Programme Specification (Undergraduate)   **FOR ENTRY YEAR: 2021/22**

Date created: 07/01/2021   **Last amended:** 22/06/2023   **Version no.** 3

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

Master in Science Nursing with Leadership Single Field (Mental Health Nursing) B748

a) Award Titles:

MSci Nursing with Leadership Single Field (Mental Health Nursing)

Exit awards:

Qualification	Minimum overall credits
Certificate of Higher Education in Healthcare*	120 level 4 credits
Diploma of Higher Education in Healthcare*	120 level 5 credits
Bachelor of Science in Healthcare * (with honours)	120 level 6 credits

* Without registration with the NMC.

These awards are only available as exit awards, and are not available for students to register onto.

a) **HECOS Code**

HECOS Code	%
100287 Mental Health nursing	100%

b) UCAS Code (where required)

Mental Health (B760)

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

The normal period of registration is 4 years

The maximum period of registration 6 years

5. Typical entry requirements

- ➢ A levels: BBB, including a science.
- ➢ GCSE: Normally GCSE Mathematics (A*-C or 9-4), English Language (A*-C or 9-4) and a science subject at Grades A*-C or 9-4.

OR

- ➢ BTEC Extended Diploma in Health and Social Care DDD / BTEC Diploma in Health and Social Care (DD) plus A level (B).

OR

- ➢ International Baccalaureate Pass diploma with 28 points including grade 6 in a HL science subject. Minimum of 3 in HL Maths, or 4 in SL Maths, or 5 in SL Maths Studies. Minimum of 4 in English at SL or HL.

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

- ➢ Evidence of recent study (within the last 5 years)
- ➢ If English is not your first language: IELTS 7.0 (a minimum score of at least 7 in all areas except writing which has a minimum score of 6.5): or Occupational English Test (OET) with a minimum of C+ in the writing section and a minimum of B in reading, listening and speaking sections OR evidence of achieving a qualification studied in English Language. As required by the NMC regulatory body (NMC Guidance on registration language requirements 2020). **Language qualifications should be acquired within two years at the point of application.**
- ➢ Successful competency and values based multiple mini interview. (Including literacy/numeracy/digital and technological literacy capability)
- ➢ 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.

6. Accreditation of Prior Learning

The NMC Standards for Pre-registration nursing programmes (2018) state that pre-registration nursing programmes must:

1.5   Permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in Annexe 1 of this document).

This level of APL is permitted in the University regulations for integrated masters programmes Appendix A: https://www2.le.ac.uk/offices/sas2/quality/documents/apl-appendix-1

1.6   For NMC registered nurses permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes that may be more than 50 percent of the programme.

This level of APL is beyond what is acceptable in the University regulations and a dispensation from the regulations has been agreed which states:

The Quality and Standards Sub-Committee has approved a derogation from the University policy and process for the Accreditation of Prior Learning in accordance with the Standards for Pre-registration Nursing Education (1.6). Applicants to the MSci Nursing with Leadership programme who are annotated as a registered nurse on the Nursing and Midwifery Council register can apply for Accreditation of Prior Learning for up to a total of 75% of the whole programme. Accreditation of Prior Learning will be considered on the basis of completion of all intended learning outcomes for any year of study in the programme and not on a module by module or individual credit award basis. The maximum amount of Accreditation of Prior Learning will recognise exceptional cases only and will normally not exceed 50%. The application must follow the procedure set out in the University Policy and Procedures for the Accreditation of Prior Learning.

The University Policy and Process for the Accreditation of Prior Learning will be followed for all APL applications and is available here: https://www2.le.ac.uk/offices/sas2/quality/apl

7. Programme aims

The programme aims to:

➢ Provide you with the comprehensive detailed knowledge and skills necessary to equip you for a career in nursing, progress to leadership roles within practice, education and research.

➢ Enhance your existing knowledge and develop your understanding, skills and attitudes to enable you to become an independent lifelong learner and a safe, competent, reflective, ethical and autonomous, accountable professional nurse.

➢ Provide opportunities for you to develop your knowledge and personal qualities to become a leader in health and social care by effective role modelling of leaders in the profession.

➢ Develop your ability to analyse and develop your own beliefs and values in order to demonstrate the attitudes consistent with the provision of holistic evidence-based nursing practice.

