

Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2024/25

Date created: n/a

Last amended: 10/04/2025

Version no. 2

1. Programme title(s) and 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)

* Certificate of Higher Education in Healthcare

* Diploma of Higher Education in Healthcare

* BSc (Hons) in Healthcare

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

a) [HECOS Code](#)

| HECOS Code | % |
|------------------------------|----|
| 100287 Mental Health Nursing | 33 |
| 100280 Children's Nursing | 33 |
| 100279 Adult Nursing | 33 |

b) UCAS Code (where required)

B747 - Mental Health and Adult

B791 – Mental Health and Child

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

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

The normal period of registration is 4 years – 48 completed months

The maximum period of registration 6 years

MSci Nursing with Leadership Dual Field (Mental Health and Child)

The normal period of registration is 4 years – 48 completed months

The maximum period of registration 6 years

5. Typical entry requirements

- A2 Level Grades : BBB, including a science, including a science, preferably Biology, Human Biology, Chemistry, Physics or Psychology. General Studies, Critical Thinking and Global Perspectives not accepted.
- BTEC Extended Diploma : DDD in Extended Diploma in Health and Social Care, Health Studies or Applied Science (including Medical or Forensic streams).
- International Baccalaureate : Pass diploma with 28 points to include grade 6 in one relevant HL science subject from Biology, Chemistry, Physics or Psychology. Must include a minimum of grade 3 in HL Maths or 4 in SL Maths or 5 in SL Maths Studies if minimum of grade C/4 not held in Maths GCSE. Plus, a grade 4 in English A or 5 in English B if minimum of grade C/4 not held in English Language.
- Access to Higher Education Diploma : Science based Access to Higher Education Diploma with 60 credits overall at Level 3 including Healthcare or Science based Diploma at Level 3: 60 credits overall, including 15 credits in topics relating to Human Biology, Anatomy or Physiology. Of the Level 3 credits, at least 30 at distinction and 15 at merit
- English Language : IELTS 7.0 with a minimum score of 7.0 in Listening, Reading and Speaking and a minimum score of 6.5 in Writing.
- GCSE: Maths, English Language and Biology at grade C/4. Combined Science or Double Science also accepted instead of Biology. Functional Skills not accepted as an equivalent to GCSE.
- Armed forces into Allied Health: Advised to contact Nursing Admissions Tutor for an advisory consultation.
- T-Levels: Merit in either - Health (with an Occupational Specialism in Supporting the Adult Nursing team), or Health (with an Occupational Specialism in Supporting the Mental Health team), or Health (with an Occupational Specialism in Supporting the care of children and young people)

a) Additional Requirements

All students must be 18 years of age at the commencement of the of the first clinical placement of the programme. If you are not 18 years of age by this time but meet all other requirements, you can still apply and if you are made on offer, it would be for deferred entry a year later.

Evidence of recent study (within the last five years).

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.

6. Accreditation of Prior Learning

The programme adheres to the University and Nursing and Midwifery Council (NMC) Standards for 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 fifty percent of the programme.

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.

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, Coventry, Kettering, Northampton and Nottingham.
- 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

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [Citizens of Change: Our second century | University of Leicester](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- [Nursing and Midwifery Council \(2023\) The Future Nurse: Standards of Proficiency for Registered Nurses](#)
- [NHS Leadership Healthcare Leadership Model: The nine dimensions of leadership behaviour \(2013\).](#)
- For health professionals and healthcare organisations | Resuscitation Council UK
- [East Midlands End of Life Care Education Standards \(2017\).](#)

9. Programme Outcomes

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

b) 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, ePAD. | Written assignments, examinations, OSCE, Presentations, ePAD. |
| 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, ePAD. | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD. | Written assignments, examinations, OSCE, Presentations, ePAD. |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

c) 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| Demonstrate the ability to keep complete, clear, accurate and timely records. | Lectures, tutorials, seminars, online learning, patient scenarios / simulation, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| 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, ePAD | Written assignments, examinations, OSCE, Presentations, ePAD |

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:

None of the modules on this programme are eligible compensation and must be passed at the relevant pass mark (40% at Levels 4-6 | 50.00% at level 7) for progression or for the degree to be awarded.

