University of Plymouth

Faculty of Health

School of Nursing & Midwifery

Programme Specification

MSc Pre-registration Nursing (Adult Health)
MSc Pre-registration Nursing (Child Health)
MSc Pre-registration Nursing (Mental Health)

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

Updated by Minor change for implementation 2020-21

Date of approval: 16/07/2019
Date of implementation: September 2019
Year of first award: 2021

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1. **MSc Pre-registration Nursing (Adult Health), (Child Health), (Mental Health)**

   Final award titles:
   MSc Pre-registration Nursing (Adult Health)
   MSc Pre-registration Nursing (Child Health)
   MSc Pre-registration Nursing (Mental Health)

   Intermediate award titles:
   Postgraduate Diploma
   Postgraduate Certificate

   JACS code: Adult Health – B740, Child Health – B730, Mental Health – 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

Nursing is one of the most varied and challenging careers anyone can undertake. Nursing is frequently described as exciting and fulfilling; no two days are the same. The programme is designed for postgraduate applicants who are ready for a career in nursing together with advanced level study. Graduates in any discipline with 750 hours of recent health care experience can apply for this two year tailor made programme in which the skills that graduates already have are recognised and built upon. On completion students' progress on to a rewarding career, and work in a range of healthcare settings nationally or internationally.

The first three modules provide a foundation to equip students with a range of knowledge and skills for the role of student nurse. Following these three modules the programme is integrated with other pre-registration nursing programmes (MNurs and BSc); students join with others who are in their second year of study.

A key feature of the MSc Nursing is the dedicated Master's level seminar and tutorial support that students will experience which is built around critical reflexivity (thinking deeply about the impact of our assumptions, values, and actions on others). The programme cumulates in a 40 credit systematic review module that prepares students to perform as capable and autonomous practitioners, fit for registration in the adult health, child health, or mental health field of nursing practice.

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 (2001[1]); Nursing and Midwifery Council Standards (NMC) (2018[2])).

Raising the Bar "Shape of Caring" (2015[3]) made significant recommendations for the education and training of the future workforce including recommendations on pathways into, and flexibility in, nursing education.

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[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.

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4.1   The Student Experience

The student experience 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 MSc 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, and tutorial activities will ensure this is integrated within their own practice.

4.2   Patient Engagement

Patient engagement is a highly distinctive feature of the programme. 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. 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 intranet sites include:

- Students linking to the Care 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' 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 students' ePortfolio.

- The opportunity for students to showcase at the University of Plymouth their WPE activity as part of practice innovation.
- 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. 2012[4]; Grose and Richardson, 2013a[5],b[6]; Manzi et al. 2016[7]; Nichols et al 2009[8]; Richardson et al. 2009[9]). 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 2015[10]; Richardson et al. 2015[11]). Our approach has engaged students in discussion about sustainability in the nursing curriculum (Richardson et al. 2016[12]) and won us a

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[4]Grose 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

[5] 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

[6] 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

[7] 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

[8] 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

[9] 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

[10] 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

[11] 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

[12] 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

National Green Gown Award in 2014 for learning and teaching (Grose *et al*. 2015[13]; Richardson *et al*. 2014[14]) this year, 2018, we won a Guardian University Award for our development of the NurSusTOOLKIT and embedding the materials/content in our curricula. 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*. 2017[15]). 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*. 2016a[16]). 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 languages[17].

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 2005*[18]*, p631), with horizontal and vertical peer support*,* from second and third year students *(*Black and McKenzie, 2008[19]). The School of Nursing and Midwifery PALS scheme is structured to suit the needs of all our first year students (Black and MacKenzie, 2008). 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 benefits associated with peer assisted learning (further information at https://www.plymouth.ac.uk/student-life/services/learning-gateway/learning-development/pals). We are in the process of engaging with our [20]direct entry students to gain an understanding of their lived experiences of accessing the programme in year 2 in order to develop a bespoke

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[13] 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

[14] 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

[15] 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

[16] 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

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

[19] 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].

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PALS facility for future students accessing via direct entry, sponsored or apprenticeship routes.

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* 2016[21]; Chudleigh and Jones, 2016[22]; Jones and Trevena, 2017[23]; Jones and Woolman, 2017[24]). 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 MSc Nursing programme all students undertake 2,300 hours in practice. 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.

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[21]Jones, 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.

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

[23] Jones, R., Trevena, N. (2017) Be a digital professional. RCNi Career Guide 2017 46-47.