➢ Develop your critical and analytical competence to enable you to appraise practice from a local, national and international perspective, generating research / project proposals and evaluating the efficacy of your practice to improve care and outcomes for people in your care, particularly those at risk of health inequalities

➢ Develop your 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 you with opportunities to learn with, and from, other healthcare professionals in order to develop proficiency in inter-professional and trans-disciplinary practice to meet the holistic needs and complexities that those in your care may present with.

➢ Develop your awareness and understanding of patient journeys through health and social care services and environments.

➢ Extend key, transferable skills in employment, enabling you as a graduate nurse to become a colleague, leader and innovator of quality nursing care.

8.   **Reference points used to inform the programme specification**

- Nursing and Midwifery Council (2018) The Future Nurse: Standards of Proficiency for Registered Nurses.
- Nursing and Midwifery Council Standards for Pre-registration nursing programmes (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").
- NHS Leadership Healthcare Leadership Model: The nine dimensions of leadership behaviour (2013).
- East Midlands End of Life Care Education Standards. 2017.
- Framework for Higher Education Qualifications (FHEQ) 2014
- UK Quality Code for Higher Education (2018)
- University Senate Regulations for undergraduate programmes
- University Learning Strategy
- University Assessment Strategy
- University of Leicester Periodic Developmental Review Report
- United Nations Education for Sustainable Development Goals

9.   **Programme Outcomes**

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) **Discipline specific knowledge and competencies**

   i)   Mastery of an appropriate body of knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate an understanding of research methods, ethics and governance in order to critically analyse, safely use, share and apply research findings to promote and inform best nursing practice.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.
Demonstrate knowledge of epidemiology, demography, genomics and the wider determinants of health, illness and wellbeing and apply this to an understanding of global patterns of health and wellbeing outcomes	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate and apply knowledge of human development from conception to death, knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.
Demonstrate and apply knowledge of all commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD	Written assignments/examinations, OSCE/Presentations/PAD.

ii)   Understanding and application of key concepts and techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Understand and apply the aims and principles of health promotion, protection and improvement and the prevention of ill health and understand the factors that may lead to inequalities in health outcomes.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD	Written assignments/examinations, OSCE/Presentations/PAD
Understand the importance of early years and childhood experiences upon wellbeing and understand and explain the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD	Written assignments/examinations, OSCE/Presentations/PAD
Demonstrate the knowledge and skills required to support people with commonly encountered mental health, behavioural, cognitive and learning challenges.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD	Written assignments/examinations, OSCE/Presentations/PAD
Demonstrate the knowledge and skills required to support people with commonly encountered physical health conditions, their medication usage and treatments.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD	Written assignments/examinations, OSCE/Presentations/PAD

iii)   Critical analysis of key issues

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate the knowledge, skills and ability to think critically when applying evidence and drawing on experience to make evidence informed decisions in all situations.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Understand and act in accordance with the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates, and fulfil all registration requirements	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.
Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.

iv) Clear and concise presentation of material

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate the numeracy, literacy, digital and technological skills required to meet the needs of people in your care to ensure safe and effective nursing practice.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD	Written assignments/examinations, OSCE/Presentations/PAD

v) Critical appraisal of evidence with appropriate insight

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Promote and improve mental, physical, behavioural and other health related outcomes by understanding and explaining the principles, practice and evidence-base for patients.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.

vi) Other discipline specific competencies

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in yourself or your colleagues and the action required to minimise risks to health.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.
Understand and apply a professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and wellbeing required to meet people's needs for mental and physical care.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.

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Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Act as an ambassador, upholding the reputation of your profession and promoting public confidence in nursing, health and care services.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.
Demonstrate the ability to work in partnership with people, families and carers to continuously monitor, evaluate and reassess the effectiveness of all agreed nursing care plans and care, sharing decision making and readjusting agreed goals, documenting progress and decisions made.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.

b) Transferable skills

   i)   Oral communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.
Demonstrate the skills and abilities required to develop, manage and maintain appropriate relationships with people, their families, carers and colleagues.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.
Use appropriate communication skills and strength based approaches to support and enable people to make informed choices about their care to manage health challenges in order to have satisfying and fulfilling lives within the limitations caused by reduced capability, ill health and disability.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.

   ii)   Written communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.
Demonstrate the ability to keep complete, clear, accurate and timely records.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.

