and six managed accordingly. Placements two, four, seven and eight will be considered applicable to the second field e.g. child/mental health students who choose child as a possible step off could follow this pattern;

Child acute	Public health	Child acute	CAMHS or Community MH	High dependency child	Child acute/community	Inpatient MH	MH acute/community
-------------	---------------	-------------	-----------------------	-----------------------	-----------------------	--------------	--------------------

A student choosing a mental health step off;

MH acute /community	Public health	MH acute /community	Child community	MH acute /community	MH acute /community	High dependency child	Child acute/community
---------------------	---------------	---------------------	-----------------	---------------------	---------------------	-----------------------	-----------------------

For and adult/MH student choosing adult step off;

Adult acute /community	MH community	Adult acute	EMI	Adult acute /community	Adult acute	Inpatient MH	MH acute/community
------------------------	--------------	-------------	-----	------------------------	-------------	--------------	--------------------

Thus, students undertake placements appropriate to their possible step off in placements one, three, five and six years yet achieve NMC competencies relevant to that field in their anticipated second field in placements two and four. Managing student placements in this way will facilitate students to step off should this be required thus reducing possible attrition.

Practice experiences take place in NHS Trusts, and the voluntary and private sector across Cornwall, Devon, and Somerset. Staff within the School of Nursing and Midwifery work in partnership with practice placement providers to ensure that the practice learning environment is conducive to meeting the individual learning needs of the student; a robust process of quality monitoring and enhancement of the learning environment is in place.

The shifts that students are rostered onto will reflect that nursing care is delivered throughout a 24 hour period and on every day of the year. Shifts will include early, late, night, weekend and Bank Holiday duties. Students are informed of this at interview.

Initiatives to reduce student travel include the 'Host Trust' concept, that is to say, the geographical area is divided into placement zones. On recruitment, students select their preferred placement zone, which normally includes three NHS trust providers and the surrounding community. This has enabled students to plan accommodation/travel during placement periods and has facilitated them to become socialised into their designated host within the zone.

5. Relevant QAA Subject Benchmark Group(s)

The programme is informed by the NMC Standards of Proficiency for Registered Nurses 2018²⁷. And the Quality Assurance Agency (QAA) Framework for Higher Education qualifications in England, Wales and Northern Ireland (2014²⁸).

6. Programme Structure and Assessment

The diagram on the page below shows the structure of the MNurs (Hons) Nursing - Adult Health, Child Health, Mental Health. This is followed by a table showing the assessment method for each module.

All three fields of the MNurs (Hons) Nursing will be delivered on the main campus of the University. The field of Learning Disability nursing is embedded across the curriculum.

²⁷ Nursing and Midwifery Council (2018) Future nurse: Standards of proficiency for registered nurses. www.nmc.org.uk Accessed 06/08/18

²⁸ Quality Assurance Agency (2014) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies UK. Quality Code for Higher Education http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14 Accessed 06/08/18

MNurs (Hons) Nursing – dual awards in Adult Health, Child Health, Mental Health structure

Year one Level 4	Being an accountable professional	Communication and therapeutic relationships	Applied human biology across the lifespan	Assessing healthcare needs	Planning nursing care	Providing and evaluating care	Exit with certificate in higher education
Year two Level 5	Promoting health and preventing ill health	Introduction to evidence-informed decision making	Pharmacology and medicines optimisation	Applied pathophysiology	Developing nursing practice	Co-ordinating care for complex health needs	Exit with diploma in higher education/opportunity to transfer to BSc (Hons) Nursing
Year three Level 6	Nursing leadership, management and team working (Level 6)	Field specific module (Level 6)	Field specific module (Level 6)	Developing competence in nursing practice (Field specific) (Level 6)	Developing knowledge and skills for evidence-informed decision making (Level 6)	Transition to professional practice (Field specific) (Level 6)	Exit with BSc Health & Social Care BSc (Hons) Nursing plus NMC registration eligibility in single field
Year four Level 7	Developing competence in nursing practice (field specific) (Level 7)	Field specific module (Level 7)	Field specific module (Level 7)	Systematic review (Level 7) (40 Credits)	Transition to professional practice (Field specific application) (Level 7)	Exit with MNurs (Hons) adult health, child health, mental health	

