



1. Programme title(s) and UCAS code(s):

MSci Nursing with Leadership Dual Field (Mental Health and Adult Nursing (B747)

MSci Nursing with Leadership Dual Field (Mental Health and Children's Nursing)
(B791)

Exit awards

2. Awarding body or institution:

University of Leicester.

3. a) Mode of study:

Full-time

b) Type of study:

50% Campus Based: 50% Clinical Practice.

There will be an opportunity for an elective/internship in Year 3.

4. Registration periods:

The normal period of registration is four years.

The maximum period of registration is six years.

5. Typical entry requirements:

- A levels: ABB, including a science*.
- GCSE: A minimum of six GCSE's. Normally including GCSE Mathematics (A*-B or 9-6), English Language (A*-B or 9-6) and a science subject (such as Human Biology or Chemistry) at (A*-B or 9-6)
OR
- BTEC Extended Diploma in Health and Social Care DDD, plus pure Science A level (preferably Human biology / biology) at Grade A / BTEC Diploma in Health and Social Care (DD) plus pure Science A level (preferably Human biology / biology) at Grade A).
OR
- International Baccalaureate 36 points (18 at Higher) including Biology Higher Level 6.
OR
- Access to Higher Education: Science based Access to Higher Education Diploma at level 3: 60 credits overall, which should include 15 credit in topics relating to Human Biology / Anatomy and Physiology. Of the level 3 credits, at least 45 should be passed at Distinction and 15 passed at merit.
OR
- An Honours degree in a relevant subject** at 2:1 or an international equivalent

AND

- Successful competency and values based interview.
- Demonstrate potential to lead and a commitment to provide safe and compassionate nursing care.
- Satisfactory Occupational Health Clearance to meet the professional activities of the nurse.

- Disclosure and Barring Service (DBS) screening: caring for vulnerable adults and children.
- All students must be 18 years of age by the time of the first placement of the programme.
- Evidence of recent study (within the last 5 years)
- IELTS 7.0 (a minimum score of at least 7 in all areas) as required by the NMC regulatory body.

* The list of acceptable sciences at A level will include: human biology, biology, chemistry, physics, economics, health and social care, mathematics, nutrition and health science, psychology or sociology, applied sciences. *Excluding* General Studies, Critical Thinking and Global Perspectives.

6. Accreditation of Prior Learning:

The University Policy and Process for the Accreditation of Prior Learning will be followed and is available here: <https://www2.le.ac.uk/offices/sas2/quality/apl>. In accordance with the Standards for Pre-registration Nursing Education, applicants can apply for up to a maximum of 50% APL (R3.5.2) as permitted in the University regulations for integrated masters programmes Appendix A (<https://www2.le.ac.uk/offices/sas2/quality/documents/apl-appendix-1>).

7. Programme aims:

The programme aims to:

- Provide the student with the comprehensive detailed knowledge and skills necessary to equip them for a career in nursing, progress to leadership roles within practice, education and research.
- Enhance the student's existing knowledge and develop their understanding, skills and attitudes to enable them to become an independent lifelong learner and a safe, competent, reflective, ethical and autonomous, accountable nurse practitioner.
- Provide opportunities for the student to develop their knowledge and personal qualities to become a leader in health and social care by effective role modelling of leaders in the profession.
- Develop the student's ability to analyse and develop their own beliefs and values in order to demonstrate the attitudes consistent with the provision of holistic evidence based nursing practice.
- Develop the student's critical and analytical competence to enable them to appraise practice from a local, national and international perspective, generating research / project proposals and evaluating the efficacy of their practice to improve care and outcomes for people in their care, particularly those at risk of health inequalities.
- Develop the student's ability to work within a diverse and challenging health and social care environment, responsive to demographic, lifestyle and complex scientific challenges, acknowledging the population within Leicester, Leicestershire and Rutland.
- Provide the student with opportunities to learn with, and from, other healthcare professionals in order to develop competence in inter-professional and trans-disciplinary practice to meet the holistic needs and complexities that those in their care may present with.
- Develop the student's awareness and understanding of patient journeys through health and social care services and environments.
- Extend key, transferable skills in employment, enabling the graduate nurse to become a provider, leader and innovator of quality nursing care.

8. Reference points used to inform the programme specification:

- Nursing and Midwifery Council Standards for Pre-registration Nurse Education 2010
- Nursing and Midwifery Council (Draft) The Future Nurse: Standards of Proficiency for Registered Nurses 2018.
- European Union Directive 2005/36/EC Recognition of professional qualifications
- The European Directives: Directive 2013/55/EU (*the 'Modernised' Directive*) of the European Parliament and of the Council of 20 November 2013 amending Directive 2005/36/EC on the recognition of professional qualifications and Regulation EU No 1024/2012 on administrative cooperation through the Internal Market Information System ("*the IMI Regulation*").
- Health Education England (East Midlands), annual contract review process, and triennial contract renewal.
- Quality Assurance Agency for Higher Education. (2004) Benchmark statement: Health care programmes: Phase 2 Operating Department Practice. Mansfield: Quality Assurance Agency.
- Quality Assurance Agency for Higher Education. (2009) Personal development planning: Guidance for institutional policy and practice in higher education. London: Quality Assurance Agency.
- QAA Benchmarking Statement for Nursing.
- Quality Assurance Agency for Higher Education (2015): Characteristics Statement: Master's Degrees <http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf>
- NHS Leadership Healthcare Leadership Model: The nine dimensions of leadership behaviour (2013).
- East Midlands End of Life Care Education Standards. 2017.
- University of Leicester Discovery Led and Discovery Enabling Learning Strategy 2016-2020.
- University of Leicester Senate Regulations for Undergraduate Programmes.