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

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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 2018[25]. And the Quality Assurance Agency (QAA) Framework for Higher Education qualifications in England, Wales and Northern Ireland (2014[26]).

6.   Programme Structure and assessment

The diagram on the page below shows the structure of the MSc Pre-registration 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 MSc Nursing will be delivered on the main campus of the University. The field of Learning Disability nursing is embedded across the curriculum.

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[25] Nursing and Midwifery Council (2018) Future nurse: Standards of proficiency for registered nurses. www.nmc.org.uk Accessed 06/08/18
[26] 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

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MSc Pre-registration Nursing (Adult Health), (Child Health), (Mental Health) structure:

Year one **Level 7**	**Nursing care in context** **10 Credits**	**Human biology and pathophysiology** **10 credits**	**Assessing needs and planning care** **20 credits**	**Developing nursing practice** **0 credits**	**Pharmacology and medicines optimisation** **20 credits**	**Co-ordinating care for complex health needs** **20 credits**	**Exit with Postgraduate Certificate**
Skills and practice (credit rated)							
Year two **Level 7**	**Nursing leadership, management and team working** **20 credits**	**Field specific module** **20 credits**	**Field specific module** **20 credits**	**Developing competence in nursing practice (field specific)** **0 credits**	**Systematic review** **40 credits**		**Exit with MSc and NMC registration eligibility**
Skills and practice (credit rated)							

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MSc Pre-registration Nursing (Adult Health), (Child Health), (Mental Health) assessment:

Year one (level 7)

Module Code	Module	Assessment
NRS701	Nursing care in context	Coursework
NRS702	Human biology and pathophysiology	Exam
NRS703	Assessing needs and planning care	Coursework Case Study
NRS706	Developing nursing practice (skills and practice)	Exam Medicine calculations (pass/fail) Practice (pass/fail)
NRS705	Coordinating care for complex health needs	Coursework
NRS704	Pharmacology and medicines optimisation	Coursework Essay

Year two (level 7)

Module Code	Module	Assessment
NRS707	Nursing leadership, management and team working	Practical Presentation
NRS708	Systematic Review	Systematic Review
Adult Health		
ADN704	Developing competence in adult nursing practice	Practice Pass/fail Medicines calculations exam Pass/fail
ADN701	Primary care in adult nursing	Coursework
ADN702	Acute adult nursing care	Coursework
Child Health		
CHN704	Developing competence in child health nursing practice	Practice Pass/fail Medicines calculations exam Pass/fail
CHN701	Care of the highly dependent child	Coursework
CHN702	Care of the child and family in the community	Coursework
Mental Health		

MHN704	Developing competence in mental health nursing practice	Practice Pass/fail Medicines calculations exam Pass/fail
MHN702	Psychosocial interventions to meet complex mental health needs	Coursework Reflective essay Practical Pass/fail Role play
MHN701	Lived Experience	Coursework Essay

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.

8.   Programme Intended Learning Outcomes

These have been developed in conjunction with the NMC professional standards for pre-registration nursing (NMC, 2018[27]) 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)[28] 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.
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 understanding 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.

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[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

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 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

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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 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.

Potential students applying through UCAS should demonstrate:
- A strong GCSE profile of five GCSE or O level subjects at grade C or above.
- They have subjects that include English, Mathematics and a Science.
- Have a degree from an Institution of Higher Education normally at 2:2 or above.
- Have 750 hours of relevant clinical practice hours working in health related environments, for example hospitals, GP surgeries, hospices, and other community settings (subject to RPL).

Students not achieving mathematics GCSE at grade C on application may be offered a free online mathematics support package and an examination equivalent to C grade GCSE to enable the achievement of appropriate entry requirements prior to commencing the programme. This examination is offered twice during the recruitment cycle to all eligible candidates.

Applicants who have not been educated in the UK or those for whom English is not their first language will be required to undertake a recognised English language qualification which must include reading, writing, speaking and listening skills. 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.

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 Wellbeing Centre) to ensure students, who consider studying our MSc Nursing 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.

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 2) 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 MSc Nursing at the end of year one. Students who do not achieve all the outcomes for that stage 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.

Students enrolling on the MSc Nursing programme will complete the programme requirements of 2,300 theory and 2,300 practice hours prior to registration with the NMC. Any 60 credits of modules can be achieved for the exit award of Postgraduate Certificate and any 120 credits of modules can be achieved for the exit award of Postgraduate Diploma. Students who successfully complete year one of the programme totalling 80 credits and wish to step off are awarded a Postgraduate Certificate.