MNurs (Hons) Nursing – dual awards in Adult Health, Child Health, Mental Health assessment

Year one (level 4)

Module Code	Module Title	Assessment
NRS410	Being an accountable professional	Coursework
NRS414	Applied human biology across the lifespan	Exam
NRS411	Communication and therapeutic relationships	Coursework, reflective account
NRS412	Assessing healthcare needs	Oral presentation
NRS413	Planning nursing care	Coursework
NRS415	Providing and evaluating care (skills and practice)	Exam Practice (pass/fail)

Year two (level 5)

Module Code	Module	Assessment
NRS502	Introduction to evidence informed decision making	Exam
NRS501	Applied pathophysiology	Exam
NRS506	Developing nursing practice	Exam Practice (pass/fail)
NRS505	Co-ordinating care for complex health needs	Coursework
NRS503	Promoting health and preventing ill health	Presentation
NRS504	Pharmacology and medicines optimisation	Coursework Essay

Year three (level 6)

Module Code	Module	Assessment
NRS601	Nursing leadership, management and team working	Presentation
NRS602	Transition to professional practice	Viva applied field specific
NRS603	Developing knowledge and skills for evidence informed decision making	Structured essay

Adult Health		
ADN603	Developing competence in adult nursing practice	Exam 100% Practice Pass/fail Medicines calculations Pass/fail Portfolio Pass/fail
ADN601	Primary care in adult nursing	Coursework
ADN602	Acute adult nursing care	Case based exam
Child Health		
CHN601	Care of the highly dependent child	Case study
CHN602	Care of the child and family in the community	Case study
CHN603	Developing competence in nursing practice (child health)	Exam Practice Pass/fail
Mental Health		
MHN601	Lived Experience	Coursework 100% Essay
MHN602	Psychosocial interventions to meet complex mental health needs	Coursework Essay Role play
MHN603	Developing competence in mental health nursing practice	Exam Coursework Practice Pass/fail

Year 4 (level 7)

Module Code	Module	Assessment
NRS708	Systematic Review	Systematic Review Viva Pass/Fail
NRS709	Transition to professional practice	Practical (viva) demonstrating cross field application
Adult Health		
ADN701	Primary care in adult nursing	Coursework
ADN702	Acute adult nursing care	Case based exam
ADN703	Developing competence in adult nursing practice	Exam Practice Pass/fail

Child Health		
CHN701	Care of the highly dependent child	Case study
CHN702	Care of the child and family in the community	Case study
CHN703	Developing competence in child nursing practice	Exam Practice Pass/fail
Mental Health		
MHN701	Lived Experience	Coursework Essay
MHN702	Psychosocial interventions to meet complex mental health needs	Coursework Essay Role play
MHN703	Developing competence in mental health nursing practice	Exam Coursework Practice Pass/fail

7. Programme Aims

The programme aims to meet the requirements of a professional education which takes account of all the relevant professional and academic benchmarks and produces a practitioner who is Fit for Practice, Fit for Purpose, Fit for Award and Fit for Professional Standing (NMC, 2018) leading to registered nurses who:

- Are proficient, confident, safe and accountable practitioners in two fields of practice underpinned by a rigorous evidence and value base to deliver high quality care to all people.
- Practise in a compassionate, respectful way, working within agreed professional, ethical and legal frameworks to maintain dignity and enhance wellbeing, communicating effectively with people of all ages.
- Act on their understanding of how the complexity of lifestyles, environments and the location of care delivery influence the health and wellbeing of people of all ages.
- Work autonomously utilising critical thinking and leadership to supervise and manage others and to contribute to the planning, designing, delivering and improving of future services.
- Work in partnership with other health and social care professionals and agencies, service users, carers and their families, ensuring that decisions about care are shared.