9. Programme Outcomes:

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| <i>(a) Discipline specific knowledge and competencies</i> | | |
| (i) Mastery of an appropriate body of knowledge | | |
| <p>Understand anatomical, physiological, neurological, biomechanical, psycho-socio, socio-economic and pathological principles related to human health and wellbeing.</p> <p>Communicate effectively using a wide range of strategies and interventions including the effective use of communication technologies. Communications must always be safe, effective, compassionate and respectful.</p> <p>Understand how behaviour, culture, socioeconomic, and other factors, in the care environment and its location, can affect health, illness, health outcomes and public health priorities and take this into account in planning and delivering care.</p> <p>Use appropriate diagnostic and decision-making skills and safely use invasive and non-invasive procedures, medical devices, and current technological and pharmacological interventions, where relevant, in nursing practice, recognise and respond to the changing needs of people, their families and carers during ill health.</p> | <p>Lectures, tutorials, seminars, practice based learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, problem based learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments/ examinations, practice based examinations (e.g. Objective Structured Clinical Examination (OSCE) /simulation, case studies.</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |
| (ii) Understanding and application of key concepts and techniques | | |
| <p>Practise autonomously and be responsible and accountable for safe, compassionate, person-centred, evidence-based nursing in accordance with the NMC Code 2015.</p> <p>Work in partnership with other health and social care professionals and agencies, service users, their carers and</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-</p> | <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
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| <p>families in all settings, including the community, ensuring that decisions about care are shared.</p> <p>Assess and meet the full range of essential physical and mental health needs of people of all ages who come into their care.</p> <p>Respond autonomously and confidently to planned and uncertain situations, managing themselves and others effectively.</p> <p>Meet complex and coexisting needs for people in their own nursing field of practice, in any setting including hospital, community and at home.</p> <p>Provide leadership in managing nursing care and coordinate inter-professional care when needed.</p> <p>Demonstrate understanding and ability in the following the areas of leadership:</p> <ul style="list-style-type: none"> • Leading with care • Sharing vision • Evaluating information • Connecting services • Engaging teams • Influencing for results • Inspiring shared purpose • Holding to account • Developing capability <p>(NHS Leadership Academy Healthcare Leadership Model)</p> | <p>professional learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/seminar presentations, case studies, Leadership portfolio.</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|---|
| (iii) Critical analysis of key issues | | |
| <p>Apply current legislation to all service users, paying special attention to the protection of vulnerable people, including those with complex needs arising from ageing, cognitive impairment, long-term conditions and those approaching the end of life.</p> <p>Use clinical governance processes to maintain and improve nursing practice and standards of healthcare.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments/ examinations, seminar presentations, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments/examination, seminars, practice based examinations e.g. OSCE, simulation, patient case studies, practice based assessment e.g. PAD, simulation.</p> |
| (iv) Clear and concise presentation of material | | |
| <p>Complete, store and retain records of practice which are: accurate, legible and continuous; detail the reasoning behind any actions taken; contain the information necessary for the record's purpose.</p> <p>Demonstrate the knowledge and ability to prepare a product for public dissemination e.g. a journal article for publication, service user leaflet, poster, teaching aids etc.</p> <p>Create a business report/ case and present this an audience.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning.</p> | <p>Written assignments/examination, seminars, practice based examinations e.g. OSCE, simulation, patient case studies, practice based assessment e.g. PAD.</p> <p>Written assignments/oral presentations, case studies.</p> <p>Written assignments/ seminar presentations, case studies.</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|---|
| (v) Critical appraisal of evidence with appropriate insight | | |
| <p>Demonstrate that practice should be informed by the best available evidence and comply with local and national guidelines.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments/examination, dissertation, seminars, practice based examinations e.g. OSCE, simulation, patient case studies, practice based assessment e.g. PAD.</p> |
| <p>Demonstrate ability to make decisions must be shared with service users, carers and families and informed by critical analysis of a full range of possible interventions, including the use of up-to-date technology.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments/examination, dissertation, seminars, practice based examinations e.g. OSCE, simulation, patient case studies, practice based assessment e.g. PAD.</p> |
| <p>Demonstrate the potential to develop further management and leadership skills during the period of preceptorship and beyond.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments/examination, seminars, practice based examinations e.g. OSCE, simulation, patient case studies, practice based assessment e.g. PAD.</p> |
| (vi) Other discipline specific competencies | | |
| <p>Adult Field:</p> <p>Understand and apply current legislation to all service users, paying special attention to the protection of vulnerable people, including those with complex needs arising from ageing, cognitive impairment, long-term conditions and those approaching the end of life.</p> <p>Promote the concept, knowledge and practice of self-care with people with acute and long-term conditions, using a range of communication skills and strategies.</p> <p>Recognise and respond to the needs of all people who come into their care including babies, children and young people, pregnant and postnatal women, people with mental health problems, people with physical disabilities, people with learning disabilities, older people, and people with long term problems such as cognitive impairment.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
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| Safely use a range of diagnostic skills, employing appropriate technology, to assess the needs of service users. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| Safely use invasive and non-invasive procedures, medical devices, and current technological and pharmacological interventions, where relevant, in medical and surgical nursing practice, providing information and taking account of individual needs and preferences. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| Recognise and respond to the changing needs of adults, families and carers during terminal illness. They must be aware of how treatment goals and service users' choices may change at different stages of progressive illness, loss and bereavement. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| Recognise the early signs of illness in people of all ages and make accurate assessments and start appropriate and timely management of those who are acutely ill, at risk of clinical deterioration, or require emergency care. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| Understand the normal physiological and psychological processes of pregnancy and childbirth. They must work with the midwife and other professionals and agencies to provide basic nursing care to pregnant women and families during pregnancy and after childbirth. They must be able to respond safely and effectively in an emergency to safeguard the health of mother and baby. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| Work in partnership with people who have long-term conditions that require medical or surgical nursing, and their families and carers, to provide therapeutic nursing interventions, optimise health and wellbeing, facilitate choice | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