iii)   Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.
Demonstrate the numeracy, literacy, digital and technological skills required to meet the needs of people in your care to ensure safe and effective nursing practice. (P1)	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.

iv)   Numeracy

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate the numeracy, literacy, digital and technological skills required to meet the needs of people in your care to ensure safe and effective nursing practice.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.

v)   Team working

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Understand the principles of effective team working and leadership, management, group and organisational dynamics and culture and apply these to team working and decision-making.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.
Understand and apply the principles of human factors, environmental factors and strength-based approaches when working in teams.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.
Safely and effectively lead and manage the nursing care of a group of people, demonstrating appropriate prioritisation, delegation and assignment of care responsibilities to others involved in providing care.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.

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vi)   Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Understand and apply the principles of courage, transparency and the professional duty of candour, recognising and reporting any situations, behaviours or errors that could result in poor care outcomes. (P1)	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD	Written assignments/examinations, OSCE/Presentations/PAD.
Demonstrate an understanding of the principles of improvement methodologies, participate in all stages of audit activity and identify appropriate quality improvement strategies.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD	Written assignments/examinations, OSCE/Presentations/PAD.

vii)   Information handling

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Provide information in accessible ways to help people understand and make decisions about their health, life choices, illness and care.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.

viii)   Skills for lifelong learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate resilience and emotional intelligence and be capable of explaining the rationale that influences their judgments and decisions in routine, complex and challenging situations.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.
Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop your professional knowledge and skills.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.
Demonstrate an understanding of the importance of exercising political awareness throughout their career, to maximise the influence and effect of registered nursing on quality of care, patient safety and cost effectiveness.	Lectures, tutorials, seminars, online learning, patient scenarios/simulation, PAD.	Written assignments/examinations, OSCE/Presentations/PAD.

10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

The following additional progression requirements for this programme have been approved: The NMC (2018) Standards apply, with any subsequent revised standards form the PRSB during the validation of this approved programme. These

PRSB requirements relate to selection, admission and progression; curriculum; practice learning; supervision and assessment and qualification to be awarded.

All modules are classified as core and there is no compensation allowed between modules.

You are required 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 part of the programme and awarded a PASS mark, which will include achievement of the relevant NMC standards of proficiency. The clinical skills requirements can be found within the NMC Future Nurse Standards Future nurse: Standards of proficiency for registered nurses (NMC, 2018) [External site].

In cases where you have has failed to meet a requirement to progress you will be required to withdraw from the course.

You are required to undertake 4600 hours of learning over at least four years as this programme leads to registration as a mental health nurse (NMC 2.13 / 3.6 / Article 31). Technology enhanced and simulation learning will be used proportionately to support learning and assessment (3.4). The programme is designed so that 50% (2637.6 hours) of clinical practice education is achieved *on completion* of the programme, as required by the Nursing and Midwifery Council (2.9) and to comply with EU Directive 2005/36/EC. The total hours for the programme are 5,274 and the programme is four years in duration due to being an undergraduate (integrated) masters. At each progression point you 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 you must have achieved all of the required theory and clinical practice hours.

There is no intermediate exit point that equates to professional practice with NMC registration. You may be eligible for an exit award depending on the number of credits you have completed as follows:

Qualification	Minimum overall credits
Certificate of Higher Education in Healthcare*	120 level 4 credits
Diploma of Higher Education in Healthcare*	120 level 5 credits
Bachelor of Science in Healthcare * (with honours)	120 level 6 credits

* Without registration as a nurse with the NMC.

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When you successfully complete all the requirements to be awarded the MSci. Nursing with Leadership in mental health nursing you will be recommended to the NMC to be placed on the appropriate part of the nursing register. You will be informed that you have five-years in which you can apply to the NMC for a mark on the Nursing and Midwifery Council Register (5.2) and that if you fail to register your qualification within five years you will have to undertake additional education and training or gain such experience as specified in our standards.

You 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 (1.2) as detailed in the University of Leicester process for the declaration of good health and good character.

a) A dispensation to Senate Regulation 5.23b: a student who has passed at least 90 credits in years 1 to 3 will be permitted to proceed to the next level of their programme, repeating the assessments for the failed module alongside the standard 120 credits for the next level. In order to be permitted to proceed and re-sit/re-submit, students should have failed no more than 30 credits and have a credit weighted average for the level of at least 40.00% in years 1-3.

a) Course transfers

If you decide wish to transfer to either the MSci Nursing with Leadership and Dual Field, or the MSci Nursing with Leadership Single Field (Adult Nursing) , you may do so no later than the end of year one. This would be subject to approval by the course lead and dependent upon placement capacity.