8. Programme Intended Learning Outcomes

These have been developed in conjunction with the NMC professional standards for pre-registration nursing (NMC, 2018²⁹) and our stakeholders to represent the complex requirements of this professional programme and with reference to the Framework for Higher Education Qualifications (FHEQ) (Quality Assurance Agency (2014)³⁰ to ensure that they reflect the appropriate academic level of study.

8.1 Knowledge and understanding

On successful completion graduates should have developed the ability to:

1. Demonstrate fitness for purpose, practice, professional standing and for the academic award in the appropriate field of nursing.
2. Critically appraise current theoretical perspectives on nursing practice to facilitate evidence based care.
3. Apply an in-depth knowledge of bio-psycho-social sciences in the context of nursing and critically apply this knowledge to the care of service users.
4. Critically evaluate legal and ethical frameworks as they apply to health and social care and critically appraise their application to the care of service users.
5. Critically evaluate the impact of current health and social care policy on the care of service users through knowledge and understand to facilitate evidence based practicing of the mechanisms through which policy is generated.
6. Critically analyse and interpret relevant health promotion/education to promote wellbeing across the lifespan.
7. Synthesise knowledge and understanding of beliefs and cultural practices of individuals and groups and utilise this to promote equality, respect diversity and recognise and challenge discriminatory practice.
8. Use critical reflective processes for the advancement of nursing care delivery and continuing professional development.

²⁹ Nursing and Midwifery Council (2018) Future nurse: Standards of proficiency for registered nurses. www.nmc.org.uk Accessed 06/08/18

³⁰ Quality Assurance Agency (2014) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies UK. Quality Code for Higher Education http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14 Accessed 06/08/18

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

1. Critical awareness of a range of approaches to adult learning and study skills and apply these to learning situations.
2. The skills of critical enquiry and research to enable them to evaluate complex situations thus contributing to decision making in the planning, design, delivery and improvement of future care.
3. Significant and well-reasoned judgment in decision-making.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1. Demonstrate a commitment to values based behaviours consistent with the relevant professional standards.
2. Develop critical reflective practice and a lifelong commitment to continuing professional development and other academic and professional activities in order to become highly adaptable and flexible employees.
3. Readily embrace effective strategies to manage transformational change effectively and respond to changing demands.
4. Demonstrate confidence, competence and emotional resilience to consistently exercise personal responsibility and professional accountability to enable them to lead, supervise and appropriately challenge other nurses and healthcare professionals in the delivery of care.
5. Enhance the development of professional knowledge and safe practice of others through peer support, coaching, supervision, teaching and research.
6. Demonstrate the effective use of current and evolving technology to access information and manipulate text and data in support of care delivery.

8.4. Employment related skills

On successful completion graduates should have developed:

1. Their role as agents of change working in partnership with health and social care professionals and agencies, service users, carers and their families.
2. The ability to prioritize their workload to enable highly efficient and effective use of time and resources in pressured environments.

8.5. Practical skills

On successful completion graduates should have developed:

1. Competence in practical skills required for registration.
2. The ability to practice with confidence in accordance with the NMC Code of Professional Conduct.
3. The ability to practice individualised or group patient-centred care in a compassionate, respectful way, maintaining dignity, enhancing wellbeing and communicating effectively with people of all ages.
4. Competence to act in the best interests of people to provide high quality care in diverse health and social care environments, from public health and first point of contact, to critical and continuing care and end-of-life care, appreciating the distinctiveness of all fields of nursing.
5. An awareness of the principles and execution of transactional and transformational leadership and apply these to leadership and management in supervision of others and the delivery of health care.
6. The ability to be proactive to change in the delivery of sustainable health care.
7. Competence to safeguard the public and be responsible and accountable for safe, person-centred, evidence-based nursing practice.

9. Admissions Criteria, including RPL and DS arrangements

Admissions are screened using a values based recruitment process that builds upon and enhances an already robust application and selection process. The NMC has clear guidance on how the Approved Education Provider (AEI) must meet these criteria. This robust admissions process followed for all applicants is transparent, fair and equitable and takes account of the University Equality and Diversity Policy (2016). This is available at:

https://www.plymouth.ac.uk/uploads/production/document/path/7/7108/Equality_and_Diversity_policy_Aug_2016_v.1.1_2_.pdf

All students will undertake a face-to-face interview with members of the programme team and clinical partners. Service users are involved in setting interview questions for each field.