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| <p>and maximise self-care and self-management.</p> <p>Mental Health Field:</p> <p>Understand and apply current legislation to all service users, paying special attention to the protection of vulnerable people, including those with complex needs arising from ageing, cognitive impairment, long-term conditions and those approaching the end of life.</p> <p>Practise in a way that addresses the potential power imbalances between professionals and people experiencing mental health problems, including situations when compulsory measures are used, by helping people exercise their rights, upholding safeguards and ensuring minimal restrictions on their lives. They must have an in depth understanding of mental health legislation and how it relates to care and treatment of people with mental health problems.</p> <p>Promote mental health and wellbeing, while challenging the inequalities and discrimination that may arise from or contribute to mental health problems.</p> <p>Work with people in a way that values, respects and explores the meaning of their individual lived experiences of mental health problems, to provide person-centred and recovery-focused practice.</p> <p>Have and value an awareness of their own mental health and wellbeing. They must also engage in reflection and supervision to explore the emotional impact on self of working in mental health; how personal values, beliefs and emotions impact on practice, and how their own practice aligns with mental health</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
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| legislation, policy and values-based frameworks. | | |
| Use skills of relationship-building and communication to engage with and support people distressed by hearing voices, experiencing distressing thoughts or experiencing other perceptual problems. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| Use skills and knowledge to facilitate therapeutic groups with people experiencing mental health problems and their families and carers. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| To sensitively manage the impact of abuse and trauma on people's wellbeing and the development of mental health problems by drawing on a range of interpersonal skills and evidenced interventions that help promote wellbeing through the catharsis of difficult emotions and experiences. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| Use their personal qualities, experiences and interpersonal skills to develop and maintain therapeutic, recovery-focused relationships with people and therapeutic groups. They must be aware of their own mental health, and know when to share aspects of their own life to inspire hope while maintaining professional boundaries. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| Foster helpful and enabling relationships with families, carers and other people important to the person experiencing mental health problems, use communication skills that enable psychosocial education, problem-solving and other interventions to help people cope and to safeguard those who are vulnerable. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| Be able to recognise and respond to the needs of all people who come into their care including babies, children and young people, pregnant and postnatal women, people | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
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| <p>with physical health problems, people with physical disabilities, people with learning disabilities, older people, and people with long term problems such as cognitive impairment.</p> <p>Be able to apply knowledge and skills in a range of evidence-based individual and group psychological and psychosocial interventions, to carry out systematic needs assessments, develop case formulations and negotiate goals.</p> <p>Be able to apply their knowledge and skills in a range of evidence-based psychological and psychosocial individual and group interventions to develop and implement care plans and evaluate outcomes, in partnership with service users and others.</p> <p>Work to promote mental health, help prevent mental health problems in at-risk groups, and enhance the health and wellbeing of people with mental health problems.</p> <p>Help people experiencing mental health problems to make informed choices about pharmacological and physical treatments, by providing education and information on the benefits and unwanted effects, choices and alternatives, support people to identify actions that promote health and help to balance benefits and unwanted effects.</p> <p>Provide support and therapeutic interventions for people experiencing critical and acute mental health problems. They must recognise the health and social factors that can contribute to crisis and relapse and use skills in early intervention, crisis resolution and relapse management in a</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
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| <p>way that ensures safety and security and promotes recovery.</p> <p>Work positively and proactively with people who are at risk of suicide or self-harm, and use evidence-based models of suicide prevention, intervention and harm reduction to minimise risk.</p> <p>Practise in a way that promotes the self-determination and expertise of people with mental health problems, using a range of approaches and tools that aid wellness and recovery and enable self-care and self-management.</p> <p>Use recovery-focused approaches to care in situations that are potentially challenging, such as times of acute distress; when compulsory measures are used; and in forensic mental health settings, seek to maximise service user involvement and therapeutic engagement, using interventions that balance the need for safety with positive risk-taking.</p> <p>Actively promote and participate in clinical supervision and reflection, within a values-based mental health framework, to explore how their values, beliefs and emotions affect their leadership, management and practice.</p> <p>Raise awareness of mental health, and provide advice and support in best practice in mental health care and treatment to members of the multi-professional team and others working in health, social care and other services and settings.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
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| <p>Contribute to the management of mental health care environments by giving priority to actions that enhance people's safety, psychological security and therapeutic outcomes, and by ensuring effective communication, positive risk management and continuity of care across service boundaries.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |
| <p>Child Field:</p> | | |
| <p>Understand the laws relating to child and parental consent, including giving and refusing consent, withdrawal of treatment and legal capacity.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |
| <p>Recognise that all children and young people have the right to be safe, enjoy life and reach their potential. They must practise in a way that recognises, respects and responds to the individuality of every child and young person.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |
| <p>Act as advocates for the right of all children and young people to lead full and independent lives.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |
| <p>Work in partnership with children, young people and their families to negotiate, plan and deliver child and family-centred care, education and support, recognise the parent's or carer's primary role in achieving and maintaining the child's or young person's health and wellbeing, and offer advice and support on parenting in health and illness.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, seminars, practice based examinations e.g. OSCE, simulation, patient case studies, practice based assessment e.g. PAD.</p> |
| <p>Work with the child, young person and others to ensure that they are actively involved in decision-making, in order to maintain their independence and take account of their ongoing intellectual, physical and emotional needs.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |
| <p>Understand all aspects of development from infancy to young adulthood, and identify each child or young person's</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|--|