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

The following non-standard regulations are approved for this programme:

1. All elements and components of assessment within the programme must be achieved, with a minimum of 50% for all percentage-weighted assessments, including zero-credit rated practice modules.

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2. Medication calculation formal examinations are assessed as Pass/Fail, due to the NMC requirement to pass this assessment at 100% by the end of the programme.

3. There is no compensation within or across modules.

4. Successful completion of the programme is defined as the achievement of both theory and practice (zero-credit rated) elements, and the completion of the minimum required number of hours: 2300 theory and 2300 practice hours.

5. Where a student has failed a placement, they are permitted one opportunity to retrieve the placement on a subsequent occasion, in another setting and at a time to be agreed with the placement area and programme lead.

6. Students are required to pass each level of practice education before moving onto the next level of practice education.

7. Recommencement of a practice placement may need to begin before the Award Board is scheduled to enable students the opportunity to progress to the next level of placement

8. An Aegrotat award of MSc Pre-registration Nursing as these are registerable qualifications with the NMC; other aegrotat awards may be considered.

9. The following exit awards are permitted:

Credits at Level 7:	Award:
Less than 60 credits	Transcript of academic achievement for Credit Accumulation Transfer Scheme (CAT)
60 credits	Postgraduate Certificate (unnamed)
More than 60 but less than 120 credits	Postgraduate Certificate plus transcript
120 credits but not placement	Postgraduate Diploma (unnamed)
More than 120 but less than 180 credits	Postgraduate Diploma plus transcript
180 credits but not all placements	MSc Applied Health
180 credits and all placements	MSc Pre-registration Nursing

12. Transitional Arrangements

N/A

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

Module Code Level 7	Credits	8.1 Knowledge & understanding								8.2 Cognitive & intellectual skills				8.3 Key & transferable skills						8.4 Employment related skills				8.5 Practical skills							Assessment Element(s) and weightings [use KIS definition] E1- exam, E2 – clinical exam, T1- test, C1- coursework, A1 – generic assessment, P1 - practical
		.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	
NRS701	10	X			X			X			X			X			X									X				X	
NRS702	10	X		X	X	X			X	X	X	X		X	X		X			X							X			X	
NRS703	20			X							X									X										X	
NRS704	20	X	X	X			X					X		X						X				X	X	X	X			X	
NRS705	20		X		X	X						X		X		X	X			X	X					X	X			X	
NRS706	0	X	X	X	X	X	X	X	X			X		X	X			X	X	X	X										
Achievement of the above modules gains a Post Graduate Certificate in Health Studies (60 credits)																															
NRS707	20		X		X				X		X	X		X		X	X			X	X								X	X	
NRS708	20	X	X			X				X	X	X			X	X			X												
ADN701	20	X	X			X					X	X			X					X						X	X	X			
ADN702	20	X	X	X							X	X														X	X	X	X		
ADN704	0	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	20	X	X	X		X	X	X	X		X	X		X					X	X					X	X	X			X	
MHN702	20	X	X						X		X	X		X	X					X						X	X				

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Module Code Level 7	Credits	Award Learning Outcomes — X represents when ALOs are introduced and assessed — All modules are core																														Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		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	
MHN704	0	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	20	X	X	X					X		X	X				X	X	X	X	X	X			X	X	X	X			X	
CHN702	20		X	X	X	X	X	X	X		X	X		X	X	X	X	X		X						X	X		X	X	
CHN704	0	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	

Appendix 2 Mapping of modules to NMC 2018 standards

Level 7 Year one	
Nursing care in context	Being an accountable professional 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.11, 1,15, 1.17
Human biology and pathophysiology	Assessing needs and planning care 3.1, 3.2 Promoting health and preventing ill health 2.2, 2.5, 2.11, 2.12 Assessing needs and planning care 3.11, 3.12, 3.13 Providing and evaluating care 4.10
Assessing needs and planning care	Being an accountable professional 1.9 Promoting health and preventing ill health 2.1, 2.2, 2.3, 2.4, 2.6, 2.7 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. 3.15, 3.16 Providing and evaluating care 4.1, 4.2, , Providing and evaluating care 4.9, 4.10, 4.11, Coordinating care 7.1
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
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
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 7 Year two	
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
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
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