



Course Information Form

This Course Information Form provides the definitive record of the designated course

Section A: General Course Information

Course Title	MSc Adult Nursing
Final Award	MSc
Route Code	MSADUAAF
Intermediate Qualification(s)	PGCert Healthcare Studies PGDip Healthcare Studies
FHEQ Level	7
Location of Delivery	University Square Campus, Luton
Mode(s) and length of study	Full-time, 2 years
Standard intake points (months)	Feb

**External Reference
Points as applicable
including Subject
Benchmark**

QAA Quality Code (Framework for Higher Education Qualifications) at Level 7 (QAA, 2014)

Nursing and Midwifery Council (NMC, 2018) Future nurse: Standards of proficiency for registered nurses

Nursing and Midwifery Council (NMC, 2018) Realising professionalism: Standards for education and training. Part 1: Standards framework for nursing and midwifery education

Nursing and Midwifery Council (NMC, 2018) Realising professionalism: Standards for education and training. Part 2: Standards for student supervision and assessment

Nursing and Midwifery Council (NMC, 2018) Realising professionalism: Standards for education and training. Part 3: Standards

Course Aims

This course has been designed and developed with practice partners, students, and service users and carers, who are also involved in its delivery and evaluation. This course will focus on issues of direct relevance to the achievement of registered nurse status, whilst pursuing a postgraduate course of study in a supported learning environment, where the safety of people is of primary consideration. On completion of the course you will have met the NMC (2018) Future nurse: Standards of proficiency for registered nurses. Success in the course provides eligibility for you to apply for registration with the Nursing and Midwifery Council (NMC) as a Registered Adult Nurse.

Throughout this course, emphasis is placed upon enabling you to develop the knowledge, skills, attitudes and behaviours required of an Adult Nurse who can meet the demands of the role with confidence. Prioritising the wellbeing of patients and their families through critical self-reflection and safe practice in accordance with The Code (NMC (2018)), is central to your development on the course. The learning culture prioritises the safety of people, including carers, students and educators, and enables the values of The Code to be upheld. You will work in close partnership with the multi-professional team to deliver holistic care to patients and their families in a variety of practice settings. You will be able to adapt the skills you learn to the situation, keeping the patient and their family at the centre of your nursing practice. You will be empowered and supported to become a resilient, caring, reflective and lifelong learner, capable of working in inter-professional and inter-agency teams, giving and receiving constructive feedback

Educational Aims

This course fulfils the requirements of the NMC Future nurse: Standards of proficiency for registered nurses (NMC 2018) and course outcomes in full, to enable you to demonstrate your eligibility for both the academic award and fitness for practice for professional registration with the Nursing and Midwifery Council. The course addresses the 7 nursing platforms, as identified by the NMC, which reflect what they expect a newly registered nurse to know and be capable of doing safely and proficiently at the

The course educational aims are to:

- Prepare you to meet the NMC Future nurse: Standards of proficiency for registered nurses (2018) that confer eligibility to register with the NMC as a Registered Adult Nurse.
- Provide advanced broad-based education and develop your general intellectual competence to the level of eligibility for an award of Master of Science conferred by the University of Bedfordshire.
- Ensure that you are prepared to practice safely and effectively to such an extent that the protection of the public is assured.

Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below

Course Learning Outcomes

Outcome	Award
1 Act with integrity to provide high quality care within professional, ethical and legal frameworks to maintain and improve standards within Adult nursing (Platform 1, Platform 6)	MSc Adult Nursing; PGDip Healthcare Studies; PGCert Healthcare Studies
2 Establish and maintain therapeutic and professional relationships by communicating effectively to assess needs and practise in a compassionate, respectful way, maintaining dignity and wellbeing (Platform 3 Annexe A, Annexe B)	MSc Adult Nursing; PGDip Healthcare Studies; PGCert Healthcare Studies
3 Autonomously plan and provide safe and effective, person-centred care for people across the lifespan in multiple contexts (Platform 3, Platform 4)	MSc Adult Nursing; PGDip Healthcare Studies; PGCert Healthcare Studies
4 Critically analyse and debate evidence on which care decisions are based in order to promote health, prevent ill health and/or facilitate recovery (Platform 2, Platform 3, Platform 4)	MSc Adult Nursing; PGDip Healthcare Studies; PGCert Healthcare Studies
5 Independently evaluate, relevant research, scholarship and practice, and synthesise information from a range of sources, to deal with complexity in adult nursing contexts drawing on innovative and best practice in the sector (Platform 4)	MSc Adult Nursing; PGDip Healthcare Studies
6 Demonstrate skills of reflection, critical thinking and problem solving to challenge practice and function as a resilient, autonomous, and accountable Adult nurse (Platform 1)	MSc Adult Nursing; PGDip Healthcare Studies; PGCert Healthcare Studies
7 Supervise and support others to co-ordinate and lead care by promoting and sustaining change and innovation, initiating service improvements, while managing conflicting work pressures (Platform 5, Platform 7)	MSc Adult Nursing; PGDip Healthcare Studies
8	