| developmental stage, in order to communicate effectively with them. They must use play, distraction and communication tools appropriate to the child's or young person's stage of development, including for those with sensory or cognitive impairment. | learning, patient scenarios/simulation. | simulation, case studies, practice based assessment (PAD). |
| Ensure that, where possible, children and young people understand their healthcare needs and can make or contribute to informed choices about all aspects of their care. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| Recognise and respond to the essential needs of all people who come into their care including babies, pregnant and postnatal women, adults, people with mental health problems, people with physical disabilities, people with learning disabilities, and people with long term problems such as cognitive impairment. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| Use recognised, evidence-based, child-centred frameworks to assess, plan, implement, evaluate and record care, and to underpin clinical judgments and decision-making. Care planning and delivery must be informed by knowledge of pharmacology, anatomy and physiology, pathology, psychology and sociology, from infancy to young adulthood. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| Carry out comprehensive nursing assessments of children and young people, recognising the particular vulnerability of infants and young children to rapid physiological deterioration. | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| Include health promotion, and illness and injury prevention, in their nursing practice. They must promote early | Lectures, tutorials, seminars, practice based learning, inter-professional learning, online | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|---|
| <p>intervention to address the links between early life adversity and adult ill health, and the risks to the current and future physical, mental, emotional and sexual health of children and young people.</p> | <p>learning, patient scenarios/simulation.</p> | |
| <p>Have numeracy skills for medicines management, assessment, measuring, monitoring and recording which recognise the particular vulnerability of infants and young children in relation to accurate medicines calculation.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |
| <p>Use negotiation skills to ensure the best interests of children and young people in all decisions, including the continuation or withdrawal of care. Negotiation must include the child or young person, their family and members of the multidisciplinary and interagency team where appropriate.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |
| <p>Understand their central role in preventing maltreatment, and safeguarding children and young people. They must work closely with relevant agencies and professionals, and know when and how to identify and refer those at risk or experiencing harm.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |
| <p>Understand health and social care policies relating to the health and wellbeing of children and young people. They must, where possible, empower and enable children, young people, parents and carers to influence the quality of care and develop future policies and strategies. Ensure that, wherever possible, care is delivered in the child or young person's home, or in another environment that suits their age, needs and preferences.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|---|
| <p>Use effective clinical decision-making skills when managing complex and unpredictable situations, especially where the views of children or young people and their parents and carers differ. They must recognise when to seek extra help or advice to manage the situation safely.</p> <p>Work effectively with young people who have continuing health needs, their families, the multidisciplinary team and other agencies to manage smooth and effective transition from children's services to adult services, taking account of individual needs and preferences.</p> | <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> <p>Lectures, tutorials, seminars, practice based learning, inter-professional learning, online learning, patient scenarios/simulation.</p> | <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> <p>Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD).</p> |
| (b) Transferable skills | | |
| (i) Oral communication | | |
| <p>Present information to a contemporary audience.</p> <p>Demonstrate skills in dealing with patients, staff, carers and peers.</p> | <p>Tutorials, seminars, practice based learning, inter-professional learning, patient scenarios/simulation.</p> <p>Tutorials, seminars, practice based learning, inter-professional learning, patient scenarios/simulation.</p> | <p>Individual and group presentations.</p> <p>Practice Assessment Document (PAD).</p> |
| (ii) Written communication | | |
| <p>Demonstrate the ability to construct written work in an accurate, timely, thoughtful, concise format, which meets the specified requirements of the programme.</p> <p>Achieve the required standard for the completion of appropriate records in relation to patient assessment and treatment; and recording and reporting of incidents and procedures.</p> | <p>Lectures and tutorials on study skills, self-directed learning, practice based learning. Inter-professional learning.</p> <p>Lectures and tutorials on study skills, self-directed learning, practice based learning. Inter-professional learning.</p> | <p>Written assignments, dissertation, case studies, practice based assessment (PAD).</p> <p>Practice Assessment Document (PAD).</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| (iii) Information technology | | |
| Demonstrate a range of IT skills, such as word processing, data analysis software packages, preparation of presentations, the use of the world wide web. | Practice based learning, group work and self-directed learning. | Group work, presentations, written assignments. |
| Demonstrate skill in the safe use of computers and healthcare technology in the workplace as required, paying attention to the confidential nature of nursing / health records. | Practice based learning, self-directed learning. | Practice Assessment Document (PAD). |
| (iv) Numeracy | | |
| Accurately apply numeracy skills within practice based situations. | Lectures, tutorials, library based seminars and on-line resources. | Numeracy calculation examination applied to medicines and Practice Assessment Document (PAD) and medicines management. |
| Analyse data from service user related outcome measures and clinical research. | Lectures, tutorials, library based seminars and on-line resources. | Written examination and Practice Assessment Document (PAD) and medicines management. |
| (v) Team working | | |
| Work collaboratively and independently in the student group. | Tutorials, simulation events, group work and practice placements. | Group work presentation, written assignment. |
| Become a proactive member of a multidisciplinary team providing patient care. | Assessed group work presentation, student assignments. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD). |
| (vi) Problem solving | | |
| Develop clinical reasoning and decision-making skills to enable them to determine best nursing practice. | Tutorials, group work and practice based learning. | Group work presentation, written assignment, practice based assessment (PAD). |
| (vii) Information handling | | |
| Demonstrate ability to gather, synthesise and analyse service user related information from multiple sources. | Group work, presentations, student assignments and on-line resources, lectures, tutorials, self-directed learning and practice based learning. | Group work presentation, written assignment, practice based assessment (PAD). |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| (viii) Skills for lifelong learning | | |
| Develop and apply a range of lifelong learning skills including reflection, listening, note taking, discussion, self-study, reference sourcing, time management, critical analysis and evaluation, leadership and independent practice. To assess their own lifelong learning skills and relate them to career awareness and their choice of future educational development. | Lectures, tutorials, self-directed learning, on-line resources, reflection in practice. Lectures, tutorials, self-directed learning, on-line resources, reflection in practice. | Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD), completion of personal development plan. Written assignments, practice based examinations (e.g. OSCE)/ simulation, case studies, practice based assessment (PAD), completion of personal development plan. |

