

Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2027/28

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Version no. 1

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)

* MSci in Healthcare

* 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. The exit awards are unaccredited and do not lead to eligibility to register with the Nursing & Midwifery Council (NMC)

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 – 72 completed months

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 – 72 completed months

5. Typical entry requirements

- A-Level Grades: BBB, 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 Higher Level science subject from Biology, Chemistry, Physics or Psychology. Must include a minimum of grade 3 in Higher Level Maths or 4 in Standard Level Maths or 5 in Standard Level Maths Studies if minimum of grade C/4 is not held in Maths GCSE. Plus, a grade 4 in English A or 5 in English B if minimum of grade C/4 is 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).
- Equivalent international qualifications will be considered by the university admissions team who use the UK ENIC to review international qualifications.

a) Additional entry 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.

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.

Undergo an Enhanced with Barred List(s) Disclosure and Barring Service (DBS) check due to caring for vulnerable adults and children.

Vaccinations

School of Healthcare students are expected to undertake all relevant 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 \(www.gov.uk\)](https://www.gov.uk/government/publications/immunisation-of-healthcare-and-laboratory-staff-the-green-book-chapter-12)), 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 will be reviewed and advice will be sought from the Occupational Health team.

6. Recognition of Prior Learning

The programme adheres to the University and Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (2023) which 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 recognition of prior learning (RPL) 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 (now the Curriculum and Quality Sub-Committee) has approved a derogation from the University Policy and Procedures for the Accreditation of Prior Learning in accordance with the Standards for pre-registration nursing programmes (2023) (1.5 and 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 RPL for up to a total of 75% of the whole programme. RPL 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 RPL 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 Procedures for the Accreditation of Prior Learning](#) will be followed for all RPL 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 and 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 the Midlands.
- 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

- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy](#)
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- [Nursing and Midwifery Council \(2018\)](#) Standards of proficiency for registered nurses
- [Nursing and Midwifery Council \(2023\)](#) Standards for education and training Part 1: Standards framework for nursing and midwifery education
- [Nursing and Midwifery Council \(2023\)](#) Standards for education and training Part 2: Standards for student supervision and assessment
- [Nursing and Midwifery Council \(2023\)](#) Standards for education and training Part 3: Standards for pre-registration nursing programmes
- [NHS Leadership Healthcare Leadership Model](#)
- 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).

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, portfolio
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, unseen MCQ exam
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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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
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, simulation-based assessment

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, portfolio
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, online numeracy exam, 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. portfolio
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
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, portfolio

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, simulation-based assessments
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, portfolio
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, portfolio

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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, portfolio

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.	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, online numeracy assessment, 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, portfolio
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.	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
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 adheres to the scheme of progression set out in Senate Regulation 5 governing undergraduate programmes, together with any approved programme-specific requirements, including agreed dispensations. Please refer to the version of SR5 relevant to the year of entry, available via the [Senate Regulations](#) homepage.

It is also subject to the professional standards and requirements necessary for safe and effective practice, which may affect a student's eligibility to progress.

The following additional progression requirements have been approved:

10.1 Compensation (dispensation from SR5.45-5.52 and 5.54)

- Compensation is not permitted for progression purposes.
- All assessments that contribute to the module mark, together with all required pass/fail competency assessments, must be passed individually at the relevant threshold for the module to be deemed passed and for credit to be awarded.

10.2 Repeat Year 1 eligibility (dispensation from SR5.66)

- Students who, at the point of progression decision-making in Year 1, have achieved at least 90 but fewer than 105 credits will normally be eligible to repeat the year.

10.3 Clinical Practice hours

- Students must complete the electronic Practice Assessment Document (ePAD) for each part of the programme, achieving a Pass grade and meeting the relevant NMC competencies.
- At each progression point, students must have completed the required clinical practice hours for that stage of the programme. Any outstanding hours must be agreed with the Programme Lead and scheduled for completion, within programme constraints. Failure to complete the necessary hours will be considered, as required, in accordance with University of Leicester engagement procedures.

- Where the required clinical practice hours are not fully met, a limited number of outstanding hours may be carried forward for completion in the next academic year, subject to the following limits:
 - A recommended upper limit of 70 hours
 - An absolute maximum of 75 hours
- Clinical or practice reassessment requires active registration and cannot be undertaken without residence (dispensation from SR5.73 and SR5.87-90). Theory reassessment may be undertaken without residence, where permitted by Senate Regulation 5.
- Where accepted mitigation prevents final year students from completing two valid attempts within the same academic year, remaining attempts must be completed within eight weeks of the Board of Examiners' decision (dispensation from SR5.87-90)
- The University will inform students of the allocated placement at least four weeks prior to the placement start date.