9	Practice safely and proficiently the core knowledge and skills contained within the NMC (2018) Future nurse: Standards of proficiency for registered nurses, platforms and annexes that reflect what a newly registered nurse should know and be capable of doing at the start of their career.	MSc Adult Nursing
---	---	-------------------

Learning and Teaching

The learning, teaching and assessment strategy has the aim of transforming students into independent learners who take responsibility for their learning in a way that is reasonable for the student and does not compromise public safety. In designing the learning and teaching strategy, the team identified five guiding principles to underpin a course that is designed to develop the knowledge and behaviours of aspiring registered nurses. These principles are to ensure that teaching and learning activities: have immediate professional relevance; foster active learning; are learner-centred in approach and draw on expertise-by-experience. Examples of how this is realised throughout the course are provided.

Immediate professional relevance: the course team use a range of teaching methods to help you apply new knowledge. This includes the use of case studies and exemplars in teaching sessions. You are required to identify and share your own exemplars, drawing on evidence from a range of sources to do this. Enquiry based learning; interprofessional learning; simulated learning and peer-learning strategies strengthen this element. You will be supervised in practice by a Practice Supervisor in order to meet the NMC Part 2: Standards for student supervision and assessment ning;

Teaching, learning and assessment strategies

Draw on expertise-by-experience: the course team recognises that you will bring with you a rich resource of expertise-by-experience through your pre course study and work experiences, placement learning experiences and through contact with health services as recipients of care. Teaching and learning strategies encourage you to share your experiences and to look at healthcare from a range of theoretical perspectives, with an emphasis on inter-professional learning and practice.

both theoretical and practice settings). Several units draw upon the expertise of service users in order to bring the service user s/patient s voice into the teaching sessions. The course team draw upon their own professional practice, research and scholarship to add meaning to teaching.

In order to meet University and NMC requirements you are expected to attend all elements of your course. Attendance during the course will be monitored and actions taken to address unexplained and frequent absences.


As a student you will be involved in the evaluation of your course. This includes evaluating both your practice and academic learning, raising and escalating concerns that affect your learning in practice and participating in local and national learner surveys.

Assessment

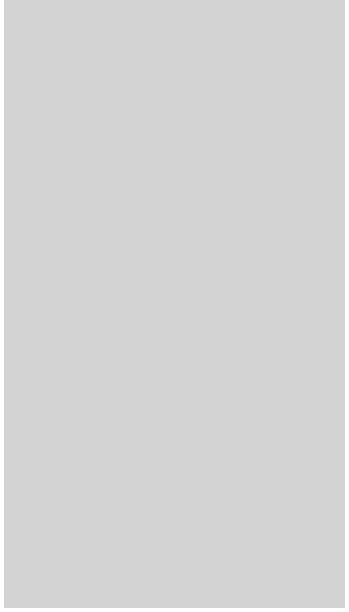
The assessment strategy for this course is closely aligned to the teaching and learning strategy which is designed to have: immediate professional relevance to ensure safe and effective practice; foster active learning, be learner-centred in approach and draw on expertise-by-experience. The choice of assessments is determined by their fitness for purpose i.e. to evidence achievement of unit learning outcomes at Master s level (Level 7). You will be assessed across a range of practice settings and learning environments throughout the course.