Student selection is via UCAS and includes:

- A personal statement.
- References.
- Confirmation of academic attainment.

Applicants are initially screened to ensure they have the required academic qualifications, and given information on how to make an Recognition of Prior Learning (RPL) claim. The School has worked closely with local Colleges of Further Education to enable students to progress seamlessly onto the programme. The Faculty has well-established mechanisms and procedures for approving RPL. Programme outcomes and requirements are mapped following QAA Guidelines, and NMC requirements prior to acceptance on the programme. In line with NMC guidelines, candidates may make an RPL claim for up to a maximum of 50% of the programme.

Potential students applying through UCAS should demonstrate:

- 5 GCSEs grade C / 4 or above to include mathematics, English and science. Preference is given to applicants who have obtained these grades on application.
- 128 UCAS Tariff points, to include 64 UCAS Tariff points from 2 A Levels. General Studies is not accepted. Health or Science profile is preferred, but not essential.
- The NMC accept an IELTS Academic examination certificate that confirms you achieved:
 - an overall score of at least 7
 - at least 6.5 in the writing section and at least 7 in the reading, listening and speaking sections.

Other qualifications that will be considered include:

- BTEC in a science or health related subject.
- Access to HE Diploma with 30 Level 3 credits at Distinction and 15 Level 3 credits at Merit, including 15 in Science or Social Science. Extended Science Foundation Degree.
- In addition, evidence of academic study within the last five years is required.
- Other relevant non-traditional criteria are considered on an individual basis.

Recruitment of international students will comply with UKVI Compliance Tier 4 requirements in line with the University Internationalisation Strategy.

Transfers from Other Universities

External transfers from other universities require application through central admissions and interview. If there is a vacancy and suitable practice placements available, the transfer may be authorised. In addition, confirmation is required from the previous University that earlier studies have been successfully completed to a satisfactory standard.

Health and Enhanced Disclosures

Offers are subject to Occupational Health clearance and Enhanced Disclosure and Barring Service (DBS) disclosure. If following an unsatisfactory Occupational Health assessment or the student reveals a change in health circumstance through the annual declaration, the Programme Lead will consult to determine continuation of the programme. Failure to meet DBS disclosure will result in the offer being withdrawn.

In addition to references, Occupational Health screening, and DBS checks students are required to complete a self-declaration form annually regarding any change in their circumstances, on enrolment. If in the process of the DBS check or students annual declaration, there is any disclosure of a positive criminal conviction, further advice is sought from the Faculty Professional Issues Committee.

Disability Service

This programme is designed to enable students through an equitable experience. We work collegiately with expert colleagues in Disability Services (within the Learning Gateway) to ensure students, who consider studying our MNurs (Hons) Nursing programme receive timely advice on the support available. This is particularly important for a programme that has a professional element and specific requirements for practice. Students can declare a support requirement or disability – via the disclosure for applicants' pages

https://www.plymouth.ac.uk/uploads/./Admissions_Self_Disclosure_Form_2018.doc

If an applicant declares a disability, an assessment is undertaken to confirm that the candidate is able to meet the learning outcomes of the programme and to identify the support requirements and adjustments.

10. Progression Criteria for Final and Intermediate Awards

Students will progress through the programme in line with the University academic framework and the conditions set by the NMC Standards for pre-registration nursing. Robust fitness to practise (appendix 1) and academic measures are in place to act promptly to concerns raised regarding a student's conduct or progress, or where safety or learning is compromised. At the end of the period of study the Programme Assessment Board will review the students' academic and practice achievements in the given period and determine progression to the next stage/year of the programme. Both the University and programme specific regulations determine the criteria for progression. The NMC requirement that all elements of one stage of the programme must be achieved and confirmed within 12 weeks of the next stage of the programme are adhered to. Progression points will apply to the MNurs (Hons) Nursing at the end of Level four, five and six. Students who do not achieve all the outcomes for that part of the programme at the end of the 12 week period will either be required to retake the outstanding elements or be withdrawn.