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

The following additional award requirements for this programme have been approved:

i. To require all students to pass, at a minimum of 40% (levels 4-6) and 50% (level 7), 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.

ii.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, SR5.43 does not apply and so that there is no allowance for failed credit within the modules that make up any award within this programme. For clarity, exit awards of Certificate of Higher Education, Diploma of Higher Education and Bachelor of Science (Hons) in Healthcare may be awarded on successful completion of years 1, 2 and 3, respectively, with no failed credits. Note: these exit awards will not offer registration as a nurse/midwife with the NMC.

a)   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%

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Module	Online Numeracy	Essay/ Assignment	Written Examination	Seminar Presentation	Poster Presentation	Case Study	Major Project	Leadership Portfolio	OSCE/Viva	PAD	Medicines Portfolio	Leicester Award
NU1011 Developing proficiency 1&2 (Linked work experience hours)										■		
NU1010 Foundations of nursing practice	■								F/S			
MW1012 Anatomy and physiology for nursing practice			F/S									
PH1004 Professional Development 1		F/S										■
MW1013 Leading the self: Leadership 1		■						■(yellow)				
NU1018 Fundamentals of evidence-based practice				■								
NU1014 Psycho-social concepts of public health, health promotion and health protection					■							
NU2011 Developing proficiency 3 & 4 (Linked work experience hours)										■		
MW2016 Leading the team: Leadership 2		■			■			■(yellow)				
NU2013 Fundamental knowledge, values and skills for mental health assessment	■	■										
NU2016 Appraising the evidence in healthcare practice		■										
NU2014 Treatment and therapeutic interventions in mental health		■										
NU2017 Critical reflections on clinical practice 1		■										
NU2018 management of complex and long term conditions in Mental Health		■										
NU3011 Developing proficiency 5 & 6 (Linked work experience hours)										■		
NU3016 Developing evidence based practice		■		■								
NU3012 Pharmacology & medicines prescribing applied to nursing practice									■		■	
NU3014 Specialist care in mental health practice									■		■	
NU3017 Critical reflections on clinical practice 2		■										
MW3015 Leading in organizations: Leadership 3				■				■(yellow)				
NU3013 Professional development internship/Elective				■								GOLD
NU4011 Developing proficiency 7 & 8 (Linked work experience hours)										■		
NU4010 Dissertation / report applied to professional practice							■					

MW4013 Leading the management of change: Leadership 4				▉				▉			
NU4012 Professional, ethical and legal challenges in nursing						▉					
NU4017 Critical reflections on clinical practice 3	▉	▉									
MW4014 Preparation for professional practice		▉							▉		

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.

➢ You 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 provides you with opportunities to develop a good understanding and working relationship with other health professionals from the outset in preparation for employment as graduates.

➢ 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 distinctive in Leicestershire, which, combined with the focus on leadership will enhance your employability potential, upon successful completion.

➢ You 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 a short elective placement / internship that embraces all aspects of nursing leadership roles; e.g. in clinical practice, education and research departments where you will work alongside effective role models and are nurtured in developing your leadership potential.

➢ Inter-professional education that occurs in the College of Life Sciences is a feature of this programme, providing you 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 you for the realities of multidisciplinary team working as graduates. This will occur in small group teaching and simulated clinical practice sessions and in year 1 is embedded in module PH1004.

➢ Registration with the Nursing and Midwifery Council as a mental health nurse.

➢ Successful completion of the programme at masters' level and with a focus on leadership will be enhanced graduate employability prospects as the shortage of nurses is well documented.

➢ When you complete the programme you will be offered jobs in the local NHS as per the NHS Plan (2019) and as leadership graduates you will have the opportunity to be fast- tracked through your nursing careers, facilitated by a purposefully constructed leadership framework.

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 the adult field of the register has been appointed to this 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)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MSci. Nursing with Leadership Single Field (Adult Nursing)

Level 4/Year 1   2021/22

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	60 credits	30 credits	30 credits
Optional	Choose an item.	Choose an item.	Choose an item.