Simulated practice learning

- Students may undertake up to 600 hours of simulated practice learning within the programme. All simulated practice learning is clearly identified in programme documentation and distinguished from practice learning in external environments. These experiences are quality assured and subject to ongoing evaluation. Student support, supervision and assessment are provided in line with the NMC *Standards for Student Supervision and Assessment (SSSA)*.

10.4 Numeracy Assessment (SafeMedicate)

- Students must pass an online numeracy assessment (SafeMedicate) each year, to demonstrate proficiency in medicines management, 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.

Where a student fails to meet the requirements for progression, and no further attempts or repeat opportunities are permitted under regulations, they will be required to withdraw from the programme.

a) Course transfers

Students may apply to transfer to the *MSci Nursing with Leadership Adult Nursing* up to the end of Year 1. Transfer is subject to approval by the Programme Lead and dependent upon placement capacity.

11. Criteria for award and classification

This programme adheres to the scheme of award and classification for undergraduate programmes set out in Senate Regulation 5, together with any approved programme-specific requirements, including agreed dispensations. Please refer to the version of SR5 relevant to the year of entry that is accessible via the [Senate Regulations](#) homepage.

It is also subject to the professional standards and requirements necessary for safe and effective practice, which may affect a student's eligibility for award.

The following additional award requirements have been approved:

11.1 Compensation (dispensation from SR5.45-5.52 and 5.54)

- Compensation is not permitted for the intended professionally accredited award.
- All assessments that contribute to the module mark, together with all required pass/fail competency assessments, must be passed individually at the relevant threshold for the module to be deemed passed and for credit to be awarded.
- This requirement aligns with the NMC (2023) *Standards for Education and Training*, which require that programme outcomes and proficiencies are met in full.

11.2 Clinical hours

- Students must undertake 6,133 hours of learning over the duration of the programme, in line with the expectations of a four-year integrated master's degree and dual-field registration. This includes at least 2,300 clinical practice hours and 2,300 theory hours, in accordance with NMC requirements.
- The total learning hours for the programme exceed the NMC (2023) minimum requirement of 4,600 hours for pre-registration programmes, in order to support full achievement of proficiencies across two fields of nursing and associated academic requirements.
- Theory and practice learning are designed to be broadly balanced across the programme, with each accounting for approximately 50% of the total hours.
- All required theory and clinical practice hours must be completed in full by the end of the programme for the intended award to be made.

11.3 Exit awards

- Exit awards are restricted and retitled to ensure they do not imply eligibility for professional registration or confer professional accreditation.
- There is no intermediate exit point that equates to professional practice with NMC registration.

11.4 Registration with the NMC

- Students who successfully complete all programme requirements and are awarded the *MSci Nursing with Leadership Dual Field* will be recommended to the NMC for entry to the appropriate part of the NMC register.
- Graduates are required to apply for registration within five years of programme completion; failure to do so will require additional education, training, or experience in accordance with NMC requirements.
- Students are required to meet the NMC standards for good health and good character at admission, throughout the programme, and at the point of completion, in line with the University of Leicester process for the declaration of good health and good character.

Note. 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 the School of Healthcare, 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 a distinctive, original element to the programme. The acquisition of an undergraduate Masters (MSci) degree is unique 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 NU1026.
- Dual field registration with the Nursing and Midwifery Council (adult and mental health, child and mental health). The University of Leicester is 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 master's level, with a focus on leadership, will enhance graduate employability prospects as a national shortage of nurses is well documented.
- When you complete the programme, you will have the opportunity to apply for employment both in the National Health Service (NHS) and other healthcare orientated industries. As leadership graduates you will have the opportunity to be fast-tracked through your nursing careers, facilitated by a purposefully constructed leadership framework.

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.	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 Framed enquiry for exploring	• 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.

existing knowledge.	
Research-oriented Students critique published research content and process. Research-apprenticed Experiencing the research process and methods; building new knowledge.	• 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 an extensive focusing on a systematic review of the evidence of a chosen clinical question.

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 systematic literature review 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 elective placements 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 Peer Enhancement of Teaching and Learning (PETL) which aims to improve the quality of teaching by providing opportunities for professional development for staff and encourages the sharing of effective practice to enhance student experience. Staff have access to further CPD through regular lecture series on pedagogy in healthcare within the school and college, and they also have the opportunity to engage with personal development courses through the Organisational Development department.

