UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

Date created: n/a **Last amended:** 19/01/2026 **Version no.** 5

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

MSci Nursing with Leadership Single Field (Adult Nursing)

* 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	%
100279 Adult Nursing	100

b) UCAS Code (where required)

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:

MSci Nursing with Leadership Single Field (Adult Nursing)

The normal period of registration is 4 years – 48 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 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.

Vaccinations

School of Healthcare students are expected to undertake all routine and selected vaccinations as recommended by Occupational Health and in line with the Greenbook recommendations (Immunisation of healthcare and laboratory staff: the green book, chapter 12 - GOV.UK (www.gov.uk)), in order to be able to attend clinical placements. These vaccinations are a requisite for students to successfully complete their course.

Students that do not engage with the relevant immunisation programmes and do not have the required vaccinations will not be able to participate in their clinical placements. **Consequently, they will not be able to complete their course requirements and will therefore not be able to successfully complete their degree.**

There may be exceptions for students who have a medical reason as to why they cannot be vaccinated. This should be supported by evidence from a doctor who is licensed to practice in the UK and has appropriate expertise in immunisation/vaccinations. This will likely be the student's GP. This will be reviewed and advice will be sought from the Occupational Health team.

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 and comply with Article 31(3) of Directive 2005/36/EC (included in Annexe 1 of this document).

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
- University Education Strategy
- 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
- Nursing and Midwifery Council Standards for Pre-registration nursing programmes (2023)
- NHS Leadership Healthcare Leadership Model: The nine dimensions of leadership behaviour (2013).
- 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).

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, 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

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, 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:

Academic requirements

- None of the modules on this programme are eligible for compensation. All credit bearing modules must be passed at or above the relevant pass mark for award purposes (40.00% at Levels 4-6, 50.00% for level 7).

Clinical Practice and Placement Hours

- Students must complete the Practice Assessment Document (ePAD) for each part of the programme, achieving a Pass grade and meeting the relevant NMC Standards of Proficiency.
- **At each progression point, students are expected to have formatively achieved the clinical practice hours for that period.** Any missed hours must be discussed and scheduled with the Course Leader. Failure to complete all of the required hours will be reviewed in accordance with University of Leicester engagement procedures.
- Where the expectation for clinical hours completion is not fully met, students may carry forward a limited number of outstanding placement hours for completion in the next academic year, within the following parameters:
    - A **recommended upper limit** of **70 hours**
    - An **absolute maximum** of **75 hours**
- By programme completion, all theory and clinical practice hours must be fully achieved. In total, students must complete a minimum of **2400 clinical practice** hours in line with NMC (2.9) requirements

Medicines Management Assessment (SafeMedicate)

- Students must pass the Medicines Management Assessment (SafeMedicate) each year, achieving a mark at or above the relevant pass mark listed in the table below:

Year	Content	Pass Mark
1	Tablets and liquids	80.00%
2	Tablets, liquids and injections	90.00%
3	Tablets, liquids, injections and infusions	90.00%
4	Consolidation and achievement of NHS partner organisations numeracy test	100.00%

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

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 wish to transfer to the MSci Nursing with Leadership Dual Field, you may do so no later than the end of Year 1. Transfer is 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, compensation as set out in Senate Regulations 5.45 – 5.54 will not apply. For the purposes of clarity, no student may be awarded a degree with any compensated modules, or failed 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, compensation does not apply and so there is no allowance for compensated 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 compensated 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 2400 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 Single Field (Adult Nursing) 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.
- 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.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum. **Research-based** Framed enquiry for exploring existing knowledge. **Research-oriented** Students critique published research content and process. **Research-apprenticed** Experiencing the research process and methods; building new knowledge.	Nursing is an evidence-based profession and these programmes, validated by the Nursing and Midwifery Council, provide opportunities for students to develop into confident, competent nurse leaders in their chosen field • Research-briefed – Students will be exposed to the work of clinicians and academics. The content of modules is informed by national and international evidence-based guidelines and students are provided with opportunities to explore evidence and how it can be applied in clinical practice. This is through case studies/ clinically focused questions and opportunities to reflect on their clinical placements. • Research-based – the use of evidence-based practice to guide care is introduced from year one. Opportunities to explore clinically oriented research which can be applied to practice are provided frequently within the modules and particularly focused on in the EBP modules. • Research-oriented – Skills on critical appraisal for primary research and application of evidence to the clinical setting is supported in the EBP modules with specific opportunities to choose clinical questions relevant to the students' area of clinical interest. • Research-apprenticed – the 4-year programmes have a theme of evidence-based practice spiralling through them. Students are given the opportunity to develop skills in creating answerable clinical questions, identifying appropriate research methodology, searching for and sourcing published primary research and appraising its quality and impact on clinical practice. This culminates in a dissertation focusing on a systematic review of the evidence of a chosen clinical question or the development of a service improvement project.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

The curriculum provides the students several opportunities to explore service development including development of original ideas to resolve a clinical challenge.

Students are offered the opportunity to consider publication of their work from these activities and their dissertation either as conference posters or journal articles. They are supported in the development of the necessary skills to facilitate this process.

Students have the opportunity to organise a 4 week research focused elective in their 3rd year of study. The path has been forged by previous students who have actively contributed to the initiation and development of the programme within the local NHS Trusts. They are also encouraged to look further afield to other specialist clinical areas depending on the students' interests.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

The lecturers in nursing that provide the majority of the teaching and learning on these programmes are all nurses registered with the NMC. They are required to maintain their registration which includes a 3 yearly process of revalidation. This ensures the lecturers are continuing with their clinically and academically relevant CPD development. Academics working within the programme are also required to work towards attaining an accredited teaching qualification. The school of healthcare provide a peer appraisal system for teaching and marking which provided an opportunity to share innovation and best practice and staff have access to further CPD through regular lecture series on pedagogy in healthcare within the school and college.

The programme is approved by the NMC and mapped to the requirements for entry onto the nursing register. This ensures it remains compliant with the educational requirements for students on these programmes.

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]

UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

Date created: n/a **Last amended:** 19/01/2026 **Version no.** 5

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 2025/26

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	n/a
Year long	NU1012	Anatomy and Physiology for Nursing Practice	30 credits
Sem 1	NU1020	Professional Development 1	15 credits
Sem 1	MW1013	Leading the Self: Leadership 1	15 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

Notes
n/a

Level 5/Year 2 2026/27

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	n/a
Sem 1	NU2019	Leading the Team: Leadership 2	15 credits
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	NU2016	Appraising the evidence in healthcare practice	15 credits
Sem 2	NU2017	Critical reflections on clinical practice 1	15 credits
Sem 2	NU2015	Planning, intervention and evaluation of care with a focus on older people	30 credits

Notes
n/a

Level 6/Year 3 2027/28

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	NU3016	Developing evidence-based practice	30 credits
Sem 1	NU3012	Pharmacology & medicines prescribing applied to nursing practice	15 credits
Sem 1	NU3017	Critical reflections on clinical practice 2	15 credits
Sem 2	NU3019	Leading in organisations: Leadership 3	15 credits
Sem 2	NU3015	Management of complex and long-term conditions in adult nursing	30 credits
Sem 2	NU3013	Professional development internship/Elective	15 credits

Notes
n/a

Level 7/Year Final 2028/29

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 1	NU4014	Leading the management of change: Leadership 4	15 credits
Sem 1	NU4017	Critical reflections on clinical practice 3	30 credits
Sem 2	NU4012	Professional, ethical and legal challenges in nursing	15 credits
Sem 2	NU4015	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).