At the end of the programme, the Award Assessment Boards will ensure that all elements of the programmes have been passed and achieved. This will include all theory and practice elements (including confirmation of final sign-off from practice), confirmation of practice hours, good health and character. Designated members of staff who are Registered Nurses responsible for directing the educational programmes will confirm to the NMC the students good health and good character based on their self-declaration completed for registration. These people have been identified to the NMC.

Students are advised that they have five years to register with the NMC, furthermore if there is a delay of six months before registering with the NMC they will be required to provide a reference from a registered nurse. This supporting declaration must be signed by someone who is already registered in the same part or sub-part of the register of the applicant, must have known the applicant for at least one year, been in contact with the applicant during the preceding six months and be able to confirm the applicants declaration.

Students enrolling on the MNurs (Hons) Nursing programme via the standard route will complete the standard three-year programme requirements of 2,300 theory and 2,300 practice hours prior to their final fourth year. A further 800 hours of theory and 800 hours of practice will be taken in the fourth year. Students who successfully complete year one of the programme and wish to step off are awarded a Certificate of Higher Education, students successfully completing year two of the programme who wish to step off are awarded a Diploma of Higher Education. Students who complete all academic components of the programme but do not succeed in the final practice element of the third year of study may be awarded a BSc in Health and Social Care (but not be eligible for registration with NMC). Students who complete all aspects of the programme up to the end of the third year are awarded a BSc (Hons) Nursing with eligibility for nurse registration in a single field of nursing. Students failing in one field of practice can register in the other field providing they have fulfilled the requirements for that field of practice.

Applicants with an existing health related foundation degree (or an equivalent level five qualification) and a minimum of 750 relevant clinical practice hours in the required field (for example, Nursing Associate, Health Care Assistant practice in child, adult or mental health nursing) will be eligible to apply via RPL. RPL is awarded for up to 18 months of the programme where the criteria are met. Eligible students (for example an existing assistant practitioner or nursing associate) will therefore be able to enter the programme during Year two and complete the MNurs (Hons) Nursing in a shortened period of time. Up to 50% of the programme may be accounted for via the RPL process, RPL guidance is available for prospective students at:

<https://www.plymouth.ac.uk/your-university/about-us/university-structure/faculties/health-human-sciences/accreditation-of-prior-learning>

Students enrolled on the MNurs (Hons) Nursing programme will move automatically onto the 4th year of the programme if they meet all progression criteria. There will be opportunity for BSc (Hons) Nursing students to transfer to the MNurs (Hons) Nursing dependent on there being sufficient placements in the second field of nursing that the student chooses. This is managed in two stages:

- At the end of level five students will register their interest in transferring from the BSc (Hons) to the MNurs (Hons) with their personal tutor. The applicant must be averaging 70% in assessments. Names will be collated by the MNurs (Hons) programme leader who will seek confirmation from BSc (Hons) field leads that placement capacity is available.
- Applicants will be interviewed and transfers will take place before the commencement of level seven.

Fitness to Practise

The University has a responsibility to ensure that students are fit to practice and must adhere to regulatory advice provided by the NMC. Student Handbooks and the professional body websites provide information about the standards of behaviour expected. It is the student's responsibility to familiarise him/herself with the provisions and requirements of the relevant professional bodies. Any student departing from the guidance given by regulatory bodies may be subject to consideration by the Fitness to Practise procedure of the Faculty of Health and Human Sciences. Information is available to students at:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

11. Non Standard Regulations

No exceptions to regulations. All elements and components of the programme must be achieved; there is no compensation within or across modules.