10. Progression points:

All modules are compulsory and must be completed in full with no compensation allowed.

Students are expected to achieve all of the credits associated with each year of the programme in order to progress:

End of year 1 120 credits at level 4 (40% Pass grade)

End of year 2 120 credits at level 5 (40% Pass grade)

End of year 3 120 credits at level 6 (40% Pass grade)

End of year 4 120 credits at level 7 (50% Pass grade)

Additionally, the Practice Assessment Document (PAD) must be completed for each year of the programme and awarded a PASS mark (albeit Year 2 is Formative), which will include achievement of the relevant NMC Essential Skills Clusters and Standards for Competence.

The threshold for achieving a pass for academic work in years 1-3 is 40% and in year 4 50%.

Students are required to undertake 6133 hours of learning over at least four years as this programme leads to registration in two fields of nursing (NMC R5.2.5). Simulation may be used for up to 300 hours of practice learning (R5.2.4). The programme is designed so that 50% (3067 hours) of clinical practice education is achieved *on completion* of the programme, as required by the Nursing and Midwifery Council and to comply with EU Directive 2005/36/EC. At each progression point students will be expected to have formatively achieved the clinical practice hours for that period and opportunities for making up any missed hours will be negotiated with the Course Leader. At the end of the programme the student must have achieved all of the required theory and clinical practice hours.

Where exceptional circumstances prevent all outcomes being achieved within the assessed period for that part of the programme, any outstanding outcomes are met and confirmed within 12 weeks of the student entering the next part of the programme. The 12-week period includes

holidays and any absences. Reasonable adjustments may be applied for students with a disability (NMC Standards for pre-registration nurse education, 2010).

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course. Students will be informed that they have a five-year period of time where they can apply to have their qualification recorded by the NMC and the requisite mark placed on the Nursing and Midwifery Council Register.

Exit awards:

| Qualification | Minimum overall credits |
|---|---|
| Certificate of Higher Education in Healthcare* | 120 level 4 credits |
| Diploma of Higher Education in Healthcare* | 240 credits, including 120 at level 5 |
| Bachelor of Science in Healthcare * | 360 credits in including 120 at each of level 5 and 6 |

* without registration with the NMC.

Students who successfully complete all the requirements to be awarded the MSci. Nursing with Leadership Dual Field will be recommended to the NMC to be placed on the appropriate parts of the nursing register. Students will be informed that they have five-years in which they can apply to the NMC for a mark on the Nursing and Midwifery Council Register.

Students will be informed of the requirement to meet the NMC standards for good health and good conduct at the commencement of each year of the programme and upon completion of the programme as detailed in the University of Leicester process for the declaration of good health and good character.

Students will be informed, where there is a delay of six months or more between them completing the programme and applying to register there are additional requirements they must meet: In these circumstances, their application must also be supported by a nurse registered in the same part of the register to which the applicant is applying. The registered nurse must have known the applicant for at least a year and have been in contact with them during the previous six months. This is in addition to the confirmation of good health and good character supplied by the designated person at the AEI.