- All modules are classified as core, and there is no compensation allowed between modules. All modules must be completed to progress from one year to the next.
- Progression to Year 2 – Students must achieve 120 credits at Level 4 with 40% pass grade
- Progression to Year 3 – Students must achieve 120 credits at Level 5 with 40% pass grade
- Progression to Year 4 – Students must achieve 120 credits at Level 6 with 40% pass grade
- A dispensation to Senate Regulation 5.23b: a student who has passed at least 105 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 15 credits and have a credit weighted average for the level of at least 40.00% in years 1-3.
- The Practice Assessment Document (ePAD) must be completed for each part of the programme and awarded as Pass mark, which will include achievement of the relevant NMC [Standards of Proficiency](#).
- 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.
- Progression and Award Boards are typically held in August and September each year.
- The Medicines Management Assessment (SafeMedicate) must be passed as per the mark listed in the below table:

| Year | Content | Pass Mark |
|------|--|-----------|
| 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% |

In cases where a student has failed to meet a requirement to progress they will be required to withdraw from the course

a) Course transfers

If you decide wish to transfer to either the MSci Nursing with Leadership in Mental Health, or the MSci Nursing with Leadership in Adult , you may do so no later than the end of Year 1. 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:

- 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.
- 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.
- The Practice Assessment Document (ePAD) must be completed for each part of the programme and awarded as Pass mark, which will include achievement of the relevant NMC Standards of Proficiency.
- Students are required to undertake a minimum of 3067 hours of clinical practice education during the programme, as required by the NMC (2.9).
- 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 |

- When you successfully complete all the requirements to be awarded the MSci Nursing with Leadership Dual Field you will be recommended to the NMC to be placed on the appropriate parts 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.

- Progression and Award Boards are typically held in August and September each year.

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 NU1020.
- Dual field 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 field 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 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.
- Progression and Award Boards are typically held in August and September each year.

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

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

An external examiner with due regard to each field of the register (Adult, Child and Mental Health) has been appointed to this programme to ensure its delivery and assessment processes are commensurate with the NMC, University standards and therefore comparable across the Higher Education sector.

Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2024/25

Date created: n/a

Last amended: 10/04/2025

Version no. 2

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 Dual Field (Mental Health and Adult)

Level 4/Year 1 2023/24

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|------------|------------|------------|
| Core | 60 credits | 30 credits | 30 credits |
| Optional | n/a | n/a | n/a |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| Year long | NU1010 | Foundations of Nursing Practice | 30 credits |
| Year long | NU1011 | Developing Proficiency 1&2 (Linked work experience hours) | n/a |
| Year long | NU1012 | Anatomy and Physiology for Nursing Practice | 30 credits |
| Sem 2 | NU1014 | Psycho-social Concepts of Public Health, Health Promotion and Health Protection | 15 credits |
| Sem 2 | NU1018 | Fundamentals of Evidence Based Practice | 15 credits |
| Sem 1 | MW1013 | Leading the Self: Leadership 1 | 15 credits |
| Sem 1 | NU1020 | Professional Development 1 | 15 credits |

Notes

Exit Award for 120 credits : CertHE in Healthcare

Level 5/Year 2 2024/25

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core | n/a | 60 credits | 60 credits |
| Optional | n/a | n/a | n/a |

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 | NU2012 | Holistic assessment and recognition of health and social care needs in adult nursing | 15 credits |
| Sem 1 | NU2013 | Fundamental knowledge, values and skills for mental health assessment | 30 credits |
| Sem 2 | NU2014 | Treatment and therapeutic interventions in mental health | 15 credits |
| Sem 2 | NU2015 | Planning, intervention and evaluation of care with a focus on older people | 30 credits |
| Sem 2 | NU2016 | Appraising the evidence in healthcare practice | 15 credits |
| Sem 1 | MW2016 | Leading the Team: Leadership 2 | 15 credits |

Notes

Exit Award for 240 credits: DipHE in Healthcare

Level 6/Year 3 2025/26

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core | n/a | 60 credits | 60 credits |
| Optional | n/a | n/a | n/a |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|--|------------|
| Year long | NU3011 | Developing proficiency 5 & 6 (Linked work experience hours) | n/a |
| Sem 1 | NU3012 | Pharmacology & medicines prescribing applied to nursing practice | 15 credits |
| Sem 2 | NU3013 | Professional development internship/Elective | 15 credits |
| Sem 1 | NU3014 | Specialist care in mental health practice | 15 credits |
| Sem 2 | NU3015 | Management of complex and long-term conditions in adult nursing | 30 credits |
| Sem 1 | NU3016 | Developing evidence-based practice | 30 credits |
| Sem 2 | MW3015 | Leading in organisations: Leadership 3 | 15 credits |