12. Transitional Arrangements

N/A

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes

Module Code	Award Learning Outcomes																											Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical		
	All modules are 20 credits except NRS708 = 40 credits																													
	8.1 Knowledge & understanding								8.2 Cognitive & intellectual skills				8.3 Key & transferable skills						8.4 Employment related skills				8.5 Practical skills							
	.1	.2	.3	.4	.5	.6	.7	.8	.1	.2	.3		.1	.2	.3	.4	.5	.6	.1	.2			.1	.2	.3	.4	.5	.6	.7	
Level 4																														
NRS410	X	I		I			I	I	X	X			I	I		I	I	X					I	I					I	
NRS411		X		I			I	X					X	X			I		I			X								
NRS412		X	I			I	I	X			I											X			I			I		
NRS413		X	X	I	I	I	I				X		I									I		I	I			I		
NRS414			X														I													
NRS415	X	X	X	X	X	X	X	X			X		X	X				X		I			X	X	X	X			X	
Level 5																														
NRS501			X						X	X																				
NRS502									X	X	I						I	X												
NRS503	I	X	X	I	X	X	I			X									X									I		
NRS504	I	I	I			I					X		I						I			X		I	I			I		

Module Code	Award Learning Outcomes																										Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical			
	All modules are 20 credits except NRS708 = 40 credits																													
	8.1 Knowledge & understanding								8.2 Cognitive & intellectual skills				8.3 Key & transferable skills						8.4 Employment related skills				8.5 Practical skills							
	.1	.2	.3	.4	.5	.6	.7	.8	.1	.2	.3		.1	.2	.3	.4	.5	.6	.1	.2			.1	.2	.3	.4	.5	.6	.7	
NRS505		I	I	I	I				X	X			I		I	I			I	I						I	I		I	
NRS506	X	X	X	X	X	X	X	X			X		X	X			I	X	I	I			X	X	X	X		I	X	
Level 6																														
NRS601		X		X	X			X		I	X				X				X	I							X	X		
NRS602	X	X							X	X	X			X	X			X												
NRS604	X	X	X	X	X	X	X	X	X	X	X		X			X				X				X	X				X	
ADN601	X	X				X				X	X			X					X							X	X	X		
ADN602	X	X	X							X	X														X	X	X	X		
ADN603	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	
MHN601	X	X	X		X	X	X	X		X	X		X					X	X					X	X	X			X	
MHN602	X	X				X				X	X		X	X					X						X	X				
MHN603	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	
CHN601	X	X	X				X			X	X					X	X	X	X	X			X	X	X	X			X	
CHN602		X	X	X	X	X	X	X		X	X		X	X	X	X	X		X						X	X		X	X	

Module Code	Award Learning Outcomes																										Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical			
	All modules are 20 credits except NRS708 = 40 credits																													
	8.1 Knowledge & understanding								8.2 Cognitive & intellectual skills				8.3 Key & transferable skills						8.4 Employment related skills				8.5 Practical skills							
	.1	.2	.3	.4	.5	.6	.7	.8	.1	.2	.3		.1	.2	.3	.4	.5	.6	.1	.2			.1	.2	.3	.4	.5	.6	.7	
CHN603	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	
Level 7																														
ADN701	X	X				X			X	X				X					X							X	X	X		
ADN702	X	X	X						X	X															X	X	X	X		
ADN703	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	
MHN701	X	X	X		X	X	X	X	X	X			X					X	X					X	X	X			X	
MHN702	X	X					X		X	X			X	X					X						X	X				
MHN703	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	
CHN701	X	X	X					X		X	X					X	X	X	X	X			X	X	X	X			X	
CHN702		X	X	X	X	X	X	X		X	X		X	X	X	X	X		X						X	X			X	X
CHN703	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	
NRS708	X	X			X				X	X	X			X	X			X												
NRS709	X	X	X	X	X	X	X	X	X	X	X		X			X				X				X	X				X	