11. Scheme of Assessment

*** = non-credit bearing clinical placement modules PAD = Practice Assessment Document**

F = Formative S = Summative

Shared with MSci. Midwifery as agreed with Professor Jayne Marshall.

Shared with BSc. Physiotherapy as agreed with Associate Professor Simon Barry.

| Module | Online | Essay/ Assignment | Written Examination | Seminar Presentation | Poster / Product | Case Study | Major Project | Leadership Portfolio | OSCE/Viva | PAD | Skills Passport |
|---------|--------|----------------------|------------------------|-------------------------|---------------------|------------|------------------|-------------------------|-----------|-----|--------------------|
| Year 1 | | | | | | | | | | | |
| NU1001 | | S | | | | | | | F/S | | |
| NU1002* | | | | | | | | | | S | |
| PH1004 | | S | | | | | | | | | |
| MW1003 | | S | | | | | | F | | | |
| NU1003 | S | | S | | | | | | | | |
| NU1008 | | S | | S | | | | | | | |
| NU1004 | | S | | | S | | | | | | |
| Year 2 | | | | | | | | | | | |
| NU2001* | | | | | | | | | | F | |
| MW2006 | | S | | | S | | | F | | | |
| NU2002 | | | S | | | | | | | | |
| NU2202 | | | S | | | | | | | | |
| NU2003 | S | S | | | | | | | | | |
| NU2006 | | S | | | | | | | | | |
| NU2004 | | | | | | S | | | | | |
| NU2005 | | | | | | S | | | | | |
| NU2205 | | | | | | S | | | | | |
| Year 3 | | | | | | | | | | | |
| NU3001* | | | | | | | | | | S | |
| MW3005 | | | | S | | | | F | | | |
| NU3002 | | | | | | S | | | | | |
| NU3003 | | | | S | | | | | | | |
| NU3004 | | S | | | | | | | | | |
| NU3006 | | S | | S | | | | | | | |
| NU3005 | S | S | | | | | | | | | |
| NU3205 | S | S | | | | | | | | | |

| Module | Online | Essay/ Assignment | Written Examination | Seminar Presentation | Poster / Product | Case Study | Major Project | Leadership Portfolio | OSCE/Viva | PAD | Skills Passport |
|---------|--------|----------------------|------------------------|-------------------------|---------------------|------------|------------------|-------------------------|-----------|-----|--------------------|
| Year 4 | | | | | | | | | | | |
| NU4001 | | | | | | S | | | | | |
| MW4003 | | | | S | | | | S | | | |
| NU4004 | | | | | | | S | | | | |
| NU4002* | | | | | | | | | | S | |
| NU4003 | S | | | S | | | | | | | |
| MW4004 | | S | | | | | | | S | | |

Numeracy related to medicines management assessment:

| Numeracy Applied to Medicines | | Pass Mark |
|-------------------------------|--|-----------|
| Year | Content and progression | |
| 1 | Tablets and liquids | 80% |
| 2 | Tablets, liquids and injections | 90% |
| 3 | Tablets, liquids, injections and infusions | 90% |
| 4 | Consolidation and achievement of NHS partner organisations numeracy test | 100% |

The numeracy applied to medicines examinations are a PASS/FAIL element of the relevant modules and no compensation is allowed between any assessments. Therefore the numeracy applied to medicines examinations have to be awarded a PASS mark in order for the student to pass the relevant module and therefore progress beyond that year of the programme.

This programme follows the standard scheme of award and classification set out in Senate Regulation 5 governing undergraduate programmes, subject to two dispensations.

The Academic Policy Committee has approved a dispensation from regulations to require all students to pass, at a minimum of 40%, all components and all modules in order to qualify for the final award. Therefore, when calculating student's final award and classification, the failed credit allowance set out in SR5.43 shall not apply. For the purposes of clarity, no student may be awarded a degree with any failed modules, or assessment components. Similarly, the standard schemes of award and classification for the exit awards available on this programme also follow those set out for the appropriate awards in Senate Regulation 5 but, as above, there is no allowance for failed credit within the modules that make up any award within this programme.

The Academic Policy Committee has also approved a dispensation from regulations which states that a Pass degree or an aegrotat degree cannot be awarded on this programme.