Notes

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

Level 7/Year Final 2026/27

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|--------|------------|------------|------------|
| Core | 30 credits | 45 credits | 45 credits |

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Optional | n/a | n/a | n/a |

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 2 | NU4012 | Professional, ethical and legal challenges in nursing | 15 credits |
| Sem 1 | NU4013 | Management of complex and long-term conditions in mental health | 30 credits |
| Sem 1 | MW4013 | Leading the management of change: Leadership 4 | 15 credits |
| Sem 2 | MW4014 | Preparation for professional practice | 30 credits |

Notes

n/a

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

Level 4/Year 1 2023/24

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|------------|------------|------------|
| Core | 60 credits | 30 credits | 30 credits |
| Optional | n/a | n/a | n/a |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| Year long | NU1010 | Foundations of Nursing Practice | 30 credits |
| Year long | NU1011 | Developing Proficiency 1&2 (Linked work experience hours) | n/a |
| Year long | NU1012 | Anatomy and Physiology for Nursing Practice | 30 credits |
| Sem 2 | NU1014 | Psycho-social Concepts of Public Health, Health Promotion and Health Protection | 15 credits |
| Sem 2 | NU1018 | Fundamentals of Evidence Based Practice | 15 credits |
| Sem 1 | MW1013 | Leading the Self: Leadership 1 | 15 credits |
| Sem 1 | NU1020 | Professional Development 1 | 15 credits |

Notes

Exit Award for 120 credits : CertHE in Healthcare

Level 5/Year 2 2024/25

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core | n/a | 60 credits | 60 credits |
| Optional | n/a | n/a | n/a |

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 | NU2112 | Holistic assessment and recognition of health and social care needs in children's nursing | 15 credits |
| Sem 1 | NU2013 | Fundamental knowledge, values and skills for mental health assessment | 30 credits |
| Sem 2 | NU2014 | Treatment and therapeutic interventions in mental health | 15 credits |
| Sem 2 | NU2115 | Planning, intervention and evaluation of care for children and young people | 30 credits |
| Sem 2 | NU2016 | Appraising the evidence in healthcare practice | 15 credits |
| Sem 1 | MW2016 | Leading the Team: Leadership 2 | 15 credits |

Notes

Exit Award for 240 credits: DipHE in Healthcare

Level 6/Year 3 2025/26

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|--------|-----------|------------|------------|
| Core | n/a | 60 credits | 60 credits |

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Optional | n/a | n/a | n/a |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|--|------------|
| Year long | NU3011 | Developing proficiency 5 & 6 (Linked work experience hours) | n/a |
| Sem 1 | NU3012 | Pharmacology & medicines prescribing applied to nursing practice | 15 credits |
| Sem 2 | NU3013 | Professional development internship/Elective | 15 credits |
| Sem 1 | NU3014 | Specialist care in mental health practice | 15 credits |
| Sem 2 | NU3115 | Management of complex and long-term conditions in children's nursing | 30 credits |
| Sem 1 | NU3016 | Developing evidence-based practice | 30 credits |
| Sem 2 | MW3015 | Leading in organisations: Leadership 3 | 15 credits |

Notes

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

Level 7/Year Final 2026/27

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|------------|------------|------------|
| Core | 30 credits | 45 credits | 45 credits |
| Optional | n/a | n/a | n/a |

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 2 | NU4012 | Professional, ethical and legal challenges in nursing | 15 credits |
| Sem 1 | NU4013 | Management of complex and long-term conditions in mental health | 30 credits |
| Sem 1 | MW4013 | Leading the management of change: Leadership 4 | 15 credits |
| Sem 2 | MW4014 | Preparation for professional practice | 30 credits |

Notes

n/a

Appendix 2: Module specifications

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



UNIVERSITY OF
LEICESTER

Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2024/25

Date created: n/a

Last amended: 10/04/2025

Version no. 2