Appendix 2: Mapping of modules to NMC 2018 standards

Level 4	
Being an accountable professional	Being an accountable professional 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9,1,15
Communication & Therapeutic relationships	Being an accountable professional 1.11, 1.17 Promoting health and preventing ill health 2.8
Applied human biology across the lifespan	Promoting health and preventing ill health 2.2 Assessing needs and planning care 3.1, 3.2
Assessing healthcare needs	Assessing needs and planning care 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9. 3.10.
Planning nursing care	Assessing needs and planning care 3.15, 3.16, 3.9 Providing and evaluating care 4.1, 4.2, , 4.4, Providing and evaluating care 4.9, 4.10, 4.11, Coordinating care 7.1
Providing and evaluating care	Being an accountable professional 1.12, 1.14, 1.15 1.16, 1.17 1.19, 1.20 Promoting health and preventing ill health 2.9, 2.10 Assessing needs and planning care 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9. 3.10. 3.11 ,3.12, 3.15, 3.16 Providing and evaluating care 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.12, 4.13, 4.18 Leading and managing nursing care and working in teams 5.4, 5.7, 5.10, 5.11 Improving safety and quality of care 6.3, 6.5
Level 5	
Pharmacology and medicines optimisation	Assessing needs and planning care 3.2 Providing and evaluating care 4.5, 4.14, 4.15, 4.16, 4.17
Promoting health and preventing ill health	Promoting health and preventing ill health 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7. 2.11, 2.12 Coordinating care7.2, 7.3, 7.4
Developing nursing practice	Being an accountable professional 1.5, 1.9, 1.12, 1.14, 1.15, 1.16, 1.17, 1.18 1.19, 1.20 Promoting health and preventing ill health 2.4, 2.8, 2.9, 2.10, 2.12 Assessing needs and planning care 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9. 3.10. 3.11 ,3.12, 3.15, 3.16 Providing and evaluating care 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.18 Leading and managing nursing care and working in teams 5.4, 5.6, 5.7, 5.9, 5.10, 5.11 Improving safety and quality of care 6.3, 6.5, 6.6 Coordinating care 7.10. 7.11

Applied pathophysiology	Promoting health and preventing ill health 2.2, 2.11, 2.12 Assessing needs and planning care 3.11, 3.12, 3.13 Providing and evaluating care 4.10
Introduction to evidence informed decision making	Being an accountable professional 1.7, 1.8
Co-ordinating care for complex health needs	Assessing needs and planning care 3.13, 3.14, 3.15, 3.16 Coordinating care 7.1, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10
Level 6	
Nursing leadership, management and team working	Being an accountable professional 1.10,1.13, 1.18 Leading and managing nursing care and working in teams 5.1, 5.2, 5.3, 5.4, 5.12 Improving safety and quality of care 6.1, 6.2 ,6.4, 6.6, 6.8, 6.10, 6.11 6.12 Co-ordinating care 7.2, 7.3, 7.4, 7.12, 7.13
Transition to professional practice	Improving safety and quality of care 6.7, 6.9, 6.11 Coordinating care 7.1, 7.12, 7.13,
Developing knowledge and skills for evidence informed decision making	Improving safety and quality of care 6.4, 6.7 Being an accountable professional 1.7, 1.8
Field specific	Field specific modules will integrate and apply the seven platforms to the students fields of practice Being an accountable professional Promoting health and preventing ill health Assessing needs and planning care Providing and evaluating care Leading and managing nursing care and working in teams Improving safety and quality of care Coordinating care
Developing competence in nursing practice	Being an accountable professional 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17,1.18, 1.19, 1.20 Promoting health and preventing ill health 2.8, 2.9, 2.10, 2.12 Assessing needs and planning care 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11 ,3.12, 3.15, 3.16 Providing and evaluating care 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.18 Leading and managing nursing care and working in teams 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11 Improving safety and quality of care 6.3, 6.5, 6.6, 6.9 Coordinating care 7.10, 7.11

Level 7	
Systematic review	Being an accountable professional 1.5, 1.7, 1.8, 1.9 Leading and managing nursing care and working in teams 5.12 Improving safety and quality of care 6.3, 6.4, 6.5, 6.7
Transition to professional practice	Improving safety and quality of care 6.7, 6.9, 6.11 Coordinating care 7.1, 7.12, 7.13,
Field specific	Field specific modules will integrate and apply the seven platforms to the students fields of practice