12. Special features:

- The programme is being led at professorial level by an internationally renowned nursing educationalist with a credible portfolio of scholarly publishing and conference presentation who is registered with the NMC as a nurse educator.
- Students have the opportunity to learn in a leading research-intensive University with an outstanding international reputation.
- The development of a new School of Allied Health Professions within the highly respected College of Life Sciences will provide students with opportunities to develop a good understanding and working relationship with other health professionals from the outset in preparation for employment as graduates.
- The intention is to recruit a doctoral level academic faculty of University staff and to fully engage with the NHS in identifying key nursing practitioners in clinical practice, education and research, who will be seconded to support a fully integrated and collaborative nursing faculty.
- The focus on leadership throughout the programme is distinctive and is currently unique to pre-registration nursing curricula. The acquisition of an undergraduate Masters (MSci.) degree is also distinctive, which combined with the focus on leadership will enhance the student's employability potential, upon successful completion.
- Students will be mentored by experienced NHS clinicians and nursing experts / leaders within the profession as part of a learning set during the programme.
- There will be short elective placements / internships that embrace all aspects of nursing leadership roles; e.g. in clinical practice, education and research departments where the students work alongside effective role models and are nurtured in developing their leadership potential.
- Inter-professional education that occurs in the College of Life Sciences will be a feature of this programme, providing the student nurses with opportunity to learn and work alongside medical students and other allied health professionals and gain an appreciation of each other's roles that will prepare them for the realities of multidisciplinary team working as graduates. This will occur in small group teaching and simulated clinical practice sessions.
- There will be shared learning and teaching / access to modules provided by the wider university e.g. the School of Business in order to optimise the student learning experience by being exposed to subject specialists.
- Dual registration with the Nursing and Midwifery Council (adult and mental health, child and mental health). The University of Leicester will be one of few UK universities to offer dual registration programmes. The focus on both physical and mental health ensures a person centred and holistic approach to contemporary nursing care.
- Successful completion of the programme at masters level and with a focus on leadership will be enhance graduate employability prospects as the shortage of nurses is well documented.
- At the end of the undergraduate course you will receive your MSci Nursing with Leadership Dual Registration in Mental Health and Adult or MSci Nursing with Leadership Dual Registration in Mental Health and Child degree and will be eligible to register with the Nursing and Midwifery Council as a nurse. Once you have successfully completed the course and displayed the NHS values and behaviours, there will be employment opportunities as a nurse in the local NHS.
- When you complete our leadership programme, you will leave with a clear bespoke plan to accelerate your career in Leicester, Leicestershire and Rutland. Your NHS employer will support you in achieving these milestones for you to progress into a clinical leadership role if this is what you are aspiring towards.

13. Indications of programme quality

The programme will in the first instance, be jointly approved by the Nursing and Midwifery Council (NMC) and the University of Leicester, followed by annual monitoring by the NMC and the standard process of External Examiner scrutiny as specified in the University's Senate Regulations. The programme will also be subject to University of Leicester Annual Development Review and Periodic Development Review (six yearly) to monitor the quality of teaching, learning and assessment. A good account of the programme in the National Student Survey will be an indication of its quality as will be the first destination data (employability rates) captured for graduates from this programme.

14. External Examiner(s) reports

As this is a new provision, there are as yet no specific external examiners' reports to inform its development. An external examiner with due regard to each field of the register (Adult, child and mental health) will be appointed to this new programme to ensure its delivery and assessment processes are commensurate with the NMC and university standards and comparable across the Higher Education sector.

Appendix 1: Programme structure (programme regulations)

MSci. Nursing with Leadership Dual Field (Mental Health and Adult Nursing)

FIRST YEAR MODULES

| Year long | | |
|-----------------------|--|------------|
| Core modules | | |
| NU1001 | Foundations of Nursing Practice | 30 |
| NU1002 | Placements 1 & 2 (Linked work experience hours) | PASS/FAIL |
| Semester 1 | | |
| Core modules | | |
| PH1004 | Foundations of Professional Practice | 15 |
| MW1003 | Foundations of Clinical Leadership 1 | 15 |
| NU1003 | Biological Sciences applied to Nursing | 15 |
| Semester total | | 45 |
| Semester 2 | | |
| Core modules | | |
| NU1008 | Evidence Based Practice 1 | 15 |
| NU1004 | Social and Psychological Concepts of Public Health and Social Care | 30 |
| Semester total | | 45 |
| Year total | | 120 |

*Exit Award for 120 credits: CertHE in Healthcare

SECOND YEAR MODULES

| Year long | | |
|---------------------|--|------------|
| Core modules | | |
| NU2001 | Placements 3 & 4 (Linked work experience hours) | FORMATIVE |
| Semester 1 | | |
| Core modules | | |
| MW2006 | Clinical Leadership 2 | 15 |
| NU2002 | Holistic assessment and recognition of health and social care needs in adult nursing | 15 |
| NU2003 | Fundamental Knowledge and Skills for Mental Health Assessment and Practice | 30 |
| | Semester total | 60 |
| Semester 2 | | |
| Core modules | | |
| NU2006 | Evidence Based Practice 2 | 15 |
| NU2004 | Treatment and Therapeutic Interventions in Mental Health | 15 |
| NU2005 | Planning, Intervention and Evaluation of Care with a Focus on Older People | 30 |
| | Semester total | 60 |
| | Year total | 120 |

*Exit Award for 240 credits: DipHE in Healthcare

THIRD YEAR MODULES

| Year long | | |
|---------------------|---|------------|
| Core modules | | |
| NU3001 | Placements 5 & 6 (Linked work experience hours) | PASS/FAIL |
| Semester 1 | | |
| Core modules | | |
| MW3005 | Leadership 3 | 15 |
| NU3002 | Pharmacology & medicines management applied to nursing Practice | 15 |
| NU3003 | Elective/Internship for Nursing Practice | 15 |
| NU3004 | Understanding the nurse/patient partnership in mental health | 15 |
| | Semester total | 60 |
| Semester 2 | | |
| Core modules | | |
| NU3006 | Evidence Based Practice 3 | 30 |
| NU3005 | Management of complex and long-term conditions in adult nursing | 30 |
| | Semester total | 60 |
| | Year total | 120 |