To enhance your understanding and experiences of assessment practices you will encounter a wide range of formative and summative assessment methods including those that enable you to undertake practice-focussed tasks that have the potential to influence care delivery. Many of the assessment tasks are designed so that you can tailor them to your professional interests, experience and development needs. They are also designed so that you can rehearse ways of thinking and acting that are professionally relevant. Examples include: written assignments ranging from reflective pieces to case studies and academic essays as well as assessed practice within your placements. Assessments are also designed to support you integrating learning in theory and practice and in demonstrating that integration. The assessments culminate in a choice of dissertation projects: a literature review, a research proposal or a service development project.

You will be assessed in practice through the use of a Practice Assessment Document which outlines the skills and competencies required as a registered nurse. These assessments are recorded and confirmed by a Practice Assessor, alongside your own self-reflections on your progress. Service users and carers also contribute to your assessments.



During each of your placement allocations you will have a nominated Practice Assessor in accordance with the NMC Part 2: Standards for student supervision and assessment (NMC 2018). They conduct assessment to confirm that you have achieved the NMC proficiencies and course outcomes for practice learning. You will also have a nominated Academic Assessor who is



Assessment Regulations

The course is comprised of two parts, progression rules into the next academic year will follow University of Bedfordshire regulations with relation to allowing progression for students who have been referred on a maximum of 30 credits.

Medicines Management and Pharmacology in Adult Nursing (NAD008-6 and APP061-6) summative assessment 1 is a

For any unit with a placement assessment, all assessments for that unit must be passed in order to pass the unit.

The substitution of units is not permitted. All units on the course are core and are mapped to the NMC proficiencies, and have

In order to complete the required number of theory and practice hours within the two-year duration of the course, the dissertation unit runs alongside other taught units in the second year

A student who gains 180 Level 7 credits but fails to meet professional requirements, will be eligible for a University award credits

NUR015-6	Professional Values and Governance in Nursing and Healthcare	7	15	Core	12T A	1TA		2T A
NUR016-6	Research Methodologies for Healthcare	7	15	Core	2T A	1TA	1TA	12T A

Section C: Assessment Plan

The course is assessed as follows :

MSADUAAF- MSc Adult Nursing

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
NAD019-3	6	SEM1-2	Core	PR-PLC	25	PR-PLC	25				
NAD021-3	6	SEM2-3	Core	PR-PLC	25	PR-PLC	25				
NAD020-3	6	SEM3-1	Core	PR-PLC	25	PR-PLC	25				
NAD008-6	7	SEM1	Core	EX-CB	11	EX	12				
NUR016-6	7	SEM1	Core	CW-LR	13						
NUR014-6	7	SEM2	Core	CW-CS	12						
NUR017-6	7	SEM2	Core	WR-I	12						
NAD007-6	7	SEM2-3	Core	PR-OR	11	CW-RW	24				
NAD009-6	7	SEM2-3	Core	CW-ESS	13	PR-OSC	25				
NUR015-6	7	SEM3	Core	CW-ESS	12						
NUR018-6	7	SEM3-1	Core	PJ-PRO	8	PJ-DIS	25				

MSADUAAF- MSc Healthcare Studies

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
NAD019-3	6	SEM1-2	Core	PR-PLC	25	PR-PLC	25				

NAD021-3	6	SEM2 -3	Core	PR-PLC	25	PR-PLC	25
NAD020-3	6	SEM3 -1	Core	PR-PLC	25	PR-PLC	25
NAD008-6	7	SEM1					

NAD009-6	7	SEM2 -3	Core	CW-ESS	13	PR-OSC	25				
NUR015-6	7	SEM3	Core	CW-ESS	12						

Glossary of Terms for Assessment Type Codes

CW-CS	Coursework - Case Study
CW-ESS	Coursework - Essay
CW-LR	Coursework - Literature Review
CW-RW	Coursework - Reflective Writing
EX	Exam (Invigilated)
EX-CB	Computer-based Invigilated Examination
PJ-DIS	Coursework - Dissertation Report
PJ-PRO	Coursework - Project Report
PR-OR	Practical - Oral Presentation
PR-OSC	Practical-Objective structured clinical exam
PR-PLC	Practical - Placement
WR-I	Coursework - Individual Report

Administrative Information

School	School of Nursing, Midwifery and Health Education
Head of School/Department	Sally Boyle
Course Coordinator	Janetta Baker