The programmes are approved by the NMC and mapped to the NMC Standards for pre-registration nursing programmes and the NMC Standards of proficiency for registered nurses resulting in entry

onto the nursing register. This ensures the programmes remains compliant with the educational requirements for students on these programmes.

12b. Work-related learning

The workload of all students on this programme includes the opportunity to engage with *at least* 100 hours of employer informed, work-related learning activity. Further information regarding work-related learning is available [online](#).

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 NMC 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: 2027/28

Date created: n/a Last amended: 28/05/2026 Version no. 1

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 2027/28

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	NU1021	Passport for Practice 1	30 credits
Year long	NU1024	Concepts of Nursing Practice	30 credits
Sem 1	NU1023	Anatomy and Physiology for Nursing Practice	15 credits
Sem 1	NU1026	Professional Development	15 credits
Sem 2	NU1022	Leading the Self	15 credits
Sem 2	NU1025	Fundamentals of Evidence Based Practice	15 credits

Notes

Exit Award for 120 credits : CertHE in Healthcare

Level 5/Year 2 2028/29

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	60 credits	15 credits	45 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	NU2021	Passport for Practice 2	30 credits
Year long	NU2023	Holistic Adult Nursing: Assessment and Care planning	30 credits
Sem 1	NU2025	Appraising Evidence Based Practice	15 credits
Sem 2	NU2024	Foundations of Mental Health Nursing: Assessment, Values, and Therapeutic Interventions	30 credits
Sem 2	NU2022	Leading the Team	15 credits

Notes

Exit Award for 240 credits: DipHE in Healthcare

Level 6/Year 3 2029/30

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	90 credits	15 credits	15 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	NU3021	Passport for Practice 3	30 credits
Year long	NU3023	Anatomy, Physiology and Pharmacology in Adult Nursing Practice	30 credits
Year long	NU3025	Developing Evidence Based Practice	30 credits
Sem 1	NU3024	Specialist Care in Mental Health Practice	15 credits
Sem 2	NU3022	Leading in Organisations	15 credits

Notes

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

Level 7/Year Final 2030/31

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	90 credits	15 credits	15 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	NU4021	Passport for Practice 4	30 credits
Year long	NU4023	Systematic Literature Review Applied to Professional Practice	30 credits
Year long	NU4025	Management of Complex and Long Term conditions in Mental Health	30 credits
Sem 1	NU4024	Advanced Assessment and Management of Adults with Complex and Long Term conditions	15 credits
Sem 2	NU4022	Leading the Management of Change	15 credits

Notes

n/a

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

Level 4/Year 1 2027/28

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	NU1021	Passport for Practice 1	30 credits
Year long	NU1024	Concepts of Nursing Practice	30 credits
Sem 1	NU1023	Anatomy and Physiology for Nursing Practice	15 credits
Sem 1	NU1026	Professional Development	15 credits
Sem 2	NU1022	Leading the Self	15 credits
Sem 2	NU1025	Fundamentals of Evidence Based Practice	15 credits

Notes

Exit Award for 120 credits : CertHE in Healthcare

Level 5/Year 2 2028/29

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	60 credits	15 credits	45 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	NU2021	Passport for Practice 2	30 credits
Year long	NU2132	Holistic Child nursing: Assessment and Care planning	30 credits
Sem 1	NU2025	Appraising Evidence Based Practice	15 credits
Sem 2	NU2024	Foundations of Mental Health Nursing: Assessment, Values, and Therapeutic Interventions	30 credits
Sem 2	NU2022	Leading the Team	15 credits

Notes

Exit Award for 240 credits: DipHE in Healthcare

Level 6/Year 3 2029/30

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	90 credits	15 credits	15 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	NU3021	Passport for Practice 3	30 credits
Year long	NU3123	Anatomy, Physiology and Pharmacology in Child Nursing Practice	30 credits
Year long	NU3025	Developing Evidence Based Practice	30 credits
Sem 1	NU3024	Specialist Care in Mental Health Practice	15 credits
Sem 2	NU3022	Leading in Organisations	15 credits

Notes

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

Level 7/Year Final 2030/31

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	90 credits	15 credits	15 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	NU4021	Passport for Practice 4	30 credits
Year long	NU4023	Systematic Literature Review Applied to Professional Practice	30 credits
Year long	NU4025	Management of Complex and Long Term conditions in Mental Health	30 credits
Sem 1	NU4124	Advanced Assessment and Management of Children with Complex and Long Term conditions	15 credits
Sem 2	NU4022	Leading the Management of Change	15 credits

Notes

n/a

Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2027/28

Date created: n/a

Last amended: 28/05/2026

Version no. 1

Appendix 2: Module specifications

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