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	NU1010	Foundations of nursing practice	30 credits
Year long	NU1012	Anatomy and physiology for nursing practice	30 credits
Year long	NU1011	Developing proficiency 1&2 (Linked work experience hours)	n/a
Sem 1	PH1004	Professional Development 1	15 credits
Sem 1	MW1013	Leading the self: Leadership 1	15 credits
Sem 2	NU1018	Fundamentals of evidence-based practice	15 credits
Sem 2	NU1014	Psycho-social concepts of public health, health promotion and health protection	15 credits

Notes

*Exit Award for 120 credits: CertHE in Healthcare

Level 5/Year 2   2021/22

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	Choose an item.	60 credits	60 credits
Optional	Choose an item.	Choose an item.	Choose an item.

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	NU2011	Developing proficiency 3 & 4 (Linked work experience hours)	n/a
Sem 1	MW2016	Leading the team: Leadership 2	15 credits
Sem 1	NU2017	Critical reflections on clinical practice 1	15 credits
Sem 1	NU2013	Fundamental knowledge, values and skills for mental health assessment	30 credits
Sem 2	NU2016	Appraising the evidence in healthcare practice	15 credits
Sem 2	NU2018	Management of complex and long term conditions in mental health	30 credits
Sem 2	NU2014	Treatment and therapeutic interventions in mental health	15 credits

Notes

*Exit Award for 240 credits: DipHE in Healthcare

Level 6/Year 3   2021/22

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	Choose an item.	60 credits	60 credits
Optional	Choose an item.	Choose an item.	Choose an item.

120 credits in total

Date created: 07/01/2021   **Last amended:** 22/06/2023   **Version no.** 3

Core modules

Delivery period	Code	Title	Credits
Year long	NU3011	Developing proficiency 5 & 6 (Linked work experience hours	n/a
Sem 1	NU3016	Developing evidence based practice	30 credits
Sem 1	NU3012	Pharmacology & medicines prescribing applied to nursing practice	15 credits
Sem 1	NU3014	Specialist care in mental health practice	15 credits
Sem 2	MW3015	Leading in organisations: Leadership 3	15 credits
Sem 2	NU3017	Critical reflections on clinical practice 2	30 credits
Sem 2	NU3013	Professional development internship/Elective	15 credits

Notes

*Exit Award for 360 credits: Bachelor of Science in Healthcare with Honours

Level 7/Year 4   2022/23

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	30 credits	45 credits	45 credits
Optional	Choose an item.	Choose an item.	Choose an item.

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	NU4010	Dissertation / report applied to professional practice	30 credits
Year long	NU4011	Developing proficiency 7 & 8 (Linked work experience hours)	n/a
Sem 1	MW4013	Leading the management of change: Leadership 4	15 credits
Sem 1	NU4017	Critical reflections on clinical practice 3	30 credits

Delivery period	Code	Title	Credits
Sem 2	NU4012	Professional, ethical and legal challenges in nursing	15 credits
Sem 2	MW4014	Preparation for professional practice	30 credits

Notes

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

Appendix 2: Module specifications

See undergraduate [module specification database](#) (Note - modules are organized by year of delivery).

Appendix 3: Skills matrix

See Excel spreadsheet.

See the Skills Matrix spreadsheet.

Appendix 4: Inclusivity in the curriculum

Inclusive Curriculum

Please indicate how the proposal addresses the following aspects of curriculum design:

a) How does the proposal demonstrate alignment with Education Excellence principles on the "Inclusive Curriculum"? Please provide examples of which demonstrate how the proposal generates a more inclusive curriculum.

The principles of an inclusive curriculum are embedded in the programme' s taught content with issues related to gender, race, class, sexuality, disability, age and faith being a component of module content across the programme. In addition, you will undertake equality and diversity, and unconscious bias training, as will staff (annually). Case studies and other materials used for teaching are developed with inclusivity in mind and represent communities and people with protected characteristics. External speakers and service users contribute to your learning by sharing their experiences and are drawn from a variety of diverse backgrounds. This experience continues when you undertake your clinical practice placements as the population of Leicester is diverse. Our student groups are also diverse in many ways with a number of students having protected characteristics.

b) What strategies or initiatives exist or will be implemented by the School's Learning and Teaching Committee for reviewing, monitoring and closing the BAME Attainment Gap for this and other programmes within the School?