*Exit Award for 360 credits: Degree in HE in Healthcare

FOURTH YEAR MODULES

Year long

Core modules

| | | |
|---------------|--|-----------|
| NU4004 | Evidence Applied to Professional Practice (Dissertation/Project/Research) | 30 |
| NU4002 | Placements 7 & 8 (Linked work experience hours) | PASS/FAIL |

Semester 1

Core modules

| | | |
|---------------|---|-----------|
| MW4003 | Professional Leadership 4 | 15 |
| NU4001 | Professional, ethical and legal challenges in nursing | 15 |
| | Semester total | 30 |

Semester 2

Core modules

| | | |
|---------------|--|------------|
| NU4003 | Management of complex and long-term conditions in mental health | 30 |
| MW4004 | Preparing for professional practice | 30 |
| | Semester total | 60 |
| | Year total | 120 |

Exit Award: 480 credits MSci Nursing with Leadership Dual Field (Mental Health and Adult Nursing) (with NMC registration).

Shared with MSci. Midwifery as agreed with Professor Jayne Marshall.

Shared with BSc. Physiotherapy as agreed with Associate Professor Simon Barry.

MSci. Nursing with Leadership Dual Field (Mental Health and Children's Nursing)

FIRST YEAR MODULES**Year long****Core modules**

| | | |
|--------|---|-----------|
| NU1001 | Foundations of Nursing Practice | 30 |
| NU1002 | Placements 1 & 2 (Linked work experience hours) | PASS/FAIL |

Semester 1**Core modules**

| | | |
|--------|--|-----------|
| PH1004 | Foundations of Professional Practice | 15 |
| MW1003 | Foundations of Clinical Leadership 1 | 15 |
| NU1003 | Biological Sciences applied to Nursing | 15 |
| | Semester total | 45 |

Semester 2**Core modules**

| | | |
|--------|--|------------|
| NU1008 | Evidence Based Practice 1 | 15 |
| NU1004 | Social and Psychological Concepts of Public Health and Social Care | 30 |
| | Semester total | 45 |
| | Year total | 120 |

*Exit Award for 120 credits: CertHE in Healthcare

SECOND YEAR MODULES

| Year long | | |
|---------------------|---|------------|
| Core modules | | |
| NU2001 | Placements 3 & 4 (Linked work experience hours) | FORMATIVE |
| Semester 1 | | |
| Core modules | | |
| MW2006 | Clinical Leadership 2 | 15 |
| NU2202 | Holistic assessment and recognition of health and social care needs in children's nursing | 15 |
| NU2003 | Fundamental Knowledge and skills for Mental Health Assessment and Practice | 30 |
| | Semester total | 60 |
| Semester 2 | | |
| Core modules | | |
| NU2006 | Evidence Based Practice 2 | 15 |
| NU2004 | Treatment and Therapeutic Interventions in Mental Health | 15 |
| NU2205 | Planning, Intervention and Evaluation of care for Children and Young People | 30 |
| | Semester total | 60 |
| | Year total | 120 |

*Exit Award for 240 credits: DipHE in Healthcare

THIRD YEAR MODULES

| Year long | | |
|-----------------------|--|------------|
| Core modules | | |
| NU3001 | Placements 5 & 6 (Linked work experience hours) | PASS/FAIL |
| Semester 1 | | |
| Core modules | | |
| MW3005 | Leadership 3 | 15 |
| NU3002 | Pharmacology & medicines management applied to nursing Practice | 15 |
| NU3003 | Elective/Internship for Nursing Practice | 15 |
| NU3004 | Understanding the nurse/patient partnership in mental health | 15 |
| Semester total | | 60 |
| Semester 2 | | |
| Core modules | | |
| NU3006 | Evidence Based Practice 3 | 30 |
| NU3205 | Management of complex and long-term conditions in children's nursing | 30 |
| Semester total | | 60 |
| Year total | | 120 |

*Exit Award for 360 credits: Degree in HE in Healthcare

FOURTH YEAR MODULES

Year long

Core modules

| | | |
|---------------|--|-----------|
| NU4004 | Evidence Applied to Professional Practice (Dissertation/Project/Research) | 30 |
| NU4002 | Placements 7 & 8 (Linked work experience hours) | PASS/FAIL |

Semester 1

Core modules

| | | |
|---------------|---|-----------|
| MW4003 | Professional Leadership 4 | 15 |
| NU4001 | Professional, ethical and legal challenges in nursing | 15 |
| | Semester total | 30 |

Semester 2

Core modules

| | | |
|---------------|--|------------|
| NU4003 | Management of complex and long-term conditions in mental health | 30 |
| MW4004 | Preparing for professional practice | 30 |
| | Semester total | 60 |
| | Year total | 120 |

Exit Award: 480 credits MSci Nursing with Leadership Dual Field (Mental Health and Children's Nursing (with NMC registration).

Shared with MSci. Midwifery as agreed with Professor Jayne Marshall.

Shared with BSc. Physiotherapy as agreed with Associate Professor Simon Barry.

Appendix 2: Module specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

Appendix 3: Skills matrix

See the Skills Matrix spreadsheet.