The School's Learning and Teaching committee ensures all programmes complete the Annual Development and Review form and reviews and monitors the experience of BAME students in terms of recruitment, progression and achievement.

c)　　How will the Programme Team engage students in the process of regular curriculum review to support the strategic priorities of an inclusive curriculum and eliminating the BAME Attainment Gap?

You are considered as partners and will be regularly consulted regarding changes to the delivery of the programme, for example the move to the new NMC standards. The Programme Management Group and the Staff Student Committee are the key meetings where you can engage in discussion about implementation and review of the programme though the student representative system which is supported by the Students' Union. A number of our student ambassadors are from BAME backgrounds and contribute to recruitment events such as Open Days, Interview Days and Offer Holder Days. Student evaluations of both theoretical modules and practice placements inform curriculum development.

a)   Map of Modules

		UoL Master in Science Nursing with Leadership in Mental Health Nursing Programme Structure										
		Semester 1				Semester 2						
	Sept	October	November	December	January	February	March	April	May	June	July	August
Yr 1	INDUCTION Introduction to the course	NU1011 Placement 1 (Linked work experience hours)				NU1011 Placement 2 (Linked work experience hours) (Pass/Fail)						
		NU1010 Foundations of nursing practice (30 Credits)										
		PH1004 Professional Development 1 (15 Credits) includes Interprofessional Education				NU1018 Fundamentals of based practice. (15 credits) includes Interprofessional Education						
		MW1013 Leading the self 1 (15 Credits)				NU1014 Psychosocial concepts of public health, health promotion and health protection. and (15 Credits)						
		NU1012 Anatomy and physiology for nursing practice (30 Credits)										
Yr 2	INDUCTION Transition from year 1 to year 2	NU2011 Placement 3 (Linked work experience hours)				NU2011 Placement 4 (Linked work experience hours) (Pass/Fail)						
		MW2016 Leading the team. (15 credits)				NU2016 Appraising the evidence for healthcare practice. (15 credits)						
		NU2017 Critical reflections on clinical practice 1 (15 credits)				NU2014 Treatment and therapeutic interventions in Mental Health (15 credits)						
		NU2013 Fundamental knowledge, values and skills for mental health assessment (30 credits)				NU2018 Management of complex and long term conditions in Mental Health (30 credits)						

Practice		Nursing specific		Leadership		Evidence- Based Practice		Professional Practice

Undergraduate Programme Specification

<table>
<tr><td colspan="14" align="center">UoL Master in Science Nursing with Leadership in Mental
Health Nursing
Programme Structure</td></tr>
<tr><td></td><td></td><td colspan="4">Semester 1</td><td colspan="6">Semester 2</td><td></td><td></td></tr>
<tr><td></td><td>Sept</td><td>October</td><td>November</td><td>December</td><td>January</td><td>February</td><td>March</td><td>April</td><td>May</td><td colspan="2">June</td><td>July</td><td>August</td></tr>
<tr><td colspan="14"></td></tr>
<tr><td>Yr 3</td><td>INDUCTION Transition from year 2 to year 3</td><td colspan="5">NU3011 Placement 5 (Linked work experience hours)</td><td colspan="7">NU3XXX Placement 6 (Linked work experience hours) (Pass/Fail)</td></tr>
<tr><td></td><td></td><td colspan="5">NU3016 Developing evidence based practice. (30 credits)</td><td colspan="7">MW3015 Leading in Organisations (15 credits)</td></tr>
<tr><td></td><td></td><td colspan="5">NU3012 Pharmacology & medicines management applied to nursing. (15 credits)</td><td colspan="7"></td></tr>
<tr><td></td><td></td><td colspan="5">NU3014 Specialist care in mental health practice (15 credits)</td><td colspan="7">NU3013 Internship/Elective (15 Credits) plus Gold Leicester Award</td></tr>
<tr><td></td><td></td><td colspan="5"></td><td colspan="7">NU3017 Critical reflections on clinical practice 2 (30 Credits)</td></tr>
<tr><td colspan="14"></td></tr>
<tr><td>Yr 4</td><td>INDUCTION Transition from year 3 to year 4</td><td colspan="5">NU4011 Placement 7 (Linked work experience hours)</td><td colspan="7">NU4011 Placement 8 (Linked work experience hours) (Pass/Fail) Completion of Clinical and Theory Hours</td></tr>
<tr><td></td><td></td><td colspan="12">NU4010 Dissertation/report applied to professional practice. (30 Credits)</td></tr>
<tr><td></td><td></td><td colspan="5">MW4013 Leading the management of change. (15 credits)</td><td colspan="7">NU4012 Professional, ethical and legal challenges in nursing (15 credits)</td></tr>
<tr><td></td><td></td><td colspan="5">NU4017 Critical reflections in clinical practice 3 (30 credits)</td><td colspan="7">MW4014 Preparation for professional practice (30 Credits)</td></tr>
</table>

Practice		Nursing specific		Leadership		Evidence- Based Practice		Professional Practice

b)   Table 1. Module Hours Distribution

Master in Science Nursing with Leadership Adult Nursing

Year 1						CBL				CP
Module Number	Title	Credit Level	Credit Amount	Length (weeks)	Theory Hours	L	S	P	SDP	
NU1010	Foundations of Nursing Practice	4	30	30	300	80	80	40	100	0
NU1011	Developing proficiency 1&2 (Linked work experience hours)	4	Pass/Fail	48						75
MW1012	Anatomy and physiology for nursing practice	4	30	30	150	50	10	20	70	150
MW1013	Leading the self: Leadership 1	4	15	15	75	25	15	0	35	75
NU1014	Psycho-social concepts of public health, health promotion and health protection	4	15	15	75	15	30	0	30	75
PH1004	Professional Development 1	4	15	15	150		36		114	
NU1018	Fundamentals of evidence-based practice	4	15	15	75		40		35	75
	Totals Year 1		120		825					450

Key: Theory hours = Classroom Based Learning (Lectures / Seminars & Tutorials / Demonstration & Practical Classes) and SDP (Self-directed learning). CP = Clinical Placements and work-based learning.

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Year 2		5								
Module Number	Title	Credit Level	Credit Amount	Length (weeks)	Theory Hours	CBL				CP
NU2011	Developing proficiency 3 & 4 (Linked work experience hours)	5	Pass/Fail	48						270
NU2017	Critical reflections on clinical practice 1	5	15	0	0	0	0	0	0	150
NU2013	Fundamental Knowledge and Skills for Mental Health Assessment and Practice	5	30	30	218	50	38	30	100	82
NU2018	Management of complex and long term conditions in Mental Health	5	30	30	270	60	30	30	150	30
NU2014	Treatment and Therapeutic Interventions in Mental Health	5	15	15	75	10	20	10	35	75
MW2016	Leading the team: Leadership 2	5	15	15	75	25	15		35	75
NU2016	Appraising the evidence in healthcare practice	5	15	15	112.5	15	25		72.5	37.5
	Totals for Year 2		120		750.5					720.5

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Year 3		6				CBL				CP
Module Number	Title	Credit Level	Credit Amount	Length (weeks)	Theory Hours					CP
NU3011	Developing proficiency 5 & 6 (Linked work experience hours)	6	Pass/Fail	48						120
NU3012	Pharmacology and medicines management applied to nursing practice	6	15	15	50	15	20	5	10	100
NU3014	Specialist care in mental health practice	6	15	15	100	20	10	10	60	50
NU3013	Professional development internship/Elective	6	15	15	20	5	5		10	130
NU3017	Critical reflections on clinical practice 2	6	30	30	130	0	0	0	130	170
MW3015	Leading in organisations: Leadership 3	6	15	15	75	25	15	0	35	75
NU3016	Developing evidence based practice	6	30	30	225	30	50	0	145	75
	Totals for Year 3		120		600					720

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Year 4		7				CBL				CP
Module Number	Title	Credit Level	Credit Amount	Length (weeks)	Theory Hours	CBL				CP
NU4012	Professional, Ethical and Legal Challenges in Nursing	7	15	15	50	10	20		20	100
NU4011	Developing proficiency 7 & 8 (Linked work experience hours)	7	Pass/Fail	48						10
NU4017	Critical reflections on clinical practice 3	7	30	30	0	0	0	0	112.5	300
MW4013	Leading the management of change: Leadership 4	7	15	15	75	25	15	0	35	75
NU4010	Dissertation / report applied to professional practice	7	30	30	187.5	10	10	10	157	112.5
MW4014	Preparation for professional practice	7	30	30	150	35	35	10	70	150
	Totals for Year 4		120		462.5					747.5
	Programme Totals		480		2637.5					2637